

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

REGULAR MEETING OF THE BOARD OF TRUSTEES
September 11, 2023 – 7:30 p.m.

AGENDA

I. Call to Order 6:30 p.m.

Lowell Joint School District Character Education and Patriotic Education Focus of the Month: INFORMATION

- Character Trait: Respect - The process and outcome of successfully adapting to difficult or challenging life situations; toughness and flexibility.
- Patriotic Focus: Pledge of Allegiance & National Anthem
- Honoring Character & Patriotism In Action: Armed Forces & Declaration of Independence

A. Comments from the Public INFORMATION

1. Board Agenda Items: Any member of the audience may speak to any agenda item by submitting a “Presentation Card” (supply located on the table near double exit doors). Please hand the completed card to the secretary. When the item is considered by the Board, individuals submitting presentation cards will be called upon prior to Board action. Speakers must limit their comments to three (3) minutes. The Board shall limit the total time for public input on each item to 30 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.
2. Topics Not on Agenda: Anyone in attendance may address any issue by following the same identification process as shown in I-A-1 above. Since the Board cannot take action on items which are not on the agenda, such items will be referred to the Superintendent for handling. Individuals interested in speaking to items which are not on the agenda will be called upon under Item IV.

B. Closed Session 6:30 p.m.

1. Pupil Personnel Matters/Advice from Legal Counsel – Existing and Anticipated Litigation (Disclosure of Case Name Would Jeopardize Potential Settlement Negotiations)/Real Property/Liability Claims/Negotiations/ Public Employee Appointments – Discipline – Dismissal – Release (Government Code Section 54957)/ Employer/Employer Relations
2. Public Employee Negotiations – Certificated School Employees Association (LJEA)/ Classified School Employees Association (CSEA); Agency Negotiator: Mr. Coombs

3. Superintendent's Evaluation (Pursuant to Government Code Section 54957)

C. Regular Session

Approximately
7:30 p.m.

II. Preliminary Procedural – Board President

A. 9-11 Remembrance

B. Salute to the Flag

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

D. Introductions and Welcome of Guests

E. Comments from the Public

1. Board Agenda Items: Any member of the audience may speak to any agenda item by submitting a "Presentation Card" (supply located on the table near double exit doors). Please hand the completed card to the secretary. When the item is considered by the Board, individuals submitting presentation cards will be called upon prior to Board action. Speakers must limit their comments to three (3) minutes. The Board shall limit the total time for public input on each item to 30 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

INFORMATION

2. Topics Not on Agenda: Anyone in attendance may address any issue by following the same identification process as shown in II-E-1 above. Since the Board cannot take action on items which are not on the agenda, such items will be referred to the Superintendent for handling. Individuals interested in speaking to items which are not on the agenda will be called upon under Item IV.

F. Acknowledgement of Correspondence to the Board

INFORMATION

G. Approval of Agenda

ACTION

H. Approval of Minutes from the August 7, 2023, Regular Board Meetings

ACTION

III. Reports

INFORMATION

A. Timely Information from Board and Superintendent – Board President

B. School Reports

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

IV. Topics Not on the Agenda

V. General – Jim Coombs

- A. Resolution 2023/2024 No. 900 Proclaiming September 17 – 23, 2023, as “Constitution Week” ACTION/
(RESOLUTION)
- B. Resolution 2023/2024 No. 901 Designating October 2023 as “Character Education Month” ACTION/
(RESOLUTION)
- C. Approval of the Lowell Joint School District’s Response to the 2022-23 Orange County Grand Jury Report: “Russian Roulette: Fentanyl in Orange County” ACTION/
(RATIFICATION)

VI. Business Services – David Bennett

- A. Approval of Agreement with PQBids for Web-Based Program used to Prequalify Contractors ACTION/
(RATIFICATION)
- B. Approval of Piggyback Contract with CN School & Office Solutions, Inc. for Furniture: Systems and Stand Alone (San Bernardino County Unified School District Bid #23/24-0005) ACTION
- C. Ratification of Agreement with Orbit Event Rentals, Inc. for the purchase and installation of Lunch Shelter Canopy Lighting and Accessories at Maybrook Elementary School (Temporary Housing for Rancho Intermediate School) ACTION/
(RATIFICATION)
- D. Approval of Agreement with Orrick, Herrington & Sutcliffe, LLP, to provide Bond and Disclosure Counsel Services for the Possible Issuance of Future General Obligation Bonds ACTION
- E. Resolution 2023/2024 No. 902 for Approval to Delegate Authority to the Superintendent of Schools, or Designee, to Certify Documents, Act as a Liaison with the Office of Public School Construction and Staff to the State Allocation Board ACTION/
(RESOLUTION)
- F. Resolution 2023/24 No. 903 Gann Amendment Appropriations Limit ACTION/
(RESOLUTION)

VII. Human Resources – Jim Coombs

No Items Except on Consent

VIII. Educational Services – Sheri McDonald

No Items Except on Consent

IX. Administrative Services – Carl Erickson

No Items Except on Consent

X. Consent Calendar

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

A. General - Jim Coombs

- | | | |
|----|--|---------------------------|
| 1. | Approval of Consultant Agreement with Brianna Velarde to Provide Graphic Design Work for District Communication of Programs and Facilities for the 2023/24 School Year | ACTION/ (RATIFICATION) |
| 2. | Approval of Memorandum of Understanding Agreement between Chapman University and Lowell Joint School District, Effective August 1, 2023 through June 30, 2028 | ACTION/ (RATIFICATION) |

B. Business Services – David Bennett

- | | | |
|----|--|---------------------------|
| 1. | Purchase Order Listing Report/Check Register 2023/2024 #2 | ACTION/ (RATIFICATION) |
| 2. | Consolidated Check Register Listing Report 2023/2024 #2 | ACTION/ (RATIFICATION) |
| 3. | Acceptance of Notice of Completion, Tricore Enterprises Inc., dba Quiel School Signs for Marquee Installation at El Portal Elementary School | ACTION |

C. Human Resources – Jim Coombs

- | | | |
|----|---|---------------------------|
| 1. | Employer-Employee Relations/Personnel Report 2023/2024 #2 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees | ACTION/ (RATIFICATION) |
| 2. | Approval of the 2022-2023 Classified Management Salary Schedule, Effective August 1, 2023, with the Addition of the Network and Data Systems Technology Supervisor Position | ACTION/ (RATIFICATION) |
| 3. | Approval of the 2022-2023 Certificated Management and Supervisory Salary Schedule, Including the Addition of the Board Certified Behavioral Analyst position, effective September 1, 2023 | ACTION/ (RATIFICATION) |

D. Educational Services – Sheri McDonald

1. Approval of Agreement with Franchise Consulting/Derek Francis to Provide Professional Development during 2023-2024 School Year to Rancho-Starbuck Staff ACTION
2. Approval of Agreement with Shane Twamley to Provide Intervention and Saturday School Sessions during 2023-2024 School Year to Rancho-Starbuck ACTION/
(RATIFICATION)
3. Approval of Consultant Agreement with Summer Davis to provide “Digging with Mrs. Davis” Gardening/Science Enrichment Classes for PowerSource during the 2023-24 School Year ACTION
4. Approval of Ratification of Agreement #14082 with Thinking Maps Inc. to Provide Professional Development During the 2023-24 School Year ACTION/
(RATIFICATION)
5. Approval of Agreement #14179 with Thinking Maps Inc. to Provide Professional Development on November 1, 2023 ACTION
6. Approval of Short Term Rental Agreement with Whittier College ACTION

E. Administrative Services – Carl Erickson

1. Approval of Agreement with All American Officials to Provide Referee Services for After School Sports Programs ACTION/
(RATIFICATION)

XI. Board Member/Superintendent Comments

XII. Adjournment

ADJOURNMENT

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

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

The next scheduled Lowell Joint School District Board of Trustees Meeting is Monday, October 2, 2023.

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

MINUTES REGULAR MEETING OF THE BOARD OF TRUSTEES
August 7, 2023

| | |
|---|--|
| Call to Order | President Shaw called the meeting to order at 6:30 p.m. at Lowell Joint School District, 11019 Valley Home Avenue, Whittier, CA 90603. |
| Topics Not on the Agenda | None. |
| Closed Session | President Shaw declared the meeting recessed to closed session at 6:31 p.m. |
| Call to Order | President Shaw reconvened the meeting to order at 7:36 p.m. |
| | The flag salute was led by David Bennett, Assistant Superintendent of Business Services. |
| | Trustees Present: Karen L. Shaw, Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg, Melissa A. Salinas |
| | Trustees Absent: None |
| | Staff Present: Jim Coombs, Superintendent of Schools, Sheri McDonald, Assistant Superintendent of Educational Services, and David Bennett, Assistant Superintendent of Business Services, Carl Erickson, Assistant Superintendent of Administrative Services |
| | Staff Absent: None |
| Reporting out Action (if any) Taken in Closed Session | None. |
| Introductions and Welcome of Guests | President Shaw welcomed the guests in attendance, staff members present, Allison Fonti, LJEА president, Margaret Palmer, LJEА co-president, Leslie Mangold, LJEА lead negotiator. |
| Acknowledgement of Correspondence | None. |
| Approval of Agenda | It was moved, seconded, and carried by unanimous vote, (5 – 0) to approve the amended August 7, 2023, Board agenda. |
| Approval of Minutes | It was moved, seconded, and carried by unanimous vote, (5-0) to approve the minutes from the June 26, 2023, Regular Board Meeting. |
| Timely Information from Board and Superintendent – | None. |

Board President
Topics Not on the Agenda

2023-24 45 Day Budget
Update

Education Code Section 42147(h) states: “Not later than 45 days after the Governor signs the annual Budget Act, the school district shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by that Budget Act.” While this language does not specifically require that districts revise their budgets at this time, it does require making the revisions public if the district decides to make revisions based on the Enacted State Budget.

The Governor signed the 2022-23 State Budget into law on June 27, 2023, beginning the 45-day period, which ends on August 11, 2023. The Board adopted the District budget on June 26, 2023. The Enacted State Budget contained minor changes from the Governor’s May Revision. Because the May Revision was used to present the 2023/24 Adopted Budget, and the changes to the Adopted Budget are minor, it is advisable that the District update the Adopted Budget to reflect the changes at the First Interim budget presentation on December 11, 2023, at which time the budget will reflect the most current figures available.

Approval to Delegate
Authority to the
Superintendent of Schools,
or Designee, to Award
Contracts for Construction,
Modernization, and
Maintenance Projects
Districtwide

It was moved, seconded, and carried by unanimous vote, (5-0) to approve the annual Delegation of Authority to the Superintendent of Schools, or Designee, to Award Contracts for the Construction, Modernization, and Maintenance Projects District wide, and that the Superintendent, or designee, be authorized to execute the necessary documents.

CalPERS Resolution
2023/24 No. 899 Approving
Delegation of Authority to
Request Disbursements for
Other Post-Employment
Benefits (OPEB) with the
California Employers'
Retiree Benefit Trust
(CERBT) through
California Public
Employees Retirement
System

It was moved, seconded, and carried by unanimous roll call vote, (5-0) to adopt Resolution 2023/24 No. 899 Approving Delegation of Authority to Request Disbursements for Other Post-Employment Benefits (OPEB) with the California Employers' Retiree Benefit Trust (CERBT) through California Public Employees Retirement System, and that the Superintendent or designee be authorized to execute the necessary documents.

Ratification of Additive
Change Order No. 2, Elite
Modular and Sales,
Additional Portable
Classroom Ramp

It was moved, seconded, and carried by unanimous vote, (5-0) to ratify an additive change order for an amount not to exceed \$3,500 with Elite Modular Leasing & Sales, Inc., for the additional ramp modifications provided during the Maybrook Phase II for the Rancho Starbuck project, and that the Superintendent or designee be authorized to execute the necessary documents.

Modification, Maybrook
Phase II for Rancho
Starbuck

Approval of Deductive
Change Order No. 4 from
Erickson Hall Construction
for Meadow Green
Elementary School Project

It was moved, seconded, and carried by unanimous vote, (5-0) to approve the Deductive Change Order No. 4, Erickson Hall Construction Company, Lease-Leaseback General Contractor, Meadow Green Elementary School, effective August 7, 2023, not to exceed (\$5,110.00), (21.0-00000-0-00000-85000-6230-0080000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

Ratification of Agreement
with Orbit Event Rentals,
Inc. for the purchase and
installation of a Lunch
Shelter Canopy at
Maybrook Elementary
School (Temporary Housing
for Rancho Intermediate
School)

It was moved, seconded, and carried by unanimous vote, (5-0) to approve the ratified agreement with Orbit Event Rentals, Inc., for the Purchase and installation of a Lunch Shelter Canopy, Financial Impact: \$36,250.62, Funding Source: Measure LL General Obligation Fund – Fund 21.0, and that the Superintendent or designee be authorized to execute the necessary documents.

District Local Control
Accountability Plan Update

As part of the LCAP process, the Board approved the LCAP on June 26, 2023 and it was submitted to OCDE for county approval. Some revisions for updated budget items and metrics were made based on feedback from OCDE.

It was moved, seconded, and carried by unanimous vote, (5-0) to approve the revisions for the updated budget items and metrics of the District Local Accountability Plan, and that the Superintendent or designee be authorized to execute all necessary documents.

Approval of the 2023/24
Consolidated Application

It was moved, seconded, and carried by unanimous vote, (5-0) to approved the 2023/24 Consolidated Application, and its submission to the California Department of Education, and that the Superintendent or designee be authorized to execute all necessary documents.

Approval of the Lowell
Joint School District's
Response to the 2022-23
Orange County Grand Jury
Report: "The ABC's of
Educating Children
Experiencing Homelessness
in Orange County"

It was moved, seconded, and carried by unanimous vote, (5-0) to approve the responses of the Lowell Joint School District recommendations in the 2022-2023 Orange County Grand Jury report entitled "The ABC's of Educating Children Experiencing Homelessness in Orange County" published on May 25, 2023, and that the Superintendent or designee be authorized to execute the necessary documents.

Consent Calendar

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

Purchase Order Listing Report/Check Register 2023/2024 #1

Approved the Purchase Order Listing Report/Check Register 2023/2024 #1, issued June 01, 2023, through June 30, 2023, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Consolidated Check Register Listing Report 2023/2024 #1

Approved the Consolidated Check Register Listing Report 2023/2024 #1, issued June 1, 2023, through June 30, 2023, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with School Services of California, Inc., to Provide Consulting Services Related to Fiscal Budget for the 2034/24 School Year

Approved the agreement with School Services of California, Inc., to provide consulting services related to fiscal budget for the 2023/24 school year, in an amount not to exceed \$4,500 (plus expenses as defined in the contract), and that the Superintendent or designee be authorized to execute the necessary documents.

Ratification of Acceptance of Certificate of Substantial Completion, Erickson-Hall Construction, Modernization and HVAC Upgrades at Meadow Green Elementary School

Ratified the acceptance of a Certificate of Substantial Completion, Erickson-Hall Construction Company, Meadow Green Elementary School, Fire Alarm Upgrade, Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee Relations/Personnel Report 2023/2024 #1 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees

Ratified Employer-Employee Relations/Personnel Report 2023/24 #1, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of Consultant Agreement with Brennen Logan to provide Dance and Theatre Workshop Classes for Expanded Learning Opportunities Program for the 2023-24 School Year

Approved the consultant agreement for Brennen Logan to be Dance and Theatre Workshop Class Teacher(s) for the PowerSource Expanded Learning for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$2,500, to be paid by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with Camille Vargas to provide Dance and Theatre Workshop Classes for Expanded Learning Opportunities

Approved the consultant agreement for Camille Vargas to be Dance and Theatre Workshop Class Teacher(s) for the PowerSource Expanded Learning for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$2,500, to be paid by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Program for the 2023-24
School Year

Approval of Consultant Agreement Tana Carmichael to be a Costume Designer for the Lowell Joint Youth Theatre for the 2023-24 School Year – Macy and Meadow Green

Approved the consultant agreement for Tana Carmichael to be a costume designer for the Lowell Joint Youth Theatre for Lowell Joint School District during the 2023-24 school year for Macy and Meadow Green, at an amount of \$25.00 per hour for the 2 spring shows (Macy/Meadow Green), not to exceed \$2000.00 total, to be paid by the One Time Art & Music Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement Tana Carmichael to be a Costume Designer for the Lowell Joint Youth Theatre for the 2023-24 School Year – Olita and Jordan

Approved the consultant agreement for Tana Carmichael to be a costume designer for the Lowell Joint Youth Theatre for Lowell Joint School District during the 2023-24 school year for Olita and Jordan, at an amount not to exceed \$1000 per fall show, to be paid by the One Time Art & Music Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Before and After School Childcare Services Effective August 16, 2023, through May 31, 2024, at Various Sites in Lowell Joint School District

Approved the agreement with Boys & Girls Club La Habra effective August 16, 2023, through May 31, 2024, at various sites in Lowell Joint School District, at no cost to the district, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Mosaic Network, Inc. to Provide Services during the 2023/24 School Year

Approved the Agreement with Mosaic Network, Inc., not to exceed \$8,117, funded by ESSER III, and the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement #14082 with Thinking Maps Inc. to Provide Professional Development During the 2023-24 School Year

Approved the agreement with Thinking Maps Inc. to provide on-site Professional Development during the 2023-24 school year at a cost NTE \$3,500 per Agreement #14082, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with West Coast Protection, LLC, dba:Interquest Detection Canines, to Provide Contraband Inspection

Approved the contract with West Coast Protection, LLC, dba: Interquest Detection Canines, to Provide Contraband Inspection, for the period August 2023 through June 2024, and the Superintendent or designee be authorized to execute the necessary documents.

Approval of Contract with Whittier Christian High School, for Student

Approved the Contracted Services Agreement with Whittier Christian High School, for student transportation to and from the Rancho Starbuck and Maybrook Campuses, effective August 8, 2023 through August 12, 2024, not to exceed \$68,250, Measure

Transportation to and from
the Rancho Starbuck
Intermediate and Maybrook
Campuses during Rancho
Starbuck Modernization
(Bond Fund)

LL General Obligation Fund (21.0), and that the Superintendent or designee be authorized to execute the necessary documents.

Board
Member/Superintendent
Comments

Mrs. Shackelford wished everyone a great start to the new school year. Ms. Shaw asked if the staff in the audience were glad to be back at Meadow Green. Staff said that they were glad and hoping it to be cleaned before they begin. Ms. Shaw mentioned her grandson enjoying a Jordan preschool party.

Adjournment

President Shaw adjourned the meeting at 7:56 p.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken

Date Approved:

Clerk/President/Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2023/24 No. 899

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT OF LOS ANGELES AND
ORANGE COUNTIES, CALIFORNIA, DELEGATION OF AUTHORITY
TO REQUEST DISBURSEMENTS THROUGH CALIFORNIA PUBLIC
EMPLOYEES RETIREMENT SYSTEM**

WHEREAS, the Governing Board of the Lowell Joint School District established an irrevocable trust in 2022; and,

WHEREAS, the California Public Employees Retirement System (CalPERS) has established the California Employers' Retirement Benefit Trust Fund (CERBT) for California Public Agencies to use to prefund future retiree health and other post-employment benefit costs; and;

WHEREAS, to request disbursements from the Other Post Employment Benefits Prefunding Plan, CalPERS requires that the Governing Board delegate authority to request on behalf of the District.

NOW, THEREFORE BE IT RESOLVED, by the Governing Board of the Lowell Joint School District, hereby delegates to the incumbents in the positions of Superintendent, Assistant Superintendent of Business Services, and the Director of Fiscal Services authority to request on behalf of the District disbursements from the Other Post Employment Benefits Prefunding Plan and;

AND BE IT FURTHER RESOLVED that any said disbursements are certified as to the purpose for which the disbursed funds will be used.

APPROVED AND ADOPTED this 7th day of August 2023, by the following vote:

AYES: Karen Shaw, Anastasia Shackelford, Anthony Zegarra, Christine Berg, Melissa Salinas

NOES: None

ABSENT: None

ABSTAIN: 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 7th day of August 2023, and passed by a vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 7th day of August, 2023.



Jim Coombs

Secretary to the Board of Trustees



Elite Modular Leasing & Sales, Inc.

June 26, 2023

Lowell Joint School District

Attn: David Bennett (email: dbennett@ljsd.org)

Item I – Lease #1671253 PCR #2 at Maybrook Phase II

| | |
|----------------------|--------------------|
| a) Ramp Modification | \$ 3,500.00 |
| Total PCR #2 | \$ 3,500.00 |

Item II – Inclusions

- As noted above

If the above is acceptable, please sign below and return by June 28, 2023

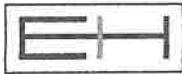
If you have any questions, please do not hesitate to contact me on my cell at (480) 486-5302

Sincerely,
Elite Modular Inc.

Arturo Ibarra

Arturo Ibarra
Transportation Coordinator

ACCEPTED *A* DATE 6.26.23
BY *[Signature]*
TITLE Asst. Supt. Bus. Serv.



Erickson-Hall Construction
An Employee Owned Company

PCCO #004

Erickson-Hall Construction Co.
500 Corporate Drive
Escondido, California 92029
Phone: +17607967700

Project: 4204 - Meadow Green ES
12025 Grovedale Drive
Whittier, California 90604

Prime Contract Change Order #004: Crediting Contingencies

| | | | |
|------------------------------|--|------------------------|--|
| TO: | Lowell Joint School District 11537 Grovedale Dr. Whittier, California 90604 | FROM: | Erickson-Hall Construction Co 500 Corporate Drive Escondido, California 92029 |
| PCCO NUMBER/REVISION: | 004 / 0 | CONTRACT FOR: | 4204:Meadow Green ES Prime Contract |
| DATE CREATED: | 6/07/2023 | SUBMITTED DATE: | |
| SCHEDULE IMPACT: | | TOTAL AMOUNT: | (\$5,110.00) |

DESCRIPTION:

Crediting Contingencies

The following pricing is for crediting the construction contingency and errors and omission contingency for the Meadow Green ES project.

ATTACHMENTS:

Potential Change Orders in this Change Order

| PCO # | Title | Schedule Impact | Amount |
|---------------|-------------------------|-----------------|---------------------|
| 57 | Crediting Contingencies | | \$-5,110.00 |
| Total: | | | \$(5,110.00) |

| | |
|---|----------------|
| The original (Contract Sum) | \$5,732,107.00 |
| Net change by previously authorized Change Orders | \$407,905.00 |
| The contract sum prior to this Change Order was | \$6,140,012.00 |
| The contract sum would be changed by this Change Order in the amount of | (\$5,110.00) |
| The new contract sum including this Change Order will be | \$6,134,902.00 |

Execution of this Potential Change Order will revise the contract value as indicated and may change the contract duration.

Contractor reserves it's right to request additional time and/or cost once the full extent or cumulative nature of the contract change(s) become known.

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

 6.7.23
SIGNATURE DATE

 6.7.23
SIGNATURE DATE

 6/7/23
SIGNATURE DATE

4204 - Meadow Green ES - Contingency Log

| CDR # | CCD | RFI/SUB | Date Submitted | Date Resolved | DESCRIPTION | Contingency Amount | Construction | Errors and Omissions | Abatement Allowance | Roof Repair Allowance | Date Cabling Allowance | Distric (Outside GMP) | Unmanned (Outside GMP) | TIME | BILLING | COMMENTS |
|---------------------------------------|----------|------------|----------------|---------------|--|--------------------|---------------|----------------------|---------------------|-----------------------|------------------------|-----------------------|------------------------|------|-----------|-------------------------|
| 1 | N/A | RFI 002 | 6/7/22 | 6/7/22 | Abatement per Revised Abatement Report | \$ 52,553.00 | \$ 2,553.00 | \$ - | \$ 50,000.00 | \$ 25,000.00 | \$ 75,000.00 | \$ 114,542.00 | \$ 100,000.00 | 0 | Jun 2022 | |
| 2 | N/A | RFI 002 | 7/7/22 | 7/7/22 | Circuit Breakers Leads per RFI 002 | \$ 124,572.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Jul 2022 | |
| 3 | N/A | RFI 017 | 8/10/22 | 8/10/22 | Reroute Existing Utility Line per RFI 017 | \$ 1,614.00 | \$ 1,614.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Aug 2022 | |
| 4 | N/A | RFI 020 | 8/16/22 | 8/16/22 | 10" Storm Drain Conflicting with Existing Utilities per RFI 027 | \$ 4,428.00 | \$ 4,428.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Aug 2022 | |
| 5 | N/A | RFI 020 | 8/23/22 | 8/23/22 | Existing Boiler Removal per RFI 020 | \$ 4,500.00 | \$ 4,500.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Oct 2022 | |
| 6 | N/A | RFI 013 | 9/24/22 | 9/24/22 | Gas SOV in Yard Boxes per RFI 013 | \$ 22,712.00 | \$ 22,712.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | Submitted \$19,855 |
| 7 | N/A | RFI 022 | 9/24/22 | 9/24/22 | Existing Catch Basins Removal and Tie in per RFI 022 | \$ 4,572.00 | \$ 4,572.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Sept 2022 | |
| 8 | CCD 007B | RFI 029 | 9/23/22 | 9/23/22 | Catch Basin South of Building C per RFI 029 and CCD 007B | \$ 4,181.00 | \$ 4,181.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Oct 2022 | Submitted \$4,890 |
| 9 | CCD 002A | RFI 042 | 9/23/22 | 9/23/22 | Existing Fan for Dish Washing Station at Building E per RFI 042 | \$ 6,113.00 | \$ 6,113.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Oct 2022 | |
| 10 | CCD 002A | RFI 042 | 9/23/22 | 9/23/22 | Roof Ductwork in Building E per CCD 002A | \$ 18,033.00 | \$ 18,033.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Nov 2022 | |
| 11 | N/A | RFI 021 | 9/29/22 | 10/5/22 | Out Catch Basin that Interferes w Existing Building Footings per RFI 021 | \$ 6,930.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Nov 2022 | Void Submitted \$10,354 |
| 12 | N/A | RFI 021 | 10/4/22 | 10/4/22 | Existing Fixtures in Building A-B and E Restrooms per RFI 021 | \$ 4,711.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Nov 2022 | |
| 13 | N/A | RFI 047 | 10/4/22 | 10/12/22 | Roofing Existing 8" Chg Storm Drain Lines per RFI 047 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 14 | N/A | RFI 038 | 10/19/22 | 10/19/22 | Adapted Light Fixtures in Building per RFI 038 | \$ 12,804.00 | \$ 12,804.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | Void Submitted \$3,128 |
| 15 | N/A | RFI 033 | 10/19/22 | 11/16/22 | Drift Stop Sealing in Soints per RFI 033 | \$ 2,985.00 | \$ 2,985.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | Submitted \$15,362 |
| 16 | N/A | RFI 033 | 10/19/22 | 11/16/22 | Building C Orientation Patching per RFI 033 | \$ 5,364.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | |
| 17 | N/A | RFI 059 | 10/24/22 | 11/2/22 | Building A-B Roofing Patching per RFI 059 | \$ 38,974.00 | \$ 38,974.00 | \$ - | \$ - | \$ 3,334.00 | \$ - | \$ - | \$ - | 0 | Dec 2022 | |
| 18 | N/A | RFI 070 | 10/24/22 | 11/2/22 | Existing & New Single Line Changes per RFI 070 | \$ 14,717.00 | \$ 14,717.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | |
| 19 | N/A | RFI 030 | 10/29/22 | 11/23/22 | Blug A-B, C, D, and E Floor Plan and Panel Schedule per RFI 044 | \$ 673.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | |
| 20 | N/A | RFI 044 | 11/1/22 | 11/2/22 | Building D Existing Water Heater gas Reconnection per RFI 044 | \$ 8,018.00 | \$ 8,018.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2023 | |
| 21 | N/A | RFI 036 | 11/2/22 | 11/16/22 | Added Access Panels in Electrical Room per RFI 036 | \$ 8,173.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | |
| 22 | CCD 006B | RFI 068 | 11/2/22 | 11/16/22 | Electrical IDF Rooms Conditioned per RFI 068 & CCD 006B | \$ 1,312.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Jan 2023 | |
| 23 | N/A | RFI 078 | 11/8/22 | 11/16/22 | Type L1 Fixtures Mounting per RFI 078 | \$ 5,951.00 | \$ 5,951.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 24 | CCD 002A | RFI 071 | 11/8/22 | 11/16/22 | Fire Alarm Power Supply at Building A-B per RFI 071 & CCD 002A | \$ 24,450.00 | \$ - | \$ - | \$ - | \$ 21,868.00 | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 25 | CCD 008A | RFI 041 | 11/9/22 | 11/23/22 | Existing Glulam Beam Repair at Bldg. A & D per RFI 041 CCD 008A | \$ (481.00) | \$ (481.00) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | |
| 26 | N/A | RFI 010 | 11/16/22 | 11/23/22 | Building D Condensate Line Detention per RFI 010 | \$ 25,987.00 | \$ - | \$ - | \$ - | \$ - | \$ 25,987.00 | \$ - | \$ - | 0 | Jan 2023 | |
| 27 | N/A | RFI 050 | 11/21/22 | 12/14/22 | Existing Low Voltage Systems per RFI 050 | \$ 17,928.00 | \$ 17,928.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Jan 2023 | |
| 28 | N/A | RFI 059 | 11/21/22 | 11/23/22 | Evaporative Coolers & Controls per RFI 059 | \$ 8,122.00 | \$ 8,122.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | |
| 29 | N/A | RFI 067 | 11/21/22 | 11/23/22 | Added Catch Basin at Quad per RFI 067 | \$ 4,105.00 | \$ 4,105.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | |
| 30 | N/A | RFI 066 | 11/22/22 | 11/23/22 | Heat Detectors in all Buildings per CCD 001A | \$ 47,892.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 31 | CCD 001A | RFI 031 | 11/22/22 | 11/30/22 | Building E New Exit Signs per CCD 001A | \$ 2,485.00 | \$ 2,485.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 32 | CCD 006A | RFI 033 | 11/23/22 | 12/14/22 | Existing Shut-Off Valve and Cleanout Repair per RFI 033 | \$ 3,269.00 | \$ 3,269.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Dec 2022 | |
| 33 | N/A | RFI 061 | 12/8/22 | 12/14/22 | Exterior Mounted Decking per RFI 061 & RFI 077 | \$ 58,030.00 | \$ 28,825.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 34 | N/A | RFI 073 | 12/14/22 | 1/4/23 | Kin Rehabilitation in Building D per RFI 073 | \$ 1,017.00 | \$ 1,017.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 35 | N/A | RFI 082 | 12/27/22 | 1/4/23 | Replace Existing Light Fixtures at Building E per RFI 082 | \$ 788.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Jan 2023 | |
| 36 | N/A | RFI 092 R1 | 1/27/22 | 1/4/23 | Building E HVAC Unit Condensate Drain per RFI 062 R1 | \$ 2,814.00 | \$ 2,814.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 37 | N/A | RFI 091 | 1/4/23 | 1/12/23 | New Galn at Building E Mechanical Yard per RFI 067 | \$ 18,818.00 | \$ 16,819.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 38 | N/A | RFI 078 | 1/9/23 | 1/12/23 | Prinking Lot Storm Drain Elevations Changes per RFI 078 | \$ 21,270.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Apr 2023 | Blued \$2,055 |
| 39 | N/A | RFI 089 | 1/9/23 | 1/12/23 | Backflow Preventer Assembly per RFI 069 | \$ (9,994.00) | \$ (9,994.00) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Jan 2023 | |
| 40 | N/A | RFI 089 | 1/9/23 | 1/12/23 | Backflow Preventer Assembly per RFI 069 | \$ (9,994.00) | \$ (9,994.00) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Jan 2023 | |
| 41 | CCD 010B | N/A | 1/9/23 | 1/12/23 | Backflow Preventer Assembly per RFI 069 | \$ 21,270.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Apr 2023 | |
| 42 | N/A | RFI 089 | 1/9/23 | 1/12/23 | Backflow Preventer Assembly per RFI 069 | \$ (9,994.00) | \$ (9,994.00) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Jan 2023 | |
| 43 | N/A | RFI 093 | 3/9/23 | 3/15/23 | 1/2-Inch Headwall Credit per RFI 093 | \$ 41,992.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Feb 2023 | |
| 44 | N/A | RFI 084 | 3/9/23 | 3/15/23 | Building E Storage Room Conditioning per RFI 084 | \$ 881.00 | \$ 881.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Mar 2023 | |
| 45 | N/A | RFI 084 | 3/9/23 | 3/15/23 | Sink Vents Roof Stop Up per RFI 084 | \$ 3,851.00 | \$ 3,851.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Mar 2023 | |
| 46 | N/A | RFI 092 | 3/9/23 | 3/15/23 | South of Building B Catch Basin and Storm Drain per RFI 092 | \$ 23,721.00 | \$ 23,721.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Mar 2023 | |
| 47 | N/A | RFI 079 | 3/9/23 | 4/26/23 | Future Marquise Canopy per RFI 079 | \$ 28,981.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Apr 2023 | |
| 48 | N/A | RFI 079 | 3/9/23 | 4/26/23 | Future Marquise Canopy per RFI 079 | \$ 28,981.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Apr 2023 | |
| 49 | N/A | RFI 079 | 3/9/23 | 4/26/23 | Future Marquise Canopy per RFI 079 | \$ 28,981.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | Apr 2023 | |
| 50 | CCD 011A | RFI 079 | 3/24/23 | 4/26/23 | Glulam Repair at Building E per CCD 011A and IB 01 | \$ 15,520.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | CO #43R2 |
| 51 | N/A | N/A | 3/24/23 | 4/26/23 | New Main Switchboard | \$ 97,955.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | CO #43R2 |
| 52 | N/A | N/A | 3/24/23 | 4/26/23 | Circuit Breaker for Existing Main Switchboard | \$ 16,724.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | CO #43R2 |
| 53 | CCD 010A | N/A | 3/24/23 | 4/26/23 | Electrical Infrastructure and Electrical Yard per CCD 010A | \$ 475,708.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | CO #43R2 |
| 54 | N/A | N/A | 3/24/23 | 4/26/23 | Main Gas Line Repair | \$ 91,892.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | CO #43R2 |
| 55 | N/A | N/A | 3/24/23 | 4/26/23 | Power to Walk-in Cooler in Building E | \$ 2,815.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | CO #43R2 |
| 56 | N/A | N/A | 3/24/23 | 4/26/23 | Credit for Labor and Equipment per CO# 02 | \$ (11,998.00) | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | CO #43R2 |
| 57 | N/A | N/A | 5/15/23 | 5/17/23 | Gas Line Clogs | \$ 1,513.00 | \$ 1,513.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | |
| 58 | N/A | N/A | 5/17/23 | 5/31/23 | Paint Front Gate and Lunch Shelter | \$ 6,892.00 | \$ 6,892.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | 0 | May 2023 | |
| CONTINGENCY SPENT | | | | | | \$ 665,990.00 | \$ 250,201.00 | \$ 255,766.00 | \$ 50,000.00 | \$ 25,000.00 | \$ 75,000.00 | \$ 114,542.00 | \$ 100,000.00 | | | |
| CONTINGENCY REMAINING (in GMP) | | | | | | \$ 5,110.00 | \$ 340.00 | \$ 4,761.00 | \$ - | \$ - | \$ - | \$ - | \$ - | | | |

Contract Summary:
 Original Contract Amount: \$5,732,107
 Contract Change #1: \$94,550 (Builders Risk)
 Contract Change #2: \$71,886 (Replace MSB)
 Contract Change #3 R2: \$241,265 (Additional Added Scope of Work)
 Revised Contract Total: \$6,140,012



9525 Sorensen Ave.
 Santa Fe Springs, CA 90670
 www.orbiteventrentals.com
 562-696-8875 Phone
 562-696-8862 Fax



Status: Quote

Quote #: q38532

Event Beg: Tue 8/ 1/2023

Return: Wed 8/ 2/2023

Operator: Guerrero. Nori

Customer #: 22819

LOWELL JOINT SCHOOL DISTRICT

Phone 562-902-4290

11019 VALLEY HOME AVE.

Job Descr: 50x100 CANOPY PURCHASE

WHITTIER, CA 90603

Get your Party Off The Ground and into ORBIT!

Ordered By: DENISE M. SOTO 562 631-5440

Sales Rep: Nori Guerrero 562-686-2247 nori@orbiteventrentals.com

| Qty | Key | Items | Each | Status | Event End Date | Price |
|---------------------------------|----------|---|-------------|------------|----------------|-------------|
| 50X100X8 CANOPY PURCHASE | | | | | | |
| 1 | MSS | 50x100x8 JUMBO ALUMINUM FRAME INCLUDES: 50X100 WHITE CANOPY TOP, PIPE, FITTINGS, STAKES, PINS. TENT WALLS, TIE DOWNS AND WATER BARRELS ADDITIONAL. | \$30,195.00 | Retail | Fri 7/21/2023 | \$30,195.00 |
| 30 | WB55B-1 | WATER BARREL 55 GALLON (BLUE) FOR SAFE ANCHORING OF CANOPY. | \$49.95 | Sold Asset | Tue 8/ 1/2023 | \$1,498.50 |
| 30 | CSTRAP-1 | CANOPY STRAP FOR ANCHORING TENT TO WATER BARRELS. | \$22.00 | Sold Asset | Tue 8/ 1/2023 | \$660.00 |
| 1 | 1000DEL | FREIGHT/DELIVERY/INSTALLATION | \$500.00 | Delivery | Tue 8/ 1/2023 | \$500.00 |

Delivery Fri 7/14/2023

DENISE SOTO 562-902-4293
 MAYBROOK SCHOOL
 11019 VALLEY HOME AVE.
 WHITTIER, CA 90603

DELIVERY & INSTALL CANOPY TUES. AUG 1

WATER SOURCE REQUIRED WITHIN 50FT OF TENT

- QUOTE IS BASED ON PURCHASE OF TENT ONLY, NOT RENTAL.
- USED/AS IS CONDITION. ALL SALES ARE FINAL.
- DELIVERY & INSTALLATION NOT INCLUDED WITH SALE OF CANOPY BUT AVAILABLE FOR ADDITIONAL FEE.
- ONCE DELIVERED OR INSTALLED, CANOPY BECOMES PROPERTY OF LOWELL JOINT SCHOOL DISTRICT.
- OER WILL NOT BE HELD LIABLE FOR BODILY HARM OR PROPERTY DAMAGE DUE TO PURCHASED TENTS.
- IF TENT CANNOT BE STAKED IN THE GROUND, 55 GAL WATER DRUMS REQUIRED FOR ANCHORING TENT.
- 55 GAL WATER DRUMS AVAILABLE @50.00 EACH. MINIMUM 30 BARRELS RECOMMENDED FOR ANCHORING A 50X100 TENT.

****WILL CALL HRS 8:30-11 AM & 12-4 PM****

****CLOSED 11AM-12PM****

ALL SALES FINAL

| | |
|-------------------------|--------------------|
| Sales: | \$32,353.50 |
| Delivery Charge: | \$500.00 |
| Subtotal: | \$32,853.50 |
| Sales Tax: | \$3,397.12 |
| Total: | \$36,250.62 |
| Paid: | \$0.00 |
| Amount Due: | \$36,250.62 |

Signature: _____

LOWELL JOINT SCHOOL DISTRICT



**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: 2023-24

LEA contact information:

Jim Coombs

Superintendent

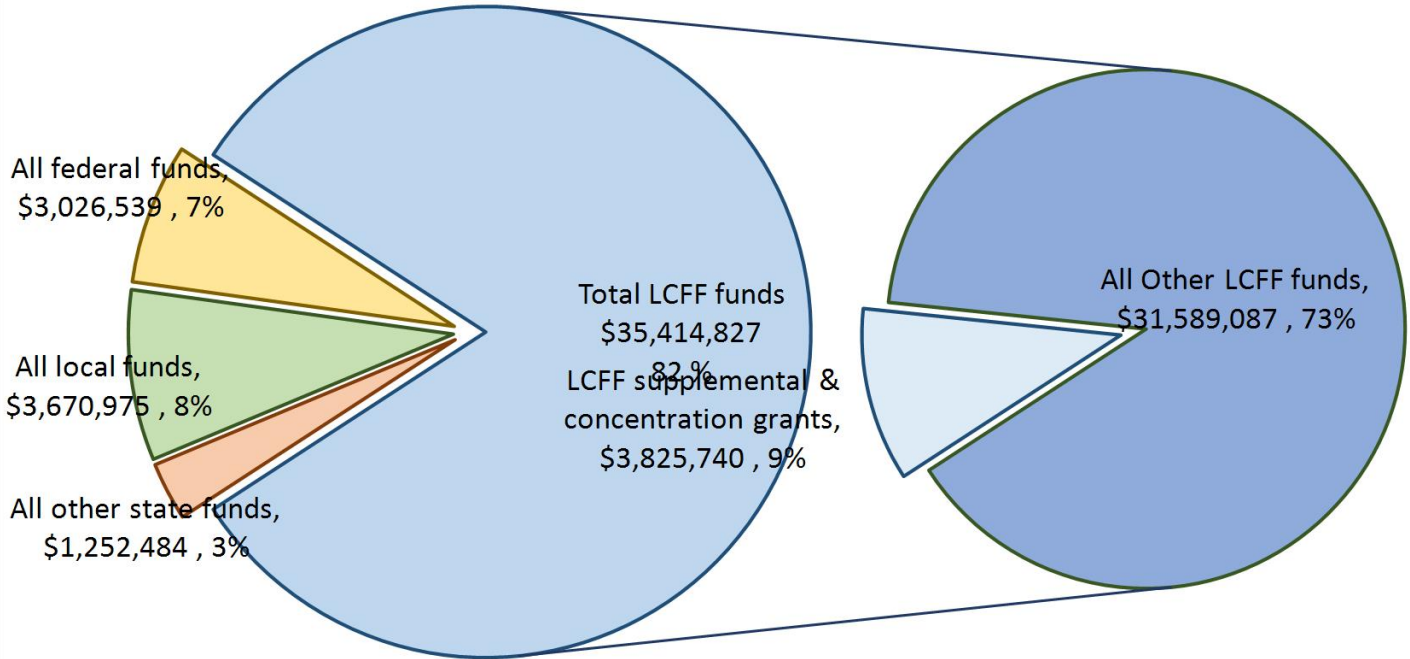
jcoombs@ljsd.org

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 2023-24 School Year

Projected Revenue by Fund Source

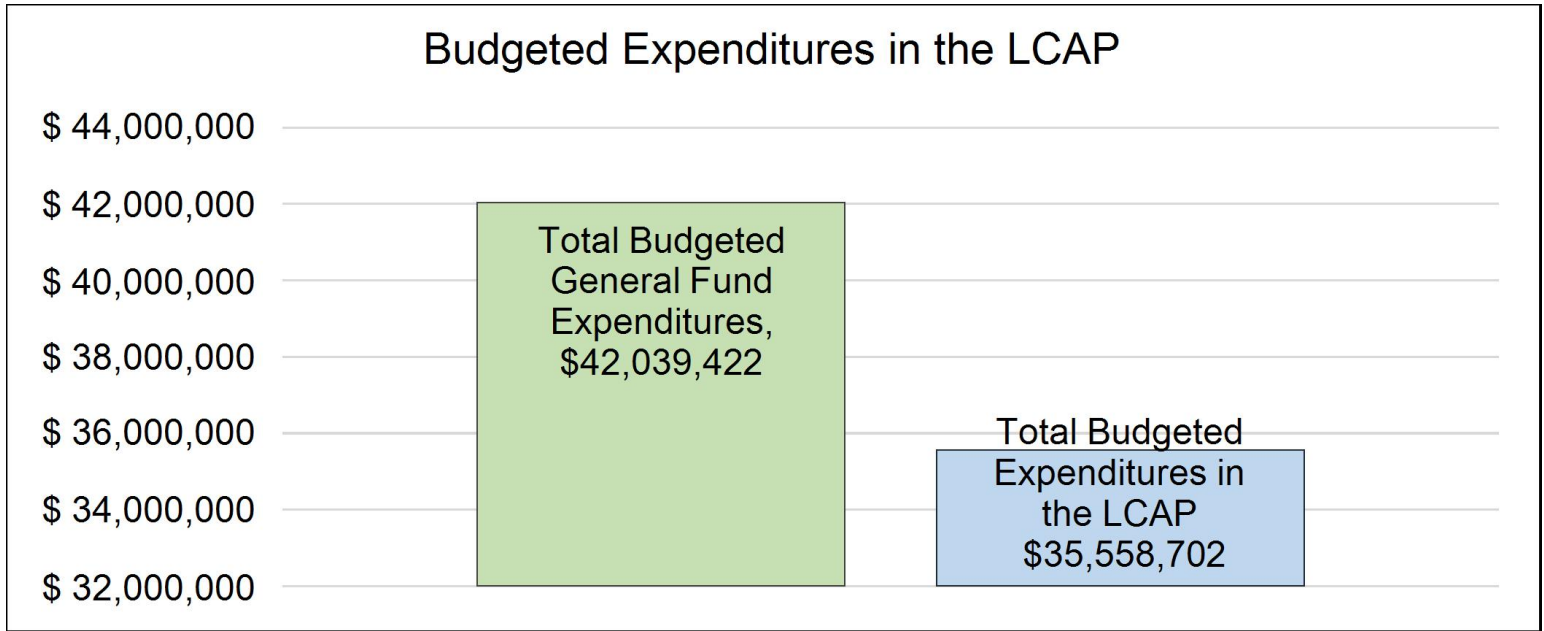


This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lowell Joint School District is \$43,364,825, of which \$35,414,827 is Local Control Funding Formula (LCFF), \$1,252,484 is other state funds, \$3,670,975 is local funds, and \$3,026,539 is federal funds. Of the \$35,414,827 in LCFF Funds, \$3,825,740 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 2023-24. 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 \$42,039,422 for the 2023-24 school year. Of that amount, \$35,558,702 is tied to actions/services in the LCAP and \$6,480,720 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

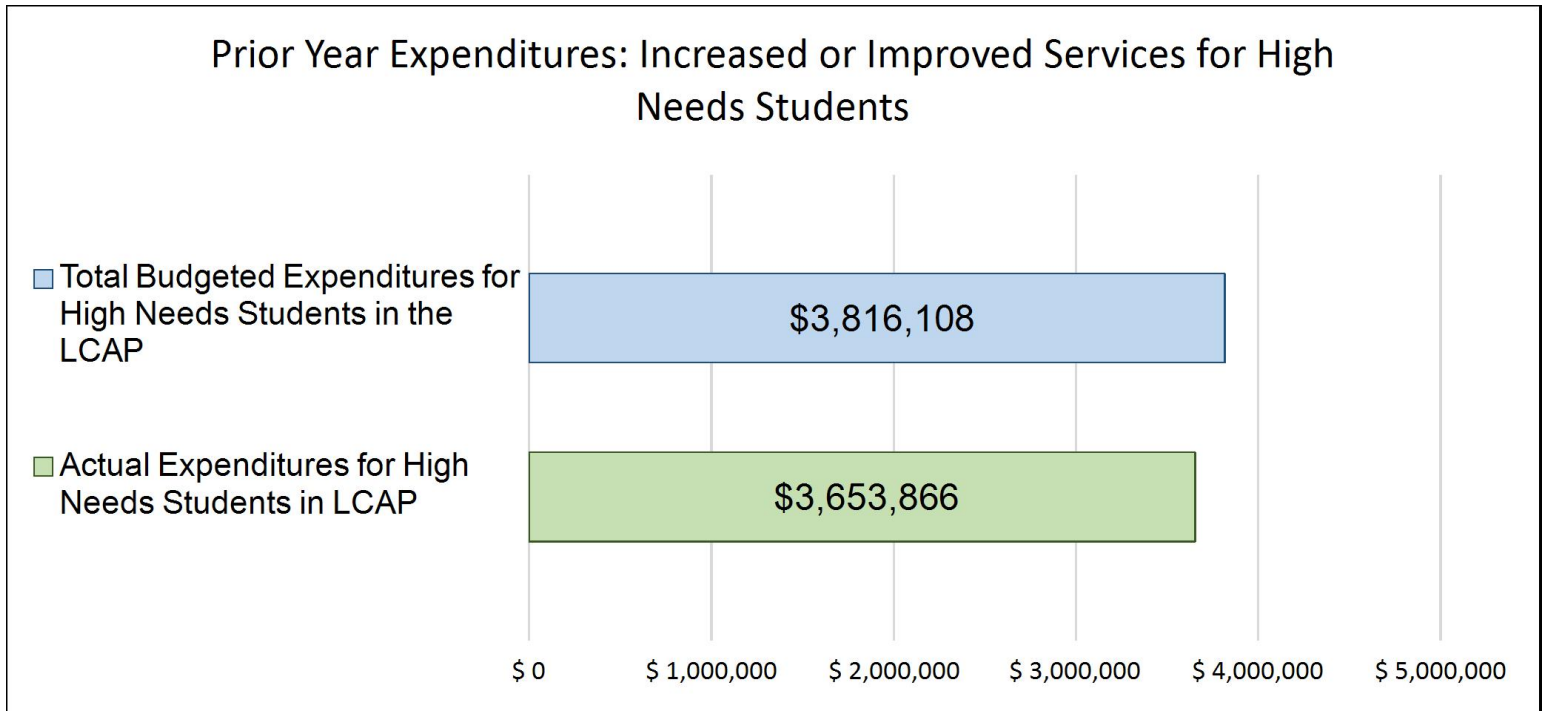
There is just over six million dollars in general fund monies not included in the LCAP. There is approximately \$300,000 in maintenance and custodial expenses with another \$275,000 in insurance costs. Also not identified in the LCAP are substitute costs for both certificated and classified (\$915,700), supply budgets for various departments (\$988,000), and some additional licenses and contracts from departments that don't have specific action items identified within an existing goal (\$266,000). OPEB benefits for retirees make up another \$373,000. There are also some transfers of indirect costs for Fund 12 (Child Development) and Fund 13 (Cafeteria) for \$156,000. The bulk of the remaining funds not tied specifically to an LCAP Action Item are one-time dollars (2.9 million).

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Lowell Joint School District is projecting it will receive \$3,825,740 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 \$4,328,254 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 2022-23



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 2022-23, Lowell Joint School District's LCAP budgeted \$3,816,108 for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent \$3,653,866 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-162,242 had the following impact on Lowell Joint School District's ability to increase or improve services for high needs students:

There was not a significant impact in terms of services for High Needs Students. The actual allocation for Supplemental funds for these students was just shy of 3 million, so the additional \$800,000 was budgeted over and above the required expenditures. The \$162,000 projected for expenditures and unspent were costs shifted to other funding sources such as one-time dollars.



Local Control and 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 [2023-24]

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 with two additional preschools at Jordan and Olita. The district is proud of its diverse student population, which includes students from a variety of cultural, ethnic, and socio-economic backgrounds. The LJSD recognizes the importance of providing a safe and supportive learning environment for all students and works to create a culture of respect, inclusivity, and equity. The race/ethnic break down of the student population reported for the 2022-2023 California Dashboard 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, 7.5% for English Learners, 1.3% McKinney Vento, with 53.7% low income. This is still a significant increase in families qualifying for free/reduced lunch from two years ago 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 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 and 2023

school years. The District is committed to providing strong academics, basic skills, and a well-rounded program of traditional subject offerings. Our focus is on our five cornerstones: Reading, Writing, Math, Character Education, and Patriotic Education. 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 California School Board Association Golden Bell Awards, and the District as a whole has received six Golden Bell Awards in the last six years. El Portal is also a No Excuses University site. The district has been honored with two very prestigious Magna awards from the National School Boards Association on a national level for its Blue Ribbon Special Education team and Arts for All: Let the Music Play (2022-Grand Prize winner). Overall, the Lowell Joint School District is committed to providing a high-quality education to all students to prepare them for success in high school and beyond.

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 Maybrook (for temporary housing), Olita, El Portal, Macy, and Jordan with Meadow Green finishing up in June of 2023. 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. Rancho Starbuck will undergo updates in the 2023-2024 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.

Annually, the Board of Trustees approves the District Core Values and the Guiding Goals and accompanying descriptions which serve as the overarching vision for the Lowell Joint School District. The Mission, Core Values 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.

Core Values

EXCELLENCE: Exhibits patience and hard work in achieving goals; works, learns, and pursues constructive goals, even in the face of adversity.

PERSONAL INTEGRITY: Exhibits sound moral principles, virtues, and good character demonstrating honesty and trustworthiness in the community.

SOCIAL RESPONSIBILITY & RESPECT: Treats others justly, fairly, and with dignity; shows high regard for others and treating them as they would like to be treated. Affirms the worth of self, others, property, and the environment through attitudes and actions. Accepts the necessity of being accountable and the consequences of individual actions, reactions, and decisions; honors commitments; demonstrates an active commitment to the welfare of self and others.

RESPECT FOR NATIONAL HERITAGE: Exhibits a value of and commitment to our American National Heritage and the public good; works for the community and cooperates with others; respects and participates in the democratic process; observes all laws and rules; and resolves conflicts peacefully.

FAMILY – TEAMWORK: Works well together combining individual talents and strengths, supporting each other, and then working cooperatively to achieve mutual objectives. Demonstrates caring, concern, and sensitivity; exhibits tolerance; treats others politely, mercifully, and with respect and dignity; and renders service when needed.

TRADITIONAL VALUES: Tells truth; does not cheat, intentionally mislead, or steal; possesses the courage to behave and conduct interactions with integrity; exhibits consistency between words and actions; behaves in a fair and straightforward manner; and conscientiously pursues and scrutinizes evidence that supports the truth.

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.

As a District, the focus on early learning supported by a grant from First Five OC and the influx of state funds under Universal Pre-Kindergarten (UPK) has allowed us to really expand offerings and supports for families in this area. The Learning Link we opened in January of 2022 has been open for its first full year now. 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. When it opened in January of 2022 it was 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 servicing over 40 families. For the 2022-2023 school year, approximately 96 families have participated and connected with each other to create a community over the four days a week it is open. We received recognition from the Senate for our program and have been excited to welcome colleagues from around the county to visit as part of the Communities of Practice facilitated through the Orange County Department of Education. The parents 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 applied for and received funding for two state funded preschools: one at Olita and one at Jordan. We opened 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. With the growing desire of families for full-day options, we are licensing a third site (Macy) to open a for-fee, full-day program. The state did not open applications for additional state funded slots, so we are working with our current analyst to determine if we can shift some of the existing unused slots over to the new site at Macy.

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. The Expanded Learning program called PowerSource has been overwhelmingly positive for

families in supporting both the practical side of child care issues while affording students unique and exciting opportunities for enrichment in everything from the Lowell Joint Youth Theater modeled after the Disney Musical in Schools program at El Portal to things like coding and cooking, art, YMCA and Boys and Girls Club programs, and intervention support. Beginning all of this from scratch has been a huge undertaking, so we are excited to make some refinements to streamline processes in the the upcoming year.

While Lowell Joint continues to be a high performing district, there is still a need to address students not succeeding 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 National School to Watch in 2016 initially and again in 2018 and 2023 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. For 2022, we were still above state and Los Angeles county proficiency levels with 56% meeting or exceeding in English language arts and 40% in mathematics compared to 47% for the state in ELA and 33% for mathematics. LA county was at 47% for ELA and 33% for mathematics. For both areas, we were below the Orange county levels of proficiency at 57% and 45%. This is not entirely surprising given the extended period of time students were in distance learning due to LA county requirements. We have, in fact, almost closed the gap for ELA with a 1% difference (we increased 5% while the county decreased 4%). For mathematics, performance increased by 5% with the county increase at only 2%, so we are again closing that gap. We continued with iReady this year, so we are relying heavily on that data to inform instructional practice throughout the year. The placements in the program for mathematics show a 24% increase (compared to 12% last year) in the number of students in the "mid on-grade or above" category with another 7% increase (compared to 3% last year) in "early on-grade" This gives us a total of 52% in these two levels compared to the beginning of the year with only 21%. For ELA, the growth was from 40% to 62% in these same two categories from the beginning to the end of the year.

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 12 paid interns for the 2022-2023 school year (six counseling and six 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. 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 chance 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. 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. Maybrook (temporary housing), Olita, El Portal, Macy, and Jordan are completed with Meadow Green finishing up in June of 2023. That leaves only Rancho Starbuck in 2023-24 to complete the scope of the work identified in the Measure LL bond.

While Chronic Absenteeism is one of the priority areas identifying the district for Differentiated Assistance, it is still an area of success as we recover from the pandemic. Our average attendance as of May 2022 was 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, this was still an area of concern entering 2022-2023. We experienced a shift in the number of parents wanting short-term independent study for things like travel with more families working remotely, which was not expected. Dataquest reports our Chronic Absentee rate at 16.6% for the 2021-2022 school year, which is a significant increase from 2020-2021; however, the comparable state and county percentages at 30.8% and 21.3% respectively, indicate that our systems and supports are still working in this different climate relatively

speaking. Having said that, we will still be looking for ways to improve overall attendance to bring the rates down. For the current year, the average attendance is approximately 92% compared to pre-Covid rates of around 97%. While most anticipated attendance rates would bounce back to pre-Covid levels, this has not been the case. We are looking for strategies to re-engage parents with the importance of students being at school regularly since the students identified have missed more than 10% of their enrolled days. For most students enrolled the entire year, this means 18 or more absences which equates to an entire month of schooling missed.

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.

As a District, we are in Differentiated Assistance for two of our student groups. For this year, since only Status was being reported, there are no “colors” to the Dashboard to identify “red” areas of concern. Normally, you can qualify for Differentiated Assistance in a few ways based on areas of “red”. This year, the state has slightly different criteria in determining the list for Differentiated Assistance based on Status only. We qualified in two areas: Students With Disabilities (SWD) qualified due to Very Low in Math/ELA and Very High in Absenteeism and the African American (AA) student group qualified under Very High in Suspension and Very High in Absenteeism. Because the number of students suspended in this student group is so small (only 5 students), the Principals are working with staff to identify potential triggers for behavior and goal set individually. Socioeconomically Disadvantaged, English Learners, and Homeless were all “very high” for Absenteeism, but they do not qualify for Differentiated Assistance since it was in only one priority area. Five of the six school sites also qualified for Targeted Assistance for having a student group low in two priority areas as well. For all elementary sites except El Portal, the students with disabilities (SWD) were Very High in Absenteeism and Very Low in Mathematics/English Language Arts. El Portal is not in Targeted Assistance. For Rancho, the student group was English Learners in the same two priority areas (Absenteeism and English/Mathematics). Each of the sites in Targeted Assistance have included specific actions in their Single Plan for Student Achievement (SPSA) to address these priority areas. As a District, we are continuing to focus on existing Action Items within Goal 4 related to attendance.

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 continues to be a serious concern for the social-emotional well-being of students, staff, and families. There is still a need to increase the focus on social emotional learning in the classroom on a daily basis. 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. We purchased the Social Emotional Learning (SEL) curriculum from Studies Weekly for students in grades TK-6 again this year to support classrooms along with the Calm Classroom materials. There are still varying levels of implementation, so we will continue to 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 given our status in Differentiated Assistance as well as the Targeted Assistance for most sites. 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 partnered with the Muckenthaler Cultural Center to provide art opportunities for all elementary sites this year. This was in addition to the variety of before and after school offerings developed as part of the Expanded Learning Opportunities program. The Lowell Joint Youth Theater was also started for students in grades 3-8 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. As mentioned above, our Chronic Absentee rates are well below state and county levels, which is a relative success. We realize, however, that the expected return to normal attendance levels has not happened. We have added information and strategies for increasing overall attendance to the District's MTSS Handbook for the coming year, and this will continue to be an area of discussion with Instructional Cabinet to support sites.

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 2022 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 56% with mathematics at 40%. 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 52% (up 3%), White at 63% (up 5%), Asian at 82% (up 6%), Filipino at 79% (up 8%), and African American at 37% (up 5%). In comparison to all students, this puts our Hispanic and African American student groups behind.

For mathematics, the Hispanic student group was at 36% (up 6%), White at 49% (up 9%), Asian at 73% (the same), Filipino at 62% (up 12%), and African American at 13% (down 24%). In comparison to all students with Standard Met and Above at 40%, the Hispanic and African American student groups are behind. 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 is an area of concern given the significant decrease last year that qualified us for Differentiated Assistance. They were at 13% and 10% respectively for Standards Met and Above in ELA and mathematics. For 2022, they increased to 19% and 15%, which is a positive sign while not closing the gap sufficiently. For English learners, our Redesignated Fluent English Proficient students are at 59% for ELA which is above the English Only (EO) at 58%. This is exciting as it means our students exiting English learner status are maintaining at a rate consistent with non-English learners. For mathematics, the same was true with RFEP students at 41%, which is about the same as EO at 42%. Our current English learners were struggling significantly with only 10% with Standard Met or Above for ELA and 5% for mathematics. Compared to the English Only numbers this is a 48% gap for English language arts and a 37% gap for math.

Our economically disadvantaged student group (those on free/reduced lunch) were at 47% Standard Met or Above (up 7%) compared to 66% for those not economically disadvantaged. For mathematics the comparison is 31% (up 6%) to 51%. 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, African American, English learners, Hispanic, and students with disabilities for both ELA and math. These identified gaps will help drive the services and resources provided under MTSS outlined primarily in Goal 4. Two examples of high impact strategies for closing these achievement gaps include goal setting with targeted students as well as a second intervention person for each site to work with students in small groups on targeted skill development.

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 few years, we have been working toward adding state-funded preschool and additional services to support school readiness for children ages 0-5 within our district boundaries. We continued with our Learning Link this year that creates a space where parents can come with their child to engage in activities designed to support school readiness. We received state funding for a preschool and have developed a fee structure for a fee-based program. We have opened preschool sites at both Olita and Jordan and plan to open another site at Macy in the coming year. 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, El Portal and Meadow Green have already been completed with Rancho Starbuck moving to the Maybrook site for the 2023-24 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. As a district, we are in Differentiated Assistance for two student groups: students with disabilities (SwD) for Academics and Chronic Absenteeism and African American for Suspension and Chronic Absenteeism. Four of the five elementary sites are in ATSI for students with disabilities for Academics and Chronic Absenteeism. Rancho Starbuck is in ATSI for English Learners also in the area of Academics and Chronic Absenteeism. El Portal is not in ATSI.

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. District personnel have worked with the site administrators to embed actions for addressing the student groups identified for additional support both for Differentiated Assistance and ATSI.

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. Site administrators meet regularly with district personnel to discuss progress and review data sets to determine growth and need. District personnel are also able to monitor progress on goals within the SPSA through monitoring documentation uploaded to Title I Crate.

Engaging Educational Partners

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

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, 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: January 25, February 22 and March 15th, 2023 with the Letter from the Superintendent to be mailed after Board approval.

Parent Advisory Committee: January 25, February 22 and March 15th, 2023 with the Letter from the Superintendent to be mailed after Board approval.

DELAC: February 16, 2023

PTA: February 15, 2023 (Jordan), February 16, 2023 (El Portal), February 16, 2023 (Rancho Starbuck), February 16, 2023 (Olita), February 2, 2023 (Meadow Green), February 2, 2023 (Macy)

Staff Meetings: March 9, 2023 (El Portal), March 13, 2023 (Jordan), April 3, 2023 (Rancho Starbuck), April 6, 2023 (Meadow Green), March 27, 2023 (Olita), May 4, 2023 (Macy)

CSEA: January 18, 2023

LJEA: Survey conducted by LJEA for input and included in feedback for prioritizing at LCAP Advisory meetings.

SELPA: Attended the LCAP Advisory meeting on February 22, 2023

STUDENTS: Survey with 357 student responses

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. 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 2022-23 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. This is addressed by actions in Goal 4 under MTSS.

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. All students need to find a “school family” to connect and bond with. Both parents and staff members are excited about the Expanded Learning Opportunities (PowerSource) 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 Fine Arts (Visual and Performing) and Physical Education programs that can support social emotional learning was again brought up multiple times as an important part of offerings in the planning for next year. Intervention is addressed in Goal 4 while the enrichment and engagement including the expansion of the ARTS FOR ALL opportunities are reflected in Goal 5.

Parents continue to voice the need for preschool and additional early learning opportunities. The desire for expanded hours in the Learning Link from 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. This is reflected in Goal 2 along with the expansion of preschool based on enrollment and State funding. Parents also expressed the desire for increased enrichment activities around STEAM and the more formalized GATE identification and opportunities for students, which are both reflected in Goal 5.

Some of the priorities for teachers included classroom furniture, books for the classroom and libraries, and finally, art and physical education support. These are being addressed under Goal 3 (furniture) and Goal 5 (books, art, PE). 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 is maintaining specific goals around enrichment (Goal 5), early literacy (Goal 2), and social emotional well-being (part of Goal 4) to focus on these areas over the next few years. Parents have requested formal identification to streamline services for GATE students under the Horizons program, which is reflected in Goal 5. The ongoing request of parents for preschool opportunities is the continued focus of Goal 2. With the pandemic, all stakeholders continue to express concerns over the mental health and well being of students and even staff, which is reflected in Goal 4. This is in addition to the goals that describe maintenance of basic operations, facilities upgrades which have been and continue 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. Parents and teachers again expressed the ongoing need for intervention to support students and that will continue in the identified actions in Goal 4. The LCAP continues to prioritize funding for Early Literacy under Goal 2 that includes the two new preschools (including state-funded slots) with a third planned for 2023-2024. The Learning Link will continue under the funding from First Five, and we will look for ways to increase the number of families served. Both of these provide opportunities for students to develop the school-readiness skills needed to be successful academically and socially, which is again a pattern in the input provided by educational partners (especially parents and teachers). 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. Students, parents, and teachers have all expressed the need for additional enrichment opportunities for students including all pathways of ARTS FOR ALL (instrumental, choral, theater, dance, fine art, and digital/video). This includes a broad range of offerings to challenge gifted and high achieving students as well as engage students who may otherwise struggle. 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 through PowerSource. 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. The District has been researching furniture for months to begin systematically replacing classroom furniture over the next few years. Additional books were purchased for school libraries this year with new titles under review. The entire list of feedback has been provided to the Board and 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 continuing teachers were fully credentialed and appropriately assigned in the 2022-2023 school year. There is one new teacher on a permit and one teacher on Local Assignment. | | 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 |
|--|---|--|---|----------------|---|
| | and appropriately assigned in the 2020-2021 school year. | | | | |
| Board minutes for William's sufficiency | 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. | Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2022 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%. | The data from this particular question on the staff survey is unfortunately unavailable for this year; however, information used to inform the Local Indicators indicates that teachers are still feeling confident overall. We had Science Coordinators from the Orange County Department of Education provide multiple trainings along with some professional | | 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". |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|--|----------------|---|
| | | | <p>development from the publishers to support implementation with NGSS standards. We completed the final trainings in Write from the Beginning, which has been a district-wide initiative for the last four years. The professional development focus for the 2023-2024 school year will continue to focus on mathematics, ELA, and Science to support implementation of California State Standards.</p> | | |
| <p>Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state standards.</p> | <p>All students were provided a device in the 2020-2021 school year due to distance learning. When 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</p> | <p>All students were provided a device in the 2021-2022 school year for use in the classroom with 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</p> | <p>All students were provided a device in the 2022-2023 school year for use in the classroom with 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</p> | | <p>All students will have access to devices and internet to support progress on state standards and proficiency in 21st century skills.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|----------------|--|
| | able to check out a hot spot and/or be connected with low-cost internet providers. | 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. | and/or be connected with low-cost internet providers. Again, over 99% of families stated they had access to technology and received communication from the district. | | |
| <p>Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials</p> <p>Parent involvement in the LCAP process as documented through sign-in sheets to ensure representation of parents of UDPs along with regularly scheduled meetings for parent input in "Coffee with Coombs" at each site.</p> <p>Attendance at PTA meetings by district staff to connect with parents and support efforts to involve the parents of UDPs .</p> | <p>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.</p> <p>Virtual meetings were calendared in the 2020-2021 school year with limited participation. Digital sign in sheets were maintained to document participation.</p> <p>Sign in sheets document the participation of district</p> | <p>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 Consolidated Application and Title III funding specifically.</p> | <p>Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year. 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 Consolidated Application and Title III funding specifically. The Assistant Superintendent attends PTA meetings at each site to gather input for the LCAP, and the Superintendent</p> | | <p>SSC and DELAC training is conducted every other year to ensure parent participation in the decision-making process.</p> <p>Meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in sheets will be maintained to document participation.</p> <p>Sign in sheets will document the participation of district staff at regularly scheduled PTA</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|----------------|--|--|---|----------------|---|
| | staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra. | | regularly meets with PTA representatives to discuss what's happening in the district in addition to the "Coffee with Coombs" at each site. | | meetings along with the PTA Council meetings for La Habra |
| Survey Results | <p>95% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>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-notification letters, and/or parent conferences/phone calls".</p> <p>93% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our</p> | <p>94.6% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>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-notification letters, and/or parent conferences/phone calls".</p> <p>93.9% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our</p> | <p>Again, approximately 94% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>95.78% 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-notification letters, and/or parent conferences/phone calls".</p> <p>91.58% of the parent respondents marked "Agree" or "Strongly Agree" with the</p> | | <p>95% or more of parent respondents marking "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>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 reports, email, parent-notification letters, and/or parent conferences/phone calls".</p> <p>93% or more of parent respondents marking "Agree" or "Strongly Agree" with the</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------|---|--|--|----------------|---|
| | <p>school is safe, orderly, and well disciplined".</p> <p>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”.</p> | <p>school is safe, orderly, and well disciplined".</p> <p>76.9% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”.</p> | <p>statement, "Our school is safe, orderly, and well disciplined".</p> <p>82% of students “Agree” or “Strongly Agree” with the statement “I feel safe at school” and “I have opportunities to connect with my school”.</p> | | <p>statement, "Our school is safe, orderly, and well disciplined".</p> <p>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”.</p> |
| Survey Results Sign Ins | <p>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 (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,</p> | <p>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 (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child’s education".</p> | <p>We were able to disaggregate this data by school site this year, and overall, this is much improved. For the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (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", the break down for</p> | | <p>95% or more of parent respondents marking Agree or Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (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> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|--|----------------|---|
| | meeting attendance, and the percentage of families of UPPs engaged in activities and decision-making committees. | | parents responding Agree or Strongly Agree is: El Portal 96.9%; Jordan 91.2%, Macy 94.3%, Meadow Green 93.7%, Olita 100%, and Rancho Starbuck 96.3%. | | 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. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-----------------|--------------|
| 1.1 | Certificated Staffing-Teachers | Fully credentialed 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. | \$16,479,066.00 | No |
| 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). | \$2,872,876.00 | 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 | \$442,721.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| | | <p>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.</p> | | |
| 1.4 | Classified Staffing-Custodial, Maintenance, and Grounds | Provide basic custodial, maintenance, and grounds services. | \$2,144,680.00 | No |
| 1.5 | Basic Utilities | Basic utilities including electrical and water. | \$1,050,552.00 | No |
| 1.6 | Instructional Materials-Textbooks and Software | <p>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 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</p> | \$195,425.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| | | 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). | \$287,375.00 | 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 is not an expectation for any large-scale expenditures in this area for 2022-2023. Funding for necessary maintenance and purchases for 2023-24 will be designated at First Interim. | \$0.00 | No |
| 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 | \$58,846.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | 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. | | |
| 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 provide input on services for English learners at the district level. This is a vital part of involving parents in the decision-making process. | \$0.00 | No |
| 1.13 | Parent Teacher Associations (PTA) | 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 | \$0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| | | 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. | | |
| 1.14 | Family Engagement | 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. | \$34,647.00 | No |
| 1.15 | Classified Staff-Administration and other Support | 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. | \$3,093,966.00 | No |

Goal Analysis [2022-23]

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.

The bulk of this goal is related to basic operations for the school district, which is predominantly salary and benefits. There are a few action items that are related to parental engagement, instructional materials, Chromebooks, communication resources, and so forth. With additional one-time dollars in the 2022-2023 school year, there are some action items that were partially funded from other sources, but all actions were completed. In the area of parent engagement, there has been some added focus in early learning driven by Goal 2. This includes parent training, parent involvement, and input around actions and services predominantly related to services for our 0-5 year olds served through the Learning Link and preschools. Details are provided in the description of services under Goal 2.

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.

Salary costs were down overall for certificated staffing with offsetting costs in more classified positions. This is in part due to declining enrollment from an instructional standpoint while filling some long-time vacant positions in classified. The addition of both the Expanded Learning program and Universal Pre-Kindergarten initiatives (preschools and TK aides) also increased the overall number of classified employees dramatically. Certificated staffing costs are down on this goal by approximately \$800,000 while classified are up over \$800,000. There are additional certificated staffing costs reflected throughout the LCAP where some one-time funding is helping to offset staffing costs. Certificated staffing costs in goal 4 for are up almost \$400,000 just in intervention (4.8) and teacher planning time with music instruction (4.9). Dual Language costs for additional staffing with an added grade and additional classes are up approximately \$268,000 (4.4), which accounts for the majority of the decline on 1.1 when including the costs of step and column as well. Utility costs were also up approximately \$100,000.

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. There are a few action items not related to salary that we need to continue to work on more effectively. We continued with Title I Crate this year to better organize documentation related to federal programs. There is still a need to add to the folders for collection to organize documentation, but we continue to make progress with that. There is still 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 again 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 had some great conversation this year with two parent representatives on some things we can try to better communicate with English learner families. One suggestion included better translation for meetings, which could either be through meetings specifically for English learner parents or using headsets so there is no delay in translation.

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.

We had purchased translation headsets previously, but we found that parents did not want to use them. Historically, we have had the bilingual clerk from the District Office provide translation at meetings. She left the district in November, so we had one of our bilingual aides from a school site provide translation with the headsets available at a parent meeting. Because she has a strong connection with the families she serves, we had parents use the headsets for the first time ever. As she connected with parents she knew to make the offer, other parents were more interested in using them. This was surprising, but it speaks to the importance of that personal connection in creating a safe environment for our English learner parents to engage more effectively in the educational process. An additional set of headsets was purchased for the future, and we will continue to work at building those connections between bilingual staff and parents.

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. In addition to being an expressed desire of educational partners, the data from the Early Developmental Index (EDI) also shows the need. 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 LCFF 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 |
|---|---|--|---|----------------|--|
| <p>Early Childhood Accountability Plan and quarterly updates on progress.</p> | <p>The Early Childhood Leadership Team has 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>The Early Childhood Leadership team has 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</p> | <p>The Early Childhood Leadership Team (ECLT) continues to meet as a group and individually with the lead on the First 5 Grant to discuss ways of enhancing our resources and programs to meet the needs of our families with children ages newborn to five years old. We continue to diversify our group with more members with various lenses to support our conversations. We have added a preschool teacher and a grandparent who participated in the Learning Link. As we look at the data on both the Early Childhood Accountability Plan (ECAP) and Strategic Direction Questionnaire (SDQ), we find that we are well on our way to meeting the First 5 deliverables and</p> | | <p>The three-year plan will have been 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>accomplishments and determine next steps in ongoing efforts to support families that are aligned with the First 5 deliverables.</p> | <p>continued growth with the First 5 deliverables. This year we focused on health and working with various organizations to provide screenings and education for our young scholars. We had the UCI eye mobile to screen vision and provide glasses for identified scholars, Healthy Smilies for dental screenings, and the Priority Center to provide the Ages and Stages Questionnaire (ASQ) around the developmental domains that align with the Early Developmental Index (EDI) and Foundations (standards for preschool) for our preschool scholars. We continue provide the Learning Link, Young Essential Scholars (YES) Newsletter, Early</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|----------------|---|
| | | | <p>Developmental Index (EDI) brochure, Ready4K mobile application, Help Me Grow parent forums (both in English and Spanish) and LJSD Learning Link website as programs and resources to serve our families in the 2022-2023 school year. We are excited to see growing numbers participate in all areas, especially our Learning Link. We also held our first parent professional development on Gross and Fine Motor Skill that was selected based on a vulnerable area for readiness according to our EDI data.</p> | | |
| <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</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-</p> | <p>The 2022-2023 agenda and minutes are ongoing reflections of the work completed by our ECLT. We met both as a group and within smaller groupings to assess data and</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</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|---|---|----------------|---|
| | <p>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>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 LJSD 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 application has been submitted with hopes to offer both fee based and state funded preschools.</p> | <p>discuss ways to enhance programs and resources to support our families with children ages newborn to five. Our newly hired Early Childhood Program Coordinator worked with Early Learning Specialist and Preschool Team to support both the fee based and state funded preschools at two our our elementary settings. Based on parent need, we shifted one preschool to be full school day while the other was part day with morning and afternoon classes. In the 2022-223 school year we had 52 total scholars at our preschool. We had 93 families participate in the Learning Link. We had 23 families participate in our Family Night. Based on data from our Early Developmental Index</p> | | <p>resources to support school readiness.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|--|----------------|--|
| | | | <p>(EDI), the team members focused on health as well. We used organizations to help with vision checks, dental screening and presentations, as well as developmental screenings. We held a parent night based on data around EDI to support families with a increased knowledge around gross and fine motor skills. We developed a skill builder kit for families that provided activities to support gross motor skills. We will continue to use our data to enhance programs and resources in the 2023-2024 school year.</p> | | |
| <p>Data from Constant Contact for Newsletters and Brochures with Early Literacy Information; Participation with Ready4K</p> | <p>The Early Literacy Teacher on Special Assignment (TOSA) has begun sending out newsletters through Constant Contact and is developing a brochure to support parents</p> | <p>The Early Literacy Teacher on Special Assignment (TOSA) uses the Young Essential Newsletter (YES) to share programs and resources to support families. We have</p> | <p>We continue to offer both the Young Essential Scholars (YES) Newsletter and Ready4K text messaging application to our families. We have 80 families receiving the</p> | | <p>Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|---|---|----------------|-----------------------------|
| | <p>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.</p> | <p>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 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</p> | <p>newsletter and over 11000 text messages and 600 custom messages delivered to our Ready4K families. The Newsletter continues to provide activities, community opportunities and information about developmentally appropriate resources for our families with children ages newborn to five. We highlight the vulnerable areas outlined our EDI data with helpful information about the domains (Physical Health & Well Being, Social Competence, Emotional Maturity, Language & Cognitive Development, and General Knowledge & Communication) along with various ways to support their child with school readiness skills. Similarly, the text messaging application aligns with the developmental</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|---|----------------|--|
| | | <p>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> | <p>domains and provides families with 3 messages a week linked to the age of their child/children, with a fact, tip and activity for a specific domain. Using information from our surveys on the newsletter we also developed a skill builder and parent night focused on interest around gross and fine motor skills.</p> | | |
| <p>Sign-ins to document parent involvement in the Learning Link.</p> | <p>The Learning Link has not opened yet, so we have no data.</p> | <p>A google form for registration of participation in the Learning Link is used to collect information about families and 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</p> | <p>In the 2022-2023 school year we used google survey for registration of the Learning Link. We decided to have 6 week sessions in order to maximize the number of slots we could offer families in the district and surrounding areas. We then used google documents as a tracking of attendance. The google documents and survey are housed in a shared</p> | | <p>Parents will regularly make use of the Learning Link to build school readiness skills in children ages 0-5.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|--|--|----------------|-----------------------------|
| | | <p>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>drive for the team. We had 94 families participate in our Learning Link this year. We offered 6 sessions throughout the year with 2 classes on Monday/Wednesday and 2 classes on Tuesday/Thursday. We also had a Hop Into Spring (38 families in attendance) and End of the Year Celebration (42 families in attendance) at the park and had similar Fun Friday activities that we did in the 2021-2022 school year. We did an end of the year survey for families to gather more data with 46 participating of the 94 to get feedback. Due to increase in numbers, we are looking at ways to open a second Learning Link in the new school year. We are also considering the use of Aeries</p> | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------|---|---|--|----------------|---|
| | | | again to track families and will work with our analyst to compare data collection and determine the best system to utilize. | | |
| Enrollment in the preschool program. | 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 funding become available. | 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 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 | Because the demand from families was more for a full-day program, we enrolled the 4 year olds in CSPP slots at one site in order to extend the time using ELOP funds to provide more of a full day option. This meant limiting the number of CSPP slots we used at the one site. We did not receive the contract from the state until November which also made enrollment challenging. Of the 96 slots available, we eliminated 24 with the more full day option. We had approximately 60 students with capacity for 72. | | All slots within a for-fee and/or state-funded preschool will be filled to provide support for our earliest learners. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|----------------|---|
| | | 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. | | | |
| Attendance at and implementation of professional development around language acquisition as measured by sign-in sheets, classroom observation and ongoing coaching. | <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 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> | 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 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 | In the 2022-2023 school year we continue to face a shortage of substitute teachers thus having an impact on professional development. We continue to provide resources and support using the TOSA Newsletter and Google Site with specific strategies that are part o the GLAD (Guided Language Acquisition Design) focusing on listening, speaking, reading and writing strategies across the grade levels. We did provide 2 after school professional developments for the middle school educators around language acquisition specifically around | | 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 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. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|---|--|----------------|-----------------------------|
| | | 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. | designate and integrated English Language Development In additions, we did use the Early Development Index data to determine that both language skills related to social competence and communication were vulnerable areas for our children. We had a professional development for our preschool and TK instructional aides that was provided by professor Jennifer Kinkle to support educators on ways to enhance communication and social skills. | | |

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 | \$148,556.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------------|--|-------------|--------------|
| | | 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. | | |
| 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 | <p>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:</p> <ul style="list-style-type: none"> • Establish relationships with neighboring community providers, parent groups and individuals in the LJSD 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. • 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. | \$30,002.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 2.4 | Early Literacy-Preschool Program and Learning Link | With approximately 55% 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 have applied for two preschool licenses so that we are able to move forward with a state-funded preschool as funds become available and a fee-based option. We will continue to run 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 was to have the space open for 10 hours a week, which we were able to do in the spring of 2021. So we are exploring options to increase hours and potentially offer a second site. With all of the additional offerings under Universal Pre-Kindergarten, we will examine the feasibility once we have enrollments for both TK and preschool completed. | \$37,344.00 | 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. This is especially true for frequently underserved student groups. Providing opportunities in both TK and preschool programs at no cost for UPPs helps to level the playing field in developing school-readiness skills. This includes the addition of Instructional Aides in order to maintain the required 12-1 ratio under Universal Pre-Kindergarten along with the TK teachers that were already funded. This Action is principally directed at UPPs. | \$1,048,155.00 | Yes |

Goal Analysis [2022-23]

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.

All actions and services were implemented. The Early Learning TOSA continues to support the First Five grant in terms of deliverables including the operation of the Learning Link. We were able to service over 96 families this year through the various sessions of the Learning Link. The parents have become a tight-knit community, which has been amazing to see over the course of the year. They are taking the initiative to organize events to support each other while creating opportunities for their children to socialize and develop gross and fine motor skills. While there were significant delays in receiving the contract from the state for our CSPP slots, we were able to open two preschool sites. Through the enrollment process, it became clear that many parents were looking for a full day option. We had initially planned to offer only AM/PM sessions to maximize the Part Day/Part Year slots for CSPP. We were able to adjust and offer a more full day option at Olita Elementary. With the introduction of Expanded Learning funds and the requirement to service four year-olds, we were able to fill the part day slots in the AM and extend the time to the end of the school day when most families wanted to pick up their preschooler along with an older sibling. We were only able to offer this option for four year olds since the afternoon was not funded through CSPP. While we have continued to focus on literacy trainings in the area of writing, it has been difficult to schedule the full Project GLAD training due to sub shortages. A group of teachers were trained on the 2-day portion and need to complete the 4-day demonstration component. It was not possible to schedule an opportunity for this summer, so the goal is to offer the full 6 days of training and follow up during the school year. The TOSA will also have specific time allocated on her schedule to support teachers with modeling, coaching or co-teaching with GLAD strategies.

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.

The unused slots at Olita from the CSPP contract will create some surplus in funds in this year only due to the hold harmless status in state contracts. We will not be required to return the funds even though we are not at full capacity. We are hoping that we will be able to move those slots to the new site; however, the contract will be adjusted to fewer slots in the future if we are not able to utilize all 96 half day slots. There were approximately \$230,000 in additional costs for preschool and other early learning program items. Much of this is associated costs for the program such as room set up since we did not receive planning funds, additional staffing to manage summer enrollment, and a coordinator position to oversee these new programs. There was an additional \$67,000 in expenses for Action 2.1 to reflect total salary costs for the TOSA position and not just the portion covered by the First Five grant. Many of these costs include both step and column increases in addition to added staffing.

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

Using information from our surveys on the newsletter we also developed a skill builder and parent night focused on interest around gross and fine motor skills. We had over 20 families participate and it was incredibly well received. We continue to have an overflow of parents interested in attending our Learning Link, so we are exploring the possibility of opening a second one. Now that the year has ended, we will be able to pull some data on the initial group of students in the Learning Link who completed TK to determine some of the effects of participation in the Learning Link. We will be setting up a system for tracking this information to evaluate effectiveness moving forward. We have a small number of students from the 2021-2022 school year when we opened on January for 5 months. Now that we have a larger

group to follow for next year, we want to organize the data collection for evaluation. Having a TOSA to manage the deliverables of the First Five grant continues to be invaluable. This year, she was able to connect with community partners to provide glasses for students, dental and vision screenings, and other supports and resources for our youngest learners. She continues to facilitate the Early Childhood Leadership Team (ECLT), which drives the priorities for implementation of the grant through analysis of the Early Developmental Index (EDI) data. Additional community partners and parent/grandparents have been added to the group to provide more feedback on how we can best meet the needs of the 0-5 age span. The programs and services continue to grow, which is exciting to see. With the addition of an Early Learning Coordinator to oversee the preschool programs and other elements of UPK (Universal Pre-Kindergarten), we are able to provide a strong foundation in early literacy that we anticipate impacting the school readiness levels of our incoming TK and Kindergarten students over the next few years.

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.

As mentioned above, we had our first early literacy parent night based on feedback from the survey opportunity in the newsletter. It was an interactive night for parents to experience stations that demonstrated activities and skills they can help develop to support school readiness. Each family was able to take some resources to replicate the stations at home. We recognize the need to increase the opportunities we have for training of parents. While we are providing resources through the newsletter and texts, we are looking to increase the parent nights in support of some hands-on experiences to support families in developing school readiness in their children. This is reflected in the updated goals for the First Five grant. Because of the situation with the desire for full-day preschool, we also intend to open a third preschool location that will allow us more flexibility with for-fee students. We are in conversations with our state analyst to see if we are able to move some of our unused, existing slots to a new site, but in the meantime, we are planning to open a preschool at Macy. The state did not open an application for additional CSPP slots this year, but we will continue to explore every avenue to support our families in need of preschool and early learning experiences.

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 | Implementation of the Facilities Master Plan is monitored with regular updates to the | | 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 |
|---|--|--|---|----------------|---|
| | updates to the Board of Trustees on progress. | updates to the Board of Trustees on progress. | Board of Trustees on progress. | | projects completed under the bond. |
| SARCs and FIT Reports | All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher. | All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher. | All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher. Two received "Exemplary" status. | | 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. | Meadow Green is now completed (5th of 6 sites) and Rancho Starbuck is moving to the Maybrook site for the 2023-24 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 marques, 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 [2022-23]

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. Work is actually ahead of schedule because of the construction that was completed during Covid with no students present on campus. The HVAC systems have been updated at 5 of 6 sites with the final site being completed in the 2023-2024 school year. The associated electrical and plumbing have also been completed at all elementary sites with Rancho scheduled for completion in June of 2024. The Facilities Master Plan is revised regularly to leverage additional projects as other work is completed ahead of schedule and under budget. Marquees have been placed at completed sites that have also been painted for an overall upgrade to the facilities.

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.

None of the Action Items in this particular goal are contributing to increased and/or improved services. While there are always fluctuations in budgeted expenses and actual expenditures with large construction projects, these are documented in Board agenda items on a regular basis for things like change orders and/or monitored by the Citizens Oversight Committee for the bond. Because the construction has proceeded at a faster pace than originally planned with the ability to work during Covid on campuses with no students present, the costs related to the bond are actually well under budget, which is saving taxpayers approximately 5 million in costs over the life of the bond.

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 five sites has been completed ahead of schedule. All schools were in "Good Repair" or higher on the current School Accountability Report Cards. Regular updates on the Facilities Master Plan are provided to the Board at both Board meetings and through weekly communication. The updated HVAC systems along with electrical and plumbing upgrades have been vital to the overall functioning of the schools on a day to day basis. The addition of new buildings at Jordan was a critical component in creating space for both the Dual Language program and the additional TK and preschool classrooms.

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 continue to be additions to the scope of work outlined in various plans as projects come in under budget. This frees up funding to support things like additional water bottle filling stations that might otherwise be delayed based on higher priority items. Two required state initiatives, Universal Pre-Kindergarten and Expanded Learning Opportunities, are still creating space issues throughout the district due to high demand. The addition of another preschool classroom (3 total now) 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. This will continue to be an issue if the state moves forward with plans for a 10-1 ratio for Transitional Kindergarten.

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 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. | <p>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.</p> <p>For students in grades 3-8, 33% scored at the moderately developed level with 21% well-developed. This is an overall of 54%, which is about the same as our baseline year.</p> | <p>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.</p> <p>On the 2021-22 ELPAC for students in grades 3-8, 36% scored at the moderately developed level with 16% well-developed. This is an overall of 52%. On the 2022-23 ELPAC for students in grades 3-8, initial results</p> | | 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 |
|----------------------------------|--|---|--|----------------|---|
| | | | <p>show that 42% scored at the moderately developed level with 16% well-developed. This is an overall of 60%.</p> <p>29% of our students maintained ELPI Levels and 45% of our students progressed at least one ELPI level.</p> | | |
| 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. | For 2022, ALL students scored 47% who met or exceeded the standard on the CA Dashboard in ELA and 33% in Math. English Learners performed with 12% met or exceeded in ELA and 10% in Math. When Spring of 2023 data becomes available, new data will be analyzed to determine if additional actions are necessary. | | 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 | We don't have new RFEP rates for 2021-22 from Dataquest at this time. We | DataQuest reports a 2021-22 Reclassification Rate of 15.5%. Based on | | Reclassification rates will remain above both county and state rates. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------|--|---|--|----------------|--|
| | above LA county at 8.1% and the state at 8.6%. | reclassified 59 students with the potential for a few more in the next few weeks as CAASPP scores become available. | current ELPAC reports, our RFEP rate for the 2022-23 school year is 16%. | | |
| iReady Data | <p>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.</p> <p>iReady data will allow us to track Spanish proficiency for our Dual Language students, which we have not done in the first 2 years of the program with a formal assessment tool.</p> | <p>Students took 3 Diagnostic tests throughout the year and showed substantial growth. In ELA:</p> <p>August: 17% Above Grade Level Most Recent: 39% Above Grade Level August: 21% On Grade Level Most Recent: 20% On Grade Level</p> <p>Total moved from 37% on or above grade level to 60%</p> <p>MATH:</p> <p>August: 5% Above Grade Level Most Recent: 27% Above Grade Level August: 14% On Grade Level Most Recent: 21% On Grade Level</p> | <p>Students took 3 Diagnostic tests throughout the year and showed substantial growth. In ELA</p> <p>August 2022: 19% scored above grade level Most Recent: 42% scored above grade level</p> <p>August 2022: 20% scored on grade level Most Recent: 20% scored on grade level</p> <p>Total moved from 39% on or above grade level to 62%</p> <p>MATH:</p> <p>August 2022: 7% scored above grade level Most Recent: 31% scored above grade level</p> <p>August 2022 14% scored on grade level</p> | | <p>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.</p> <p>60% of Spanish learners will be making progress 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.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|---|----------------|---|
| | | Total moved from 19% on or above grade level to 48% | Most Recent: 21% scored on grade level Total moved from 21% on or above grade level to 52% | | |
| Professional Development records Classroom Observations | <p>All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in Write from the Beginning.</p> <p>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 2013-3015.</p> <p>All teachers hired before the school closures were trained in Explicit, Direct Instruction (EDI).</p> | <p>Teachers continue to utilize Thinking Maps and Write from the Beginning to support student growth in the the area of writing and organizing thoughts.</p> <p>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.</p> <p>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</p> | <p>Teachers continue to be go through professional development to be GATE certified and integrate depth and complexity strategies.</p> <p>They utilize Thinking Maps and Write from the Beginning to support student growth in the the area of writing and organizing thoughts.</p> <p>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.</p> <p>Teachers continue to use EDI strategies in</p> | | <p>All teachers will be trained in both Thinking Maps and Write from the Beginning.</p> <p>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.</p> <p>All teachers will be trained in Explicit, Direct Instruction (EDI).</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|----------------|---|
| | | the CA standards for teaching. | 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. | | |
| <p>Absentee letters</p> <p>SARB packets</p> <p>Monthly Chronic Absentee lists</p> <p>Attendance rates</p> <p>Chronic absenteeism</p> <p>Middle school drop out rate</p> | <p>Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism.</p> <p>One student was taken through the SARB process prior to school closures.</p> <p>Principals are given monthly Chronic Absentee lists to follow up with students. This is monitored along with the percentage of students chronically absent, the overall attendance rate, and</p> | <p>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.</p> <p>Principals were regularly given Chronic Absentee lists</p> | <p>Chronically Absent Letters were automatically generated in Aeries on the 3rd, 5th, and 9th absence to notify parents for both truancy and chronic absenteeism. At that time, the School Attendance Review Team puts the student on an attendance contract. Schools used tiered intervention strategies to support students and families. SARB Meetings are scheduled after the 12th absence.</p> <p>Dataquest reports our Chronic Absentee rate</p> | | <p>Continue to generate letters and monitor student attendance.</p> <p>All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process.</p> <p>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.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|---|--|---|----------------|--|
| | <p>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>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>at 16.6% for the 2021-2022 school year, which is a significant increase from 2020-2021; however, the comparable state and county percentages at 30.8% and 21.3% respectively, indicate that our systems and supports are still working in this different climate relatively speaking. The 2022-23 data is not available on Dataquest as of yet: however, we had approximately 550 students (including those who left the district) who were chronically absent. This is about the same as 2021-2022 so we anticipate the percentage will be similar for 2022-23.</p> <p>Principals were regularly given Chronic Absentee lists to follow up with students.</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. | | <p>Current attendance data within Aeries as of May 2023 shows an average attendance of 92% districtwide.</p> <p>We had no drop outs in the 2022-2023 school year.</p> | | |
| <p>CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> <p>Students have also been offered a tuition free extension of the school day through the Expanded Learning Opportunities Program in which intervention and enrichment have been provided.</p> | | <p>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.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------|--|--|---|----------------|--|
| 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 1.6% Suspension Rate reported on Dataquest for the 2019-2020 school year. | 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 no students in person for a significant chunk of the year. | There were no expulsions in the 2021-2022 data reported from Dataquest. There were 90 suspensions across the district for a 2.3% suspension rate. This is lower than the state average and 0.1% above the County average. | | 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. |

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 | \$420,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| | | will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time. A consultant was also hired to provide ongoing professional development for new teachers in induction. | | |
| 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 Design). Training will also include support for teachers in understanding the ELD Standards along with strategies for both Designated and Integrated ELD. | \$35,000.00 | Yes |
| 4.3 | Progress Monitoring and Support of English Learners | 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 | \$250,376.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| | | done through Las Links as an additional assessment specific to our English learners. | | |
| 4.4 | Dual Immersion Program | 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) with 4th being added in the 2022-23 school year. iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency. Spanish fluency will be assessed using Las Links in the coming year. All new core materials have been purchased for the program to better address Spanish language standards and support differentiation based on student needs. | \$1,003,806.00 | Yes |
| 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. | \$68,355.00 | Yes |
| 4.6 | Before and After School Intervention | Continue to hire staff to provide for extended day intervention classes principally directed toward the needs of our UPPs. 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 |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 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. | \$21,273.00 | Yes |
| 4.8 | Intervention Support During the Day | As part of differentiation within the classroom, teachers provide support to students in making progress toward identified goals. For our English learners, Bilingual Aides provide push-in support for language development. Elementary sites with Title I funds have hired an Intervention Aide in addition to other intervention supports within the day. The District had provided an aide for each site during the 2021-22 school year with one-time dollars to support the most struggling students in closing some of the gaps created from the prior year. With some additional one-time dollars, the District will fund an aide per site again for the 2023-2024 school year. | \$370,796.00 | Yes |
| 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 FTE for a music teacher, which allows for additional collaboration time at the elementary level during music instruction while also increasing student access to the Arts. | \$215,953.00 | 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. | \$1,526,399.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|---|--------------|--------------|
| 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). This Action is principally directed at UPPs. | \$49,956.00 | 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 UPPs (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 | As needed, maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8). There has not been a need for additional sections outside of expense in Goal 4 Action 5. The site has managed intervention in Reading through the one section and the FLEX program based on targeted student needs. This Action is principally directed at UPPs. | \$0.00 | No |
| 4.14 | Coordination of Services | Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UPPs) by certificated personnel at the District Office. With the growing supports and services from the inception of 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. | \$260,959.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| 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. | \$298,903.00 | 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. Additional funds were expended in the 2022-23 school year to refresh school libraries with additional titles and replacements where needed. This Action is principally directed at UPPs. | \$263,256.00 | Yes |
| 4.17 | MTSS Coordination and Monitoring of UPPs | 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 Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district. | \$339,343.00 | Yes |
| 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 | \$160,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|---|--|----------------|--------------|
| | | 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. | | |
| 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. This Action is principally directed at UPPs. | \$274,737.00 | 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 needed. Attendance rates are monitored as well as the middle school drop out rate as indicators of overall student engagement. | \$12,000.00 | No |
| 4.21 | Creative Response to Emotional and Educational Wellness | 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. This has continued during the 2021-22 school year. The counselor and interns monitor the | \$1,071,703.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------|--|--------------|--------------|
| | | <p>social emotional needs of our UPPs 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 continue to be critical in meeting the social emotional needs of those students still 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>In 2021-22, we 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. This was a high priority in feedback on the LCAP, so we have increased the number of interns for the coming year with 5.5 counseling interns and six psych interns. The pay was also slightly increased to remain competitive in attracting the best candidates. A consultant was also hired to oversee the program and provide ongoing support to the interns.</p> | | |
| 4.22 | Nurse and LVNs | <p>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 UPPs (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 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. An additional LVN position was created to support the</p> | \$344,990.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | district and adjustments were made to the Health Tech position for the 2022-23 school year. These will continue for 2023-2024. | | |

Goal Analysis [2022-23]

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.

All actions and services were implemented. We continued to add services and supports for MTSS. With ongoing training on CERS and iReady, teachers and administrators are getting better at analyzing CAASPP data and benchmarks to look at student groups. We continued with iReady training as a major focus for this year. Teachers are now able to use this more consistent measure of student growth for every grade level to be able to track progress over the course of the year. Once all CAASPP data is available, we will again analyze iReady progress along side CAASPP data to give us a good indication of how the benchmarks predict proficiency on state standards measured through state testing. As we identify those 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 added nursing support has again been critical in being able to check in with high risk students (our UPPs). We also worked with community agencies for vision and dental screenings (described in Goal 2), which freed up nursing staff to monitor the needs of our UPPs more closely and provide services or referrals as needed. The district has been able to hire a retired administrator with a counseling background as a consultant to support C.R.E.W (Action 21), which will be renamed CARE in the coming year. This allows for ongoing training and support of those staff providing much needed social emotional and mental health services for students. A second consultant, who is also a retired administrator and former employee of the district, was also hired to oversee induction. This is a critical piece for supporting new teachers in developing their skill sets to support all aspects of that first, best instruction and support for behavioral and social emotional needs.

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.

There was a significant increase in the expenses for the Dual Language program with adding an additional grade and additional classes at lower grade levels due to high demand. There were approximately \$268,000 in additional staffing costs and supplies such as textbooks that are a reflection of higher enrollment in this program. With some of the one-time pandemic funds still available, there was an additional \$260,000 spent on staffing for intervention within the school day. The additional reading sections were not needed at Rancho with alternative support provided through the FLEX program for intervention. There were also some additional staffing costs for supporting the expanded music program at the elementary level with movement and music, recorders, and band for 5th graders (approximately \$129,000). Additional aide costs for special education were up by about \$47,000. Many of these costs include both step and column increases in addition to added staffing. Coordination of MTSS services was up about \$78,000 with an increase of \$146,000 in costs for mental health staff (4.21). Our nursing costs have also increased about \$33,000 with the need for support after school and the additional 30 days of intersession (4.22).

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

Overall, students are making progress. The two grade levels that are showing the greatest need in English Language Arts are fourth and fifth, which is not totally surprising given the learning loss during their formative years for reading development. The same is true for mathematics. Compared to last year, seventh grade is down 9% overall in ELA with fourth down 11% and fifth grade down 1%. The other grades are up anywhere from 4-10%. For mathematics, fourth grade is down 3%, while fifth remained the same. Fifth also remained the same on the CAST for science. The additional intervention support will target these grade level gaps to better support those struggling students. The same will be done by student group as we continue to analyze the CAASPP data being released for the spring of 2023. Chronic absenteeism continues to be an area that we need to evaluate. Since returning from pandemic conditions, some families are more inclined to take vacations at off times or avail themselves of travel opportunities while working remotely. This is in addition to an increased desire to keep students home when sick, which all add to higher levels of absenteeism. We will continue to provide Principals with monthly lists of students who are chronically absent for early intervention. This monitoring frequently provides important context for absences due to extended illness or illuminates families that need support from the district's Attendance Monitor to avoid the SARB process. Our Tier 1 supports are meeting the needs of the majority of our students. This summer we revised the MTSS handbook for the district to identify supports that have been piloted and are now incorporated into the overall system. This information will be shared with all new teachers during orientation, administrators at our first instructional meeting of the year, and then all teachers across the district. The handbook clearly outlines the elements of the district-wide initiatives in support of differentiating instruction to meet the needs of students: Explicit, Direct Instruction; Project GLAD, Thinking Maps; Write from the Beginning; and Depth and Complexity prompts. Additional refinements for Behavioral and Social Emotional supports were added, and the first professional development day will include sessions on Behavior, Inclusion, and applying district-wide initiatives to mathematics instruction. Subsequent professional development throughout the year will do the same in relation to language arts.

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 intermediate school, Rancho Starbuck, is in ATSI for their English Learner student group. With this in mind, we are providing more targeted support to the Rancho staff around English Language Development (ELD) for the coming year. District staff provided two sessions on the basics of Designated and Integrated ELD at the end of the 2022-2023 school year as preparation for more extensive work in the 2023-2024 school year. The sessions included specific strategies for integrated ELD that teachers could try out between sessions. There was a lot of positive feedback, so we will continue to provide specific strategies while deepening teacher's understanding of working with English Learners and their specific language needs. There continues to be a need for more targeted support for students with gaps. With this in mind, the District is funding an additional intervention person for each of the elementary sites who currently have an existing person out of Title 1 funds. One is also being funded for Rancho Starbuck who does not currently have a person for intervention during the day.

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 55% of our students coming from low income homes in 2021-2022 (up 15% from the prior year), it continues to be evident 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. With the addition of on-going funds for Expanded Learning Opportunities, the district is developing a wide variety of offerings to support both enrichment and 21st century skill development. Harnessing student interest to support development of the whole child through this new program will truly allow for much greater access and participation of students.

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 | 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 | There are a total of 83 GATE certified teachers in our district. An additional 19 teachers completed GATE certification in Fall 2022. The 19 teachers who completed the Fall certification were | | 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 |
|----------------------------------|---|---|---|----------------|---|
| | be trained in the 2021-2022 school year. | certification have a subscription to Byrdseed.com- a resource to help teachers incorporate GATE standards into their classrooms. | given a Byrdseed.com subscription as a resource to help incorporate GATE standards into their daily lessons. There are 38 teachers scheduled to be certified in the 2023-2024 school year. | | |
| GATE Assessments and Local Norms | We are in the process of purchasing assessments and developing local norms. | 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 | Spring 2023 the CogAT was given to all second grade students throughout the district. Fourth grade teachers were trained to proctor the CogAT within the classroom. Fourth grade students throughout the district were given the CogAT for the first time in Spring 2023. Two measures were added this year for GATE identification, the test of creativity and teacher recommendation. A team of teachers and staff was created to review multiple measures and assist in the identification | | Appropriate staff will be trained on administering assessments and evaluating criteria for GATE identification using local norms. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------|--|---|---|----------------|---|
| | | <p>as the identification process continues. An additional assessment for creativity is being identified as part of the multiple measures and will be administered in the fall of 2022.</p> | <p>process. A final list of approximately 16 - 20 GATE identified students (per grade), based on local norms, the test of creativity, and teacher recommendations will be completed Summer 2023. The 2021-2022 school year had 18 students GATE identified based on local norms. .</p> | | |
| TOSA Calendar | <p>Supports in the 2020-2021 school year focused on the 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>During the 2021-2022 school year, TOSA support transitioned 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</p> | <p>Our TOSA support was reconfigured during the 2022-2023 school year, allowing for a deeper focus on our GATE identification and implementation. TOSAs were able to assist teachers with the implementation of GATE strategies within their curriculum. The identification process was built upon and now includes screening in second and fourth grade. Building upon enrichment activities for students, the</p> | | <p>The TOSA's calendar will reflect in-class support of teachers in implementing strategies, facilitation of the identification process with the GATE Advisory Committee, and equal time developing and supporting the STEAM program.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|---|----------------|---|
| | | began with district-wide training followed by individual follow through training. | TOSAs have continued to support 21st-century skill development through various STEAM activities both during and after school. | | |
| STEAM lab purchases and activity logs Professional Development records | 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. | 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 signup sheet is in process of development for sites to use during the 2022-2023 school year. | STEAM labs have received matching equipment and furnishing, and setup has been completed at all sites. Principals have been able to schedule time with TOSAs for training with desired pieces of equipment focused on building the capacity of their staff in connection with STEAM and its integration into their core curriculum. | | 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. |
| STEAM Participation- Students have multiple opportunities to participate in STEAM activities: Within their classrooms, Computer Science club, AP Computer Science and/or Robotics | 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 | 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, | With the addition of our extended school day, our participation in coding and robotics activities has continued to grow. STEAM labs have seen continued use throughout the school day, and students | | 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. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|--|----------------|--|
| during the school day and as part of after school enrichment. | show 300 students participated in the Computer Science club, AP Computer Science, and/or Robotics during the 20/21 year. | participation in bringing students to the STEAM labs for activities has increased to 30%. | have had the opportunity to utilize newer technology introduced at the beginning of the school year, increasing their participation. | | 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 |
| 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. 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. The Universal Screener was administered to all 2nd graders this year, and the data is being | \$55,718.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| | | evaluated to determine further assessments as part of the multiple measures. | | |
| 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. Many of the new offerings through the Expanded Learning Opportunities funding will support STEAM enrichment: coding, robotics and art for example. | \$58,883.00 | 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 differentiating instruction for UPPs. 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 | \$268,085.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | for example in support of our English learners. Includes stipend for work outside contracted days. | | |

Goal Analysis [2022-23]

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.

GATE certification for teachers was only available in the fall with an additional cohort being trained this summer. The last group of teachers should be completed in 2023-2024. With input from parents who wanted more opportunities for GATE identification, a screener has been added to fourth grade. Our Tech TOSA was able to provide training for teachers in integrating Viewsonic Boards with their classroom instruction. Additional support was also available for using Virtual and Augmented Reality as an instructional tool while increasing overall opportunities for students to engage with technology in meaningful ways as part of their learning. A group of students learned coding in order to showcase robotics at the local Citrus Fair in a friendly competition with La Habra City schools as a real world opportunity to apply what they were learning. The arts are thriving with the development of the Lowell Joint Youth Theater at each elementary site in addition to the existing dance (at Rancho), band and choir programs.

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.

With the addition of a screener for 4th grade and ongoing training with staffing, there was about a \$10,000 increase to costs associated with 5.2. The costs associated with training for 5.1 were mostly covered by other professional development funds including some one-time dollars, Educator Effectiveness, and Title II. Costs for the STEAM enrichment are down about \$59,000 with the modification of the TOSA position to encompass more work around MTSS. Some of the salary expense was moved to Goal 4 under MTSS. The remainder of all expenses were within a few thousand dollars of projections.

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

There has been tremendous growth in this area over the last year with the addition of Expanded Learning Opportunities (PowerSource) and the continued focus on GATE certification for teachers. PowerSource includes the before and after school programming required by the state, but concerted efforts have been made by the Coordinator to provide a wide variety of enrichment opportunities as outlets for gifted and talented students to showcase their abilities. This includes everything from the Lowell Joint Youth Theater where students participate in singing, drama, band, and dance to more tech related interests in coding and robotics with other art, cooking, and sport activities as well. This is in addition to academic supports. The universal screener was administered last year in second grade for GATE identification and fourth grade was added this year as mentioned above. Teachers provided feedback last year on the screener and it was determined that the complete battery was not necessary for all students. Each section was still administered with a group of students identified for completion of

the full battery. A test of creativity was also added this year to be sure that multiple measures are evaluated in the identification process along with teacher input. The final identifications will be made within the next few weeks and then parents will be notified. That information will then be communicated with teachers for supporting students in the GATE/Horizons program during the 2023-2024 school year.

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.

Now that the majority of teachers have been certified, we are developing the ongoing professional development requirements to maintain that certification within the district as part of OCC GATE. This will consist of 10 hours of professional development over every two years through things like Byrdseed TV, book studies, and attendance at conferences.

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 [2023-24]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| 3,825,740 | \$73,459 |

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 |
|---|-----------------------------|-------------------------|---|
| 12.34% | 0.00% | \$0.00 | 12.34% |

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 Guidelines 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. Rtl, 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 not 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 22: 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 UPPs. 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. While not limited to Unduplicated Pupils and this specific action, the Parent Teacher Associations (PTA) also provides an important avenue to address the needs of these students by engaging parents in meaningful ways. It is important in building relationships between the PTA and staff that we support the focus of increasing the number of parents of our UPPs 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 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 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 2023-24 is 12.34%. The actions and services developed in the LJSD LCAP will be principally directed toward unduplicated student groups through Supplemental funding for the 2023-24 LCAP including the following continuing actions:

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 UPPs
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 22: Nurse and Nursing Assistant

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 56% 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 2022-2023 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.

For the 2023-2024, we received concentration monies for the first time (approximately \$318,000), which means we received an additional concentration grant add-on of \$73,459. There are 5 sites with percentages above 55% and one at 47%. Currently, the funds are budgeted for targeted intervention during the school day based on Differentiated Assistance and ATSI for 5 of our sites. This includes targeted academic support for English Learners at one site and special needs students at four sites. Once all student group data from both CAASPP and iReady is analyzed, the focus of this targeted intervention will be adjusted as necessary.

| 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 | 38.22 | 37.78 |
| Staff-to-student ratio of certificated staff providing direct services to students | 20.90 | 22.64 |

2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-----------------|-------------------|----------------|----------------|-----------------|-----------------|---------------------|
| Totals | \$27,751,007.00 | \$918,299.00 | \$4,563,860.00 | \$2,325,536.00 | \$35,558,702.00 | \$33,329,641.00 | \$2,229,061.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|------------------------------|-----------------|-------------------|----------------|---------------|-----------------|
| 1 | 1.1 | Certificated Staffing-Teachers | All | \$14,229,524.00 | \$0.00 | \$1,784,522.00 | \$465,020.00 | \$16,479,066.00 |
| 1 | 1.2 | Certificated Staffing-Administration and other Support Staff | All | \$1,733,911.00 | \$0.00 | \$1,138,965.00 | \$0.00 | \$2,872,876.00 |
| 1 | 1.3 | Classified Staffing-Technology Department | All | \$442,721.00 | \$0.00 | \$0.00 | \$0.00 | \$442,721.00 |
| 1 | 1.4 | Classified Staffing-Custodial, Maintenance, and Grounds | All | \$2,144,680.00 | \$0.00 | \$0.00 | \$0.00 | \$2,144,680.00 |
| 1 | 1.5 | Basic Utilities | All | \$1,050,552.00 | \$0.00 | \$0.00 | \$0.00 | \$1,050,552.00 |
| 1 | 1.6 | Instructional Materials-Textbooks and Software | All | \$195,425.00 | | | | \$195,425.00 |
| 1 | 1.7 | Site Technology Allocation | All | \$45,000.00 | \$0.00 | \$0.00 | \$0.00 | \$45,000.00 |
| 1 | 1.8 | Instructional Supplies-Per Pupil Site Allocation | All | \$287,375.00 | \$0.00 | \$0.00 | \$0.00 | \$287,375.00 |
| 1 | 1.9 | Maintenance of Chromebooks | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 1.10 | Classified Staffing-Data Systems Analyst | All | \$58,846.00 | \$0.00 | \$0.00 | \$0.00 | \$58,846.00 |
| 1 | 1.11 | Single Plan for Student Achievement (SPSA) | All | \$5,000.00 | \$0.00 | \$0.00 | \$0.00 | \$5,000.00 |
| 1 | 1.12 | School Site Council and DELAC | English Learners and Title I | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$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) | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1 | 1.14 | Family Engagement | All | \$34,647.00 | \$0.00 | \$0.00 | \$0.00 | \$34,647.00 |
| 1 | 1.15 | Classified Staff-Administration and other Support | All | \$2,765,864.00 | \$138,881.00 | \$163,772.00 | \$25,449.00 | \$3,093,966.00 |
| 2 | 2.1 | Early Literacy Teacher on Special Assignment (TOSA) | English Learners Foster Youth Low Income | \$10,000.00 | \$0.00 | \$67,141.00 | \$71,415.00 | \$148,556.00 |
| 2 | 2.2 | Early Literacy Committee | All | \$0.00 | \$0.00 | \$1,000.00 | \$0.00 | \$1,000.00 |
| 2 | 2.3 | Early Literacy-Community Engagement | All | \$0.00 | \$0.00 | \$30,002.00 | \$0.00 | \$30,002.00 |
| 2 | 2.4 | Early Literacy-Preschool Program and Learning Link | English Learners Low Income | \$28,053.00 | \$0.00 | \$9,291.00 | \$0.00 | \$37,344.00 |
| 2 | 2.5 | Transitional Kindergarten | English Learners Foster Youth Low Income | \$1,048,155.00 | \$0.00 | \$0.00 | \$0.00 | \$1,048,155.00 |
| 3 | 3.1 | Facilities Master Plan | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 3.2 | FIT Reports | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3 | 3.3 | Measure LL-Bond | All | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4 | 4.1 | Professional Development (District-wide) | English Learners Foster Youth Low Income | \$420,000.00 | | | | \$420,000.00 |
| 4 | 4.2 | Professional Development- English Learners | English Learners | \$20,000.00 | | | \$15,000.00 | \$35,000.00 |
| 4 | 4.3 | Progress Monitoring and Support of English Learners | English Learners | \$171,822.00 | \$0.00 | \$58,554.00 | \$20,000.00 | \$250,376.00 |
| 4 | 4.4 | Dual Immersion Program | English Learners | \$405,988.00 | \$0.00 | \$0.00 | \$597,818.00 | \$1,003,806.00 |
| 4 | 4.5 | ELD, Reading Intervention, and Spanish Elective at Rancho | English Learners Low Income | \$68,355.00 | \$0.00 | \$0.00 | \$0.00 | \$68,355.00 |

| 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 | English Learners Foster Youth Low Income | \$80,000.00 | | | | \$80,000.00 |
| 4 | 4.7 | Intervention Coordinators | English Learners Foster Youth Low Income | \$21,273.00 | \$0.00 | \$0.00 | \$0.00 | \$21,273.00 |
| 4 | 4.8 | Intervention Support During the Day | English Learners | \$339,480.00 | | | \$31,316.00 | \$370,796.00 |
| 4 | 4.9 | Teacher Planning/Choir Teacher | All | \$215,953.00 | | | | \$215,953.00 |
| 4 | 4.10 | Classified Staff-Instructional Assistants & Special Ed Support Aides | Students with Disabilities | \$122,372.00 | \$0.00 | \$568,522.00 | \$835,505.00 | \$1,526,399.00 |
| 4 | 4.11 | Math Intervention-Rancho Starbuck | English Learners Foster Youth Low Income | \$49,956.00 | | | | \$49,956.00 |
| 4 | 4.12 | Illuminate | English Learners Foster Youth Low Income | \$25,000.00 | | | | \$25,000.00 |
| 4 | 4.13 | Reading Intervention-Rancho Starbuck | Targeted students needing Reading support | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4 | 4.14 | Coordination of Services | English Learners Foster Youth Low Income | \$178,617.00 | \$0.00 | \$0.00 | \$82,342.00 | \$260,959.00 |
| 4 | 4.15 | ABA Class and Program Specialist Position | All | \$0.00 | \$92,847.00 | \$206,056.00 | \$0.00 | \$298,903.00 |
| 4 | 4.16 | Learning Hubs-Libraries | English Learners Foster Youth Low Income | \$91,815.00 | \$171,441.00 | \$0.00 | \$0.00 | \$263,256.00 |
| 4 | 4.17 | MTSS Coordination and Monitoring of UPPs | English Learners Foster Youth Low Income | \$281,620.00 | \$0.00 | \$0.00 | \$57,723.00 | \$339,343.00 |
| 4 | 4.18 | Assessment System | English Learners Foster Youth Low Income | \$40,000.00 | \$120,000.00 | | | \$160,000.00 |
| 4 | 4.19 | Classified Staff-Custodial Support | English Learners Foster Youth | \$266,610.00 | \$8,127.00 | \$0.00 | \$0.00 | \$274,737.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|--------------|-------------------|--------------|---------------|----------------|
| | | | Low Income | | | | | |
| 4 | 4.20 | Attendance Monitoring | All | \$12,000.00 | | | | \$12,000.00 |
| 4 | 4.21 | Creative Response to Emotional and Educational Wellness | English Learners Foster Youth Low Income | \$533,214.00 | \$2,454.00 | \$536,035.00 | \$0.00 | \$1,071,703.00 |
| 4 | 4.22 | Nurse and LVNs | Foster Youth Low Income | \$24,493.00 | \$196,549.00 | \$0.00 | \$123,948.00 | \$344,990.00 |
| 5 | 5.1 | Professional Development-GATE Certification | All | \$65,000.00 | \$43,000.00 | | | \$108,000.00 |
| 5 | 5.2 | GATE Identification | English Learners Foster Youth Low Income | \$55,718.00 | \$0.00 | \$0.00 | \$0.00 | \$55,718.00 |
| 5 | 5.3 | STEAM Enrichment | All | \$13,883.00 | \$45,000.00 | \$0.00 | \$0.00 | \$58,883.00 |
| 5 | 5.4 | Technology Integration-21st Century Skills | English Learners Foster Youth Low Income | \$168,085.00 | \$100,000.00 | \$0.00 | \$0.00 | \$268,085.00 |

2023-24 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 (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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$30,995,214 | 3,825,740 | 12.34% | 0.00% | 12.34% | \$4,328,254.00 | 0.00% | 13.96 % | Total: | \$4,328,254.00 |
| | | | | | | | | LEA-wide Total: | \$3,803,955.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$524,299.00 |

| 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) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,000.00 | |
| 2 | 2.4 | Early Literacy-Preschool Program and Learning Link | Yes | LEA-wide | English Learners Low Income | Specific Schools: Jordan Ages 0-5 | \$28,053.00 | |
| 2 | 2.5 | Transitional Kindergarten | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Elementary sites Transitional Kindergarten | \$1,048,155.00 | |
| 4 | 4.1 | Professional Development (District-wide) | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$420,000.00 | |
| 4 | 4.2 | Professional Development-English Learners | Yes | LEA-wide | English Learners | All Schools | \$20,000.00 | |
| 4 | 4.3 | Progress Monitoring and Support of English Learners | Yes | LEA-wide | English Learners | All Schools | \$171,822.00 | |

| 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 | Yes | Schoolwide | English Learners | Specific Schools: Jordan Elementary TK-3rd grade | \$405,988.00 | |
| 4 | 4.5 | ELD, Reading Intervention, and Spanish Elective at Rancho | Yes | Schoolwide | English Learners Low Income | Specific Schools: Rancho 7th and 8th grade | \$68,355.00 | |
| 4 | 4.6 | Before and After School Intervention | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$80,000.00 | |
| 4 | 4.7 | Intervention Coordinators | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$21,273.00 | |
| 4 | 4.8 | Intervention Support During the Day | Yes | LEA-wide | English Learners | All Schools | \$339,480.00 | |
| 4 | 4.11 | Math Intervention-Rancho Starbuck | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Rancho Starbuck 7th and 8th | \$49,956.00 | |
| 4 | 4.12 | Illuminate | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$25,000.00 | |
| 4 | 4.14 | Coordination of Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$178,617.00 | |
| 4 | 4.16 | Learning Hubs-Libraries | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$91,815.00 | |
| 4 | 4.17 | MTSS Coordination and Monitoring of UPPs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$281,620.00 | |
| 4 | 4.18 | Assessment System | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$40,000.00 | |
| 4 | 4.19 | Classified Staff-Custodial Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$266,610.00 | |

| 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 | 4.21 | Creative Response to Emotional and Educational Wellness | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$533,214.00 | |
| 4 | 4.22 | Nurse and LVNs | Yes | LEA-wide | Foster Youth Low Income | All Schools | \$24,493.00 | |
| 5 | 5.2 | GATE Identification | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$55,718.00 | |
| 5 | 5.4 | Technology Integration-21st Century Skills | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$168,085.00 | |

2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| Totals | \$36,491,449.00 | \$36,354,052.00 |

| 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 | \$16,991,483.00 | \$16,897,859 |
| 1 | 1.2 | Certificated Staffing-Administration and other Support Staff | No | \$3,172,344.00 | \$2,816,854 |
| 1 | 1.3 | Classified Staffing-Technology Department | No | \$465,378.00 | \$465,378 |
| 1 | 1.4 | Classified Staffing-Custodial, Maintenance, and Grounds | No | \$2,309,830.00 | \$2,309,830 |
| 1 | 1.5 | Basic Utilities | No | \$972,184.00 | \$925,432 |
| 1 | 1.6 | Instructional Materials-Textbooks and Software | No | \$205,770.00 | \$203,438 |
| 1 | 1.7 | Site Technology Allocation | No | \$45,000.00 | \$62,117 |
| 1 | 1.8 | Instructional Supplies-Per Pupil Site Allocation | No | \$287,375.00 | \$581,580 |
| 1 | 1.9 | Maintenance of Chromebooks | No | \$0.00 | \$241,313 |
| 1 | 1.10 | Classified Staffing-Data Systems Analyst | No | \$59,092.00 | \$59,092 |

| 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 | 1.11 | Single Plan for Student Achievement (SPSA) | No | \$5,000.00 | \$0 |
| 1 | 1.12 | School Site Council and DELAC | No | \$0.00 | \$0 |
| 1 | 1.13 | Parent Teacher Associations (PTA) | No | \$0.00 | \$0 |
| 1 | 1.14 | Family Engagement | No | \$34,647.00 | \$9,000 |
| 1 | 1.15 | Classified Staff-Administration and other Support | No | \$3,745,808.00 | \$3,846,082 |
| 2 | 2.1 | Early Literacy Teacher on Special Assignment (TOSA) | Yes | \$81,582.00 | \$62,380 |
| 2 | 2.2 | Early Literacy Committee | No | \$1,000.00 | \$0 |
| 2 | 2.3 | Early Literacy-Community Engagement | No | \$30,002.00 | \$0 |
| 2 | 2.4 | Early Literacy-Preschool Program and Learning Link | Yes | \$291,942.00 | \$318,310 |
| 2 | 2.5 | Transitional Kindergarten | Yes | \$1,055,582.00 | \$1,056,182 |
| 3 | 3.1 | Facilities Master Plan | No | \$0.00 | \$0 |
| 3 | 3.2 | FIT Reports | No | \$0.00 | \$0 |
| 3 | 3.3 | Measure LL-Bond | No | \$0.00 | \$0 |

| 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 | 4.1 | Professional Development (District-wide) | Yes | \$420,000.00 | \$420,000 |
| 4 | 4.2 | Professional Development- English Learners | Yes | \$35,000.00 | \$0 |
| 4 | 4.3 | Progress Monitoring and Support of English Learners | Yes | \$243,940.00 | \$223,940 |
| 4 | 4.4 | Dual Immersion Program | Yes | \$736,047.00 | \$736,047 |
| 4 | 4.5 | ELD, Reading Intervention, and Spanish Elective at Rancho | Yes | \$68,889.00 | \$68,889 |
| 4 | 4.6 | Before and After School Intervention | Yes | \$80,000.00 | \$24,765 |
| 4 | 4.7 | Intervention Coordinators | Yes | \$18,245.00 | \$29,340 |
| 4 | 4.8 | Intervention Support During the Day | Yes | \$110,000.00 | \$100,000 |
| 4 | 4.9 | Teacher Planning/Choir Teacher | No | \$87,143.00 | \$221,711 |
| 4 | 4.10 | Classified Staff-Instructional Assistants & Special Ed Support Aides | No | \$1,479,434.00 | \$1,479,434 |
| 4 | 4.11 | Math Intervention-Rancho Starbuck | Yes | \$50,518.00 | \$50,518 |
| 4 | 4.12 | Illuminate | Yes | \$25,000.00 | \$23,906 |

| 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 | \$40,000.00 | \$0 |
| 4 | 4.14 | Coordination of Services | Yes | \$262,491.00 | \$262,491 |
| 4 | 4.15 | ABA Class and Program Specialist Position | No | \$304,980.00 | \$304,980 |
| 4 | 4.16 | Learning Hubs-Libraries | Yes | \$254,685.00 | \$254,685 |
| 4 | 4.17 | MTSS Coordination and Monitoring of UDPs | Yes | \$261,571.00 | \$261,571 |
| 4 | 4.18 | Assessment System | Yes | \$160,000.00 | \$160,000 |
| 4 | 4.19 | Classified Staff-Custodial Support | Yes | \$268,036.00 | \$268,036 |
| 4 | 4.20 | Attendance Monitoring | No | \$12,000.00 | \$6,960 |
| 4 | 4.21 | Creative Response to Emotional and Educational Wellness | Yes | \$945,788.00 | \$1,039,122 |
| 4 | 4.22 | Nurse and Nursing Assistant | Yes | \$311,554.00 | \$311,554 |
| 5 | 5.1 | Professional Development-GATE Certification | No | \$108,000.00 | \$14,102 |
| 5 | 5.2 | GATE Identification | Yes | \$15,000.00 | \$20,934 |
| 5 | 5.3 | STEAM Enrichment | No | \$169,919.00 | \$47,030 |

| 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 | \$269,190.00 | \$169,190 |

2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF 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) |
|--|---|---|--|--|--|--|
| \$2,995,814 | \$3,816,108.00 | \$3,653,866.00 | \$162,242.00 | 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) | Yes | \$10,000.00 | 0.00 | | |
| 2 | 2.4 | Early Literacy-Preschool Program and Learning Link | Yes | \$1,000.00 | 0.00 | | |
| 2 | 2.5 | Transitional Kindergarten | Yes | \$1,055,582.00 | \$1,056,182.00 | | |
| 4 | 4.1 | Professional Development (District-wide) | Yes | \$420,000.00 | \$420,000.00 | | |
| 4 | 4.2 | Professional Development-English Learners | Yes | \$20,000.00 | 0.00 | | |
| 4 | 4.3 | Progress Monitoring and Support of English Learners | Yes | \$167,826.00 | \$167,826.00 | | |
| 4 | 4.4 | Dual Immersion Program | Yes | \$395,601.00 | \$356,878.00 | | |
| 4 | 4.5 | ELD, Reading Intervention, and Spanish Elective at Rancho | Yes | \$68,889.00 | \$68,889.00 | | |
| 4 | 4.6 | Before and After School Intervention | Yes | \$80,000.00 | \$49,435.00 | | |
| 4 | 4.7 | Intervention Coordinators | Yes | \$9,040.00 | \$9,040.00 | | |
| 4 | 4.8 | Intervention Support During the Day | Yes | | | | |

| 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 | 4.11 | Math Intervention-Rancho Starbuck | Yes | \$50,518.00 | \$50,518.00 | | |
| 4 | 4.12 | Illuminate | Yes | \$25,000.00 | \$23,906.00 | | |
| 4 | 4.13 | Reading Intervention-Rancho Starbuck | Yes | \$40,000.00 | 0.00 | | |
| 4 | 4.14 | Coordination of Services | Yes | \$179,625.00 | \$179,625.00 | | |
| 4 | 4.16 | Learning Hubs-Libraries | Yes | \$87,225.00 | \$79,650.00 | | |
| 4 | 4.17 | MTSS Coordination and Monitoring of UDPs | Yes | \$203,116.00 | \$212,850.00 | | |
| 4 | 4.18 | Assessment System | Yes | | | | |
| 4 | 4.19 | Classified Staff-Custodial Support | Yes | \$260,279.00 | \$220,710.00 | | |
| 4 | 4.21 | Creative Response to Emotional and Educational Wellness | Yes | \$535,010.00 | \$535,010.00 | | |
| 4 | 4.22 | Nurse and Nursing Assistant | Yes | \$23,207.00 | \$29,207.00 | | |
| 5 | 5.2 | GATE Identification | Yes | \$15,000.00 | \$24,950.00 | | |
| 5 | 5.4 | Technology Integration-21st Century Skills | Yes | \$169,190.00 | \$169,190.00 | | |

2022-23 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) |
|---|---|--|---|--|---|--|--|---|
| \$29,376,488 | \$2,995,814 | 0.00% | 10.20% | \$3,653,866.00 | 0.00% | 12.44% | \$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/re/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 LCFF 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," or "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

2023–24 Certification of Assurances

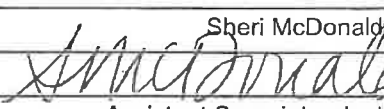
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

| | |
|--|--|
| Authorized Representative's Full Name | Sheri McDonald |
| Authorized Representative's Signature |  |
| Authorized Representative's Title | Assistant Superintendent |
| Authorized Representative's Signature Date | 07/31/2023 |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

| | |
|--|--------------------------|
| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | Sheri McDonald |
| Authorized Representative's Title | Assistant Superintendent |
| Authorized Representative's Signature Date | 07/31/2023 |
| Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

| | |
|---|--------------------------|
| County Office of Education (COE) or District | 08/23/2019 |
| For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP | |
| Direct Funded Charter | |
| Enter the adoption date of the current LCAP | |
| Authorized Representative's Full Name | Sheri McDonald |
| Authorized Representative's Title | Assistant Superintendent |

*****Warning*****

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2023–24 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

| | |
|---|-----|
| By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year | Yes |
|---|-----|

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

| | |
|---|-----|
| By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year | Yes |
|---|-----|

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

| | |
|---|-----|
| Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010 | Yes |
| Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035 | Yes |
| Title III-English Learner ESEA Sec. 3102 SACS 4203 | Yes |
| Title III Immigrant ESEA Sec. 3102 SACS 4201 | Yes |
| Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127 | Yes |

*****Warning*****

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LOWELL JOINT SCHOOL DISTRICT
August 7, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the Lowell Joint School District's
Response to the 2022-23 Orange County Grand Jury
Report: "The ABC's of Educating Children
Experiencing Homelessness in Orange County"

ACTION

Lowell Joint School District's Response to the 2022-23 Orange County Grand Jury Report: "The ABC's of Educating Children Experiencing Homelessness in Orange County".

In accordance with California Penal Code sections 933 and 933.05, the Orange County Grand Jury has requested that the Lowell Joint School District respond to findings and recommendations in the 2022-2023 Orange County Grand Jury report entitled "The ABC's of Educating Children Experiencing Homelessness in Orange County" published on May 25, 2023. Below are the responses of the Lowell Joint School District, as approved by the Board of Education on August 7, 2023.

| F # | Finding | Agree/ Disagree | Response And Explanation (if Required) |
|-----|--|---|---|
| F1 | Many children experiencing homelessness are not identified as such, and therefore do not receive the support and benefits authorized by the McKinney-Vento Act. | Respondent disagrees wholly or partially with the finding. | LJSD provides opportunities throughout the year to be identified as McKinney Vento. We use our Data Confirmation process to complete the housing questionnaire. School sites and our District Office also have a paper form for families that come into the office or do not have online access. When families are identified, the school site, teacher, and district liaison are given the information. Families are notified about their rights and supports. |
| F2 | The lack of mandatory McKinney-Vento Act training of school site office staff, counselors, and teachers contributes to a failure to identify children experiencing homelessness. | Respondent disagrees wholly or partially with the finding. | The LJSD Homeless liaison connects with each school principal and office staff to provide annual information. Principals partner with the McKinney-Vento Liaison to present information to the staff |

Superintendent's Comment:

APPROVAL RECOMMENDED.

| | | | |
|----|---|---|---|
| F3 | There is disparity in the application of McKinney-Vento regulations across Orange County public school districts which results in unequal access to educational benefits for children experiencing homelessness. | Respondent disagrees wholly or partially with the finding. | LJSD participates in OCDE and CDE training on the McKinney Vento rights, regulations, and benefits to support students experiencing homelessness. LJSD ensures that all families complete the McKinney-Vento Declaration Form as a mandatory component of our data confirmation process. All Mc Kinney-Vento identified students are given the same access to educational programs and benefits. |
| F4 | The majority of McKinney-Vento Liaisons are in full-time positions, but because their work includes multiple non-McKinney-Vento responsibilities, most do not have sufficient time to do the work required by the McKinney-Vento Act. | Respondent agrees with the finding | |
| F5 | Many McKinney-Vento Liaisons lack needed experience due to a high turnover rate in those positions. | Respondent disagrees wholly or partially with the finding. | The Lowell Joint School District's McKinney-Vento Liaison has been in her position for 5 years. She is well-trained due to her participation in a variety of opportunities, including Orange County Department of Education (OCDE) Homeless Outreach Promoting Educational Success (HOPES) meetings, CA Homeless Education Technical Assistance Center (HETAC) webinars, and CA Department of Education conferences. The District Homeless Liaison collaborates with the OCDE and CDE Homeless Liaisons for questions and support when needed. |
| F6 | McKinney-Vento Act training is not mandatory for the majority of McKinney-Vento Liaisons. | Respondent disagrees wholly or partially with the finding. | The Federal Program Monitoring Program Instrument for Homeless Education states that the LEA Liaison duties (3.0) include: (h) School personnel, including principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, that provide services to homeless children, youths, and their families receive professional development and other support. (42 U.S.C. Sections 11432[g][1][D], 11432[g][6][A][ix]; EC Section 48852.5[c]) To effectively conduct this professional development and support, the McKinney-Vento Liaison must also attend training. The Consolidated Application and Reporting System (CARS) also asks if the Homeless Liaison has attended or participated in training within the past two years, which implies that this is required. The District Homeless Liaison attends National Center for Homeless Education (NCHE), Homeless Education Technical Assistance Center (HETAC), the annual |

Superintendent's Comment:

APPROVAL RECOMMENDED.

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|------------|---|---|---|
| | | | National Association for the Education of Homeless Children and Youth (NAECHY) conference, and the OCDE Network meetings all provide opportunities to receive ongoing training. |
| F7 | Students experiencing homelessness who are enrolled in an elementary district often do not continue to receive McKinney-Vento benefits when they move to a high school district because the Federal Educational Rights and Privacy Act (FERPA) prevents the sharing of this information between districts. | Respondent disagrees wholly or partially with the finding. | While LJSD does not have a high school in our district, we partner with our local high school district to ensure articulation and continuity of services. Participation is not based on the previous school district's records. It is based on the current living situation and a new questionnaire is filled out each year regardless of continuing in the same school/district or moving/promoting. |
| F8 | McKinney-Vento funds depend on school districts submitting grant proposals, but not all districts have employees trained in writing grant applications, resulting in missed funding opportunities. | Respondent disagrees wholly or partially with the finding. | LJSD receives Title I, Part A funding and must reserve a portion to provide services to homeless children and youth. Training in grant writing is not necessary to complete the CARS report to receive Title I funding. The CARS report is simple and requires a district to mark "yes" to receiving Title I, Part A. Homeless program reports include yes and no questions about training, expenditure data, and homeless services provided. LJSD does not depend on grants for funding but will be using a newly hired grant writer to submit proposals in the upcoming year. |
| F9 | School districts that do not apply for grants which fund programs benefiting children experiencing homelessness miss potential revenue opportunities. | Respondent agrees with the finding | |
| F10 | McKinney-Vento is an unfunded federally mandated program; however, school districts that qualify and apply for Title I, Part A funds may obtain revenues that can be used for children experiencing homelessness. These funds are insufficient to meet the needs of the school districts supporting children experiencing homelessness. | Respondent disagrees wholly or partially with the finding. | If the funds are insufficient, LJSD can opt to increase the amount of Title I funding set aside for homeless services. We have not had to do this in the past, but given economic uncertainty and one-time funding expiration, the district will reexamine as needed. |

Superintendent's Comment:

APPROVAL RECOMMENDED.

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| F11 | A lack of reliable transportation for children experiencing homelessness often results in chronic tardiness and absenteeism. | Respondent disagrees wholly or partially with the finding. | Transportation is a barrier for some McKinney-Vento families. The District connects with local resources for getting McKinney-Vento students on public bus routes, deploying OCTA bus passes, and providing parent mileage reimbursement. |
| F12 | Chronic Absenteeism Rates of Homeless Students are disproportionately high in comparison with the Chronic Absenteeism Rates of All Students and Socio-Disadvantaged Students. | Respondent agrees with the finding | LJSD chronically absent rates: Homeless students is 33% Socio-Economically Disadvantaged students is 20% All Students is 17% |
| F13 | Children experiencing homelessness in Orange County perform at a lower level on standardized tests and have a lower graduation rate than All Students and Socioeconomically Disadvantaged Students. | Respondent disagrees wholly or partially with the finding. | As an elementary school district, LJSD does not graduate students. Lowell Joint's Academic Performance rates: Homeless students: ELA = Low Band Homeless student Math = Low Band Socio-Economically Disadvantaged students ELA = Low Band Socio-Economically Disadvantaged students Math = Low Band All Students is ELA = Medium Band All Students is Math = Low Band ELA has a discrepancy in performance, but there is not a significant difference in MATH. |
| F14 | The percentage of Homeless Students graduating who failed to meet state standards on English Language Arts and Math tests is significantly higher than it is for All Students and Socioeconomically Disadvantaged Students. | Respondent disagrees wholly or partially with the finding. | LJSD is a TK-8 district and does not graduate students. |
| F15 | There is a tendency by school districts to operate in isolation, which prevents productive collaboration on addressing the issue of children experiencing homelessness and the challenges of their education. | Respondent disagrees wholly or partially with the finding. | Lowell Joint School Districts collaborates with community-based agencies to serve homeless students. The McKinney-Vento Liaison makes referrals to Friends and Family for resources including food, clothing, supplies, and counseling services, respectively. The District Homeless Liaison attends the OCDE Homeless Liaison meetings and networks with other district Homeless Liaisons. The District Homeless Liaison communicates and collaborates with other |

Superintendent's Comment:

APPROVAL RECOMMENDED.

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| | | | district Homeless Liaisons to serve McKinney-Vento students when needed. |
| F16 | A significant lack of affordable permanent housing contributes to many families being caught in the cycle of homelessness. | Respondent agrees with the finding | |

Please see below for the responses to each required Recommendation as requested in the Orange County Grand Jury report and attached cover letter dated May 19, 2023.

| R # | Recommendation | Implementation | Response And Explanation (if Required) |
|------------|--|---|---|
| R1 | All Orange County school districts should develop a "Back to School" plan that includes mandatory McKinney-Vento Act training for all district and school administrators, teachers, office staff, and counselors by December 31, 2023, and annually thereafter. | Recommendation has not yet been implemented but will be with a time frame for implementation. | The LJSD McKinney-Vento liaison will continue to meet with each school staff to provide training and resources. By December 31, 2023, the liaison will expand her training to include recommended other staff. |
| R2 | Participation in Orange County Department of Education (OCDE) McKinney-Vento Act training programs for all Local Education Agencies (LEA) McKinney-Vento Liaisons should be mandated by October 1, 2023, and annually thereafter. | Recommendation has been implemented. | McKinney-Vento liaison participates in OCDE and CDE training programs |
| R3 | Given that most LEA McKinney-Vento Liaisons are responsible for a number of other duties, and do not have sufficient time to do their McKinney-Vento required work, school districts should identify ways to increase support and/or staff to address the numerous tasks of the Liaisons by October 1, 2023. | Recommendation has been implemented. | The LJSD McKinney-Vento Liaison partners with its nursing staff, psychologists, and counseling interns to provide support for families and students experiencing homelessness through weekly check in phone calls and home visits. |
| R4 | By January 1, 2024, for children experiencing homelessness to receive uninterrupted McKinney-Vento benefits, Orange County school districts should add a section to their mandatory enrollment school form | Recommendation will not be implemented because it is not warranted or reasonable. | LJSD will continue with its existing forms. Participation is not based on the previous school district's records. It is based on the current living situation and a new questionnaire is filled out each year regardless of continuing in the same school/district or moving/promoting. Information |

Superintendent's Comment:

APPROVAL RECOMMENDED.

| | | | |
|-----------|--|--------------------------------------|--|
| | enabling parents/guardians to give permission for their school to share information regarding their child's McKinney-Vento status with other districts that their child may be attending. | | also becomes part of the student record so it is available for future schools or districts. |
| R5 | By October 1, 2023, each Orange County school district should develop and maintain a centralized list of district employees with grant application writing capability so that they are prepared to apply for available grants to assist in educating children experiencing homelessness. | Recommendation has been implemented. | LJSD has applied for and received small grants in the past. We have hired a grant writer for the beginning of the 2023-2024 school year who will continue with this. |
| R6 | By October 1, 2023, a joint task force should be formed by the OCDE comprised of a district-level administrator from each Orange County school district and leadership from non-profit organizations who serve homeless families, to address absenteeism, low test scores, and low graduation rates of children experiencing homelessness. | Recommendation has been implemented. | LJSD will participate in the OCDE-sponsored joint task force (AKA: "Steering Committee") beginning in September 2023. |
| R8 | By May 1, 2024, each Orange County school district administration should develop, and present to the District Board of Education, a plan to lower the Absenteeism Rates of homeless students. | Recommendation has been implemented. | Actions related to Chronic Absenteeism are already included in the 2023-2024 LCAP. Additional actions will be developed based on the annual reviews of current data. Actions and plans will be revised and Board approved if necessary for the 2024-2025 school year. |
| R9 | By May 1, 2024, each Orange County school district administration should develop, and present to the District Board of Education, a plan to improve the performance of homeless students in English Language Arts and Math. | Recommendation has been implemented. | Actions related to Academic Performance in ELA and Math are already included in the 2023-2024 LCAP. Additional actions will be developed based on the annual reviews of current data. Actions and plans will be revised and Board approved if necessary for the 2024-2025 school year. |

It is recommended to approve the responses of the Lowell Joint School District recommendations in the 2022-2023 Orange County Grand Jury report entitled "The ABC's of Educating Children Experiencing Homelessness in Orange County" published on May 25, 2023, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 08/07/2023

FROM 06/01/2023 TO 06/30/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|--|----------------------------|
| S99B0053 | CALIFORNIA DEPARTMENT OF EDUCA | 901.51 | 901.51 | 2121-0000-0-6219-0000-8500-001-00000000 | CDE Plan Review Fee |
| S99F0100 | COUNTY OF LOS ANGELES | 435.97 | 435.97 | 0101-0000-0-5200-0000-8110-025-00000000 | Travel and Conferences |
| S99F0101 | ELITE AIR CONDITIONING INC | 875.00 | 875.00 | 1414-0000-0-5630-0000-8110-008-00000000 | Repairs or Maintenance |
| S99F0102 | HUNTINGTON HARDWARE CO. INC. | 2,180.22 | 2,180.22 | 0101-0000-0-4300-0000-8110-004-00000000 | Materials and Supplies |
| S99F0103 | ICS SERVICE COMPANY | 228.90 | 228.90 | 0101-0000-0-5630-0000-8110-001-00000000 | Repairs or Maintenance |
| S99F0104 | ICS SERVICE COMPANY | 152.60 | 152.60 | 0101-0000-0-5630-0000-8110-015-00000000 | Repairs or Maintenance |
| S99F0105 | A-TECH CONSULTING INC | 1,130.00 | 1,130.00 | 1414-0000-0-6200-0000-8500-004-00000000 | Bldg & Improvement of Bldg |
| S99F0107 | FED EX | 168.00 | 168.00 | 0101-0000-0-4300-0000-8110-025-00000000 | Materials and Supplies |
| S99F0108 | IMAGE APPAREL FOR BUSINESS | 50.57 | 50.57 | 0101-0000-0-5895-0000-8110-025-00000000 | Uniforms |
| S99F0110 | EAST WHITTIER GLASS & MIRROR | 2,364.00 | 2,364.00 | 0101-0000-0-5630-0000-8110-008-00000000 | Repairs or Maintenance |
| S99M0371 | AMERICAN EXPRESS | 50.00 | 50.00 | 0101-0000-0-5200-0000-7100-112-00000000 | Travel and Conferences |
| S99M0372 | AMERICAN EXPRESS | 513.90 | 513.90 | 0101-0000-0-5200-0000-7100-112-00000000 | Travel and Conferences |
| S99M0373 | AMERICAN EXPRESS | 308.69 | 308.69 | 0101-0000-0-4300-0000-7100-112-00000000 | Materials and Supplies |
| S99M0374 | AMERICAN EXPRESS | 17.99 | 17.99 | 0101-4035-0-5200-0000-2110-612-000000401 | Travel and Conferences |
| S99M0375 | AMERICAN EXPRESS | 111.57 | 111.57 | 0101-0888-0-4300-1110-1000-012-00000000 | Materials and Supplies |
| S99M0376 | AMERICAN EXPRESS | 2,698.00 | 2,698.00 | 0101-0000-0-5200-0000-7100-112-00000000 | Travel and Conferences |
| S99M0377 | AMERICAN EXPRESS | 100.00 | 100.00 | 0101-0000-0-5200-0000-7100-112-00000000 | Travel and Conferences |
| S99M0378 | AMERICAN EXPRESS | 800.00 | 800.00 | 1313-5310-0-5200-0000-7210-012-00000000 | Travel and Conferences |
| S99M0379 | AMERICAN EXPRESS | 1,000.00 | 1,000.00 | 1313-5310-0-5200-0000-7210-012-00000000 | Travel and Conferences |
| S99M0380 | AMERICAN EXPRESS | 3,360.00 | 3,360.00 | 1313-5310-0-5200-0000-7210-012-00000000 | Travel and Conferences |
| S99M0381 | AMERICAN EXPRESS | 1,518.30 | 1,518.30 | 0101-0000-0-4300-0000-7100-112-00000000 | Materials and Supplies |
| S99M0382 | AMERICAN EXPRESS | 108.00 | 108.00 | 0101-0000-0-4300-0000-7100-112-00000000 | Materials and Supplies |
| S99M0383 | AMERICAN EXPRESS | 2,000.00 | 2,000.00 | 0101-4035-0-5200-0000-2110-612-000000401 | Travel and Conferences |

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 08/07/2023

FROM 06/01/2023 TO 06/30/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|---|--------------------------------|
| S99N0030 | DEBRA AMOS dba FEEDING DREAMS | 11,250.00 | 11,250.00 | 1313-5310-0-5850-0000-3700-030-00000000 | Conslt/Ind Contractors(NonEmp) |
| S99R0509 | ORIGINAL WORKS YOURS INC | 558.57 | 558.57 | 0101-0099-0-4300-0000-2700-009-00000000 | Materials and Supplies |
| S99R0526 | GARDENA VALLEY PRINTING | 614.00 | 614.00 | 0101-0911-0-4300-1110-1030-011-00000000 | Materials and Supplies |
| S99R0527 | IMAGINE LEARNING LLC | 13,000.00 | 13,000.00 | 0101-3216-0-5810-1110-1019-013-20600101 | Licenses/Technology |
| S99R0528 | CALPERS | 100,000.00 | 100,000.00 | 0101-0000-0-3701-1110-1000-950-00000000 | OPEB, Allocated, Certificated |
| S99R0532 | CITY OF WHITTIER | 384.00 | 384.00 | 0101-0000-0-5630-0000-8110-004-00000000 | Repairs or Maintenance |
| S99R0533 | EAST WHITTIER GLASS & MIRROR | 1,571.00 | 1,571.00 | 0101-0000-0-5630-0000-8110-004-00000000 | Repairs or Maintenance |
| S99R0534 | SCHOOL SERVICES OF CALIFORNIA | 275.00 | 275.00 | 0101-0000-0-5200-0000-7100-012-00000000 | Travel and Conferences |
| S99R0535 | TURF STAR INC. | 176.21 | 176.21 | 0101-0000-0-4300-0000-8111-025-00000000 | Materials and Supplies |
| S99R0537 | FULLERTON SCHOOL DISTRICT | 246.00 | 246.00 | 0101-0000-0-4300-0000-7100-112-00000000 | Materials and Supplies |
| S99R0538 | SENTRY SIGNS & PRINTING | 82.69 | 82.69 | 0101-0000-0-4300-0000-8110-004-00000000 | Materials and Supplies |
| S99R0539 | ARAMARK | 187.66 | 187.66 | 0101-0000-0-4300-0000-7200-212-00000000 | Materials and Supplies |
| S99R0540 | ARAMARK | 550.00 | 550.00 | 0101-0000-0-4300-0000-2100-012-00000000 | Materials and Supplies |
| S99R0541 | CENTRALIA SCHOOL DISTRICT | 2,636.26 | 2,636.26 | 0101-0911-0-5800-1110-1030-011-00000000 | Prof/ConsultingServ&Oper Exp |
| S99R0542 | FULLERTON JOINT UNION HS DIST | 1,751.75 | 1,751.75 | 0101-0911-0-5800-1110-1030-011-00000000 | Prof/ConsultingServ&Oper Exp |
| S99R0545 | IMAGINE LEARNING LLC | 32,175.00 | 32,175.00 | 0101-3216-0-5810-1110-1019-013-20600101 | Licenses/Technology |
| S99R0546 | ILLUMINATE EDUCATION INC. | 500.00 | 500.00 | 0101-4035-0-5200-1110-1000-012-00000000 | Travel and Conferences |
| S99R0547 | OCDE | 1,800.00 | 1,800.00 | 0101-6266-0-5850-0000-2150-612-00000000 | Conslt/Ind Contractors(NonEmp) |
| S99R0548 | DEPARTMENT OF SOCIAL SERVICES | 242.00 | 242.00 | 1212-6053-0-5800-0001-1002-609-00000204 | Prof/ConsultingServ&Oper Exp |
| S99R0549 | DEPARTMENT OF SOCIAL SERVICES | 242.00 | 242.00 | 1212-6053-0-5800-0001-1002-604-00000204 | Prof/ConsultingServ&Oper Exp |
| S99R0550 | CA DEPT. OF SOCIAL SERVICES | 363.00 | 363.00 | 1212-6053-0-5800-0001-1002-615-00000204 | Prof/ConsultingServ&Oper Exp |
| S99R0552 | FORMA ENGINEERING & CONTRACTIN | 1,099,429.00 | 300,000.00 | 1414-0000-0-5630-0000-8110-008-00000000 | Repairs or Maintenance |
| | | | 799,429.00 | 4040-0000-0-6200-0000-8500-008-00000000 | Bldg & Improvement of Bldg |

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 08/07/2023

FROM 06/01/2023 TO 06/30/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>OBJECT DESCRIPTION</u> |
|------------------|---|---------------------|------------------------------------|---|--|
| S99R0553 | ANAHEIM UNION HIGH SCHOOL DIST | 400.00 | 400.00 | 0101-6762-0-5800-1751-1000-612-00000503 | Prof/ConsultingServ&Oper Exp |
| S99R0554 | ICS SERVICE COMPANY | 60.00 | 60.00 | 0101-0000-0-5630-0000-8110-008-00000000 | Repairs or Maintenance |
| S99R0555 | HOWARD INDUSTRIES INC | 14,167.99 | 15,429.59 -2,675.44 1,413.84 | 4040-0000-0-6200-0000-8500-001-00000000 4040-0000-0-6200-0000-8500-006-00000000 4040-0000-0-6200-0000-8500-011-00000000 | Bldg & Improvement of Bldg Bldg & Improvement of Bldg Bldg & Improvement of Bldg |
| S99R0556 | HOWARD INDUSTRIES INC | 14,167.99 | 15,429.59 -2,675.44 1,413.84 | 4040-0000-0-6200-0000-8500-001-00000000 4040-0000-0-6200-0000-8500-006-00000000 4040-0000-0-6200-0000-8500-011-00000000 | Bldg & Improvement of Bldg Bldg & Improvement of Bldg Bldg & Improvement of Bldg |
| S99R0558 | CITY OF LA HABRA COMMUNITY SER | 41,600.00 | 41,600.00 | 1212-2600-0-5800-1126-1026-620-00000000 | Prof/ConsultingServ&Oper Exp |
| S99R0559 | CENGAGE LEARNING | 32,471.51 | 32,471.51 | 0101-6300-0-5810-1110-1000-012-00000106 | Licenses/Technology |
| S99X0034 | LITTLE EARS THERAPY CENTER | 4,000.00 | 4,000.00 | 0101-6502-0-5800-5760-1190-012-00000000 | Prof/ConsultingServ&Oper Exp |
| T99M0007 | AMERICAN EXPRESS | 32.16 | 32.16 | 0101-0000-0-4300-0000-7100-112-00000000 | Materials and Supplies |
| T99R0006 | HOUGHTON MIFFLIN HARCOURT | 56,266.47 | 46,514.97 9,751.50 | 0101-6300-0-4130-1110-1000-012-00000106 0101-6300-0-5810-1110-1000-012-00000106 | Textbooks Licenses/Technology |
| T99R0015 | CENGAGE LEARNING | 32,344.00 | 32,344.00 | 0101-6300-0-5810-1110-1000-012-00000106 | Licenses/Technology |
| | Fund 01 Total: | 295,088.99 | | | |
| | Fund 12 Total: | 42,447.00 | | | |
| | Fund 13 Total: | 16,410.00 | | | |
| | Fund 14 Total: | 302,005.00 | | | |
| | Fund 21 Total: | 901.51 | | | |
| | Fund 40 Total: | 827,764.98 | | | |
| | Total Amount of Purchase Orders: | 1,484,617.48 | | | |

LOWELL JOINT SD
Consolidated Check Register
 from 6/1/2023 to 6/30/2023

| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type Status | Check Amount |
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| 99 Bank Total: | | | | | | | 2,099,391.71 |
| Grand Total: | | | | | | | 2,099,391.71 |

LOWELL JOINT SD
Consolidated Check Register
 from 6/1/2023 to 6/30/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
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| 99 00003605 | F9900033 | GLASBY MAINTENANCE SUPPLY | 333430A | OH | 06/01/2023 | | MW | IS | 1,171.93 |
| 99 00003606 | F9900007 | AUTOZONE | 5499378887 | OH | 06/02/2023 | | MW | IS | 105.03 |
| 99 00003607 | F9900011 | BEST LAWNMOWER INC. | 108392 | OH | 06/02/2023 | | MW | IS | 845.12 |
| 99 00003608 | F9900014 | BUG FLIP | 66859 | OH | 06/02/2023 | | MW | IS | 190.00 |
| 99 00003609 | V9903531 | DAVIS, SUMMER | 008 MAY 2023 | OH | 06/02/2023 | | MW | IS | 1,512.00 |
| 99 00003610 | V9903580 | GRAINGER | 9700167571 | OH | 06/02/2023 | | MW | IS | 58.59 |
| 99 00003611 | V9903586 | HENSLEY, SHARON | CARE-MAY2023 | OH | 06/02/2023 | | MW | IS | 4,000.00 |
| 99 00003612 | V9903415 | NEAVEZ, MARY MADELINE | 050223 | OH | 06/02/2023 | | MW | IS | 500.00 |
| 99 00003613 | I9900016 | PAUL LUNA / LUNA INK | 06524 | OH | 06/02/2023 | | MW | IS | 700.00 |
| 99 00003614 | F9900053 | PEST OPTION INC. | 423955 | OH | 06/02/2023 | | MW | IS | 290.00 |
| 99 00003615 | V9900161 | RMH DANCE & PRODUCTIONS | 0423LSDPS | OH | 06/02/2023 | | MW | IS | 1,840.00 |
| 99 00003616 | V9903224 | SCHOLASTIC MAGAZINES | B5278681FR | OH | 06/02/2023 | | MW | IS | 3,388.06 |
| 99 00003617 | U9900004 | SOUTHERN CALIFORNIA EDISON | 0424052223 | OH | 06/02/2023 | | MW | IS | 1,871.24 |
| 99 00003618 | V9903552 | SOUTHERN CALIFORNIA SENSORY SC | 230 | OH | 06/02/2023 | | MW | IS | 449.35 |
| 99 00003619 | V9903610 | STEMFINITY LLC | INV-26583 | OH | 06/02/2023 | | MW | IS | 2,996.63 |
| 99 00003620 | U9900006 | SUBURBAN WATER SYSTEMS | 180081216937 | OH | 06/02/2023 | | MW | IS | 6,563.01 |
| 99 00003621 | U9900008 | T-MOBILE | 0421052023 | OH | 06/02/2023 | | MW | IS | 163.87 |
| 99 00003622 | V9903485 | TAKACS, LINDA | MAY 2023 SVCS | OH | 06/02/2023 | | MW | IS | 3,500.00 |
| 99 00003623 | I9900011 | TRINIDAD, GINA | MAYBROOK | OH | 06/02/2023 | | MW | IS | 1,019.23 |
| 99 00003624 | F9900014 | BUG FLIP | APRIL23 | OH | 06/02/2023 | | MW | IS | 180.00 |
| 99 00003625 | F9900045 | LADY BUGS ENVIRONMENTAL TERMIT | 149945 | OH | 06/02/2023 | | MW | IS | 55.00 |
| 99 00003626 | N9900009 | P & R PAPER SUPPLY COMPANY | APRIL23 | OH | 06/02/2023 | | MW | IS | 6,471.81 |
| 99 00003627 | F9900037 | HUNTINGTON HARDWARE CO. INC. | 1293686-03 | OH | 06/02/2023 | | MW | IS | 108.04 |
| 99 00003628 | V9900160 | RMA GROUP | 84674 | OH | 06/02/2023 | | MW | IS | 7,935.00 |
| 99 00003629 | V9903445 | MUCKENTHALER CULTURAL CENTER F | 1729 | OH | 06/05/2023 | | MW | IS | 6,600.00 |
| 99 00003630 | U9900009 | VERIZON WIRELESS-LA | 9935058930 | OH | 06/05/2023 | | MW | IS | 637.45 |
| 99 00003631 | E9900045 | CHRISTINA DAVIS | 05/19/2023 | OH | 06/05/2023 | | MW | IS | 109.45 |
| 99 00003632 | E9900210 | VERONICA MARTINEZ | 05172023 | OH | 06/05/2023 | | MW | IS | 45.85 |
| 99 00003633 | V9903215 | QUIEL SCHOOL SIGNS | 0523231 | OH | 06/05/2023 | | MW | IS | 28,239.52 |
| 99 00003634 | V9900007 | ACTION TROPHY | 92556 | OH | 06/06/2023 | | MW | IS | 90.00 |
| 99 00003635 | F9900004 | ADVANCED CHEMICAL TRANSPORT | 466950 | OH | 06/06/2023 | | MW | IS | 2,969.30 |
| 99 00003636 | V9900015 | APPLE INC. | AL25663244 | OH | 06/06/2023 | | MW | IS | 2,795.69 |
| 99 00003637 | V9900037 | CENGAGE LEARNING | 81143150 | OH | 06/06/2023 | | MW | IS | 22,193.33 |
| 99 00003638 | E9900254 | CHRISTIAN MARTINEZ | CANVA 3242023 | OH | 06/06/2023 | | MW | IS | 51.96 |

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| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type | Status | Check Amount |
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| 99 00003639 | V9900040 | COLLEGE BOARD | A242388481 | OH 06/06/2023 | | MW | IS | 1,841.00 |
| 99 00003640 | V9903638 | COUNTY OF LOS ANGELES | 231626 | OH 06/06/2023 | | MW | IS | 435.97 |
| 99 00003641 | V9900053 | DATA IMPRESSIONS | 22383-IN | OH 06/06/2023 | | MW | IS | 4,154.39 |
| 99 00003642 | V9903258 | DECKER EQUIPMENT | 531386A | OH 06/06/2023 | | MW | IS | 1,357.88 |
| 99 00003643 | V9903362 | DELL MARKETING L.P. | 10670468700 | OH 06/06/2023 | | MW | IS | 1,919.17 |
| 99 00003644 | V9900056 | DELTA DENTAL OF CALIFORNIA | BE005522454 | OH 06/06/2023 | | MW | IS | 2,412.60 |
| 99 00003645 | E9900058 | DENISE SOTO | LUNCH 5-22-2023 | OH 06/06/2023 | | MW | IS | 132.06 |
| 99 00003646 | V9903574 | DOWNEY UNIFIED SCHOOL DISTRICT | D2022-23-Q2 | OH 06/06/2023 | | MW | IS | 62,721.44 |
| 99 00003647 | V9903574 | DOWNEY UNIFIED SCHOOL DISTRICT | D2022-23-Q3 | OH 06/06/2023 | | MW | IS | 48,453.78 |
| 99 00003648 | F9900027 | EAST WHITTIER GLASS & MIRROR | 19236 | OH 06/06/2023 | | MW | IS | 1,494.00 |
| 99 00003649 | V9903640 | ENCORE PIANO MOVING OF SO CALI | SC28046 | OH 06/06/2023 | | MW | IS | 500.00 |
| 99 00003650 | V9903272 | GARDENA VALLEY PRINTING | 33244 | OH 06/06/2023 | | MW | IS | 614.00 |
| 99 00003651 | V9900088 | IMPERIAL BAND INSTRUMENTS | M73611 | OH 06/06/2023 | | MW | IS | 12,203.04 |
| 99 00003652 | V9900092 | INTERQUEST DETECTION | 145-0223 | OH 06/06/2023 | | MW | IS | 215.00 |
| 99 00003653 | E9900084 | JIM COOMBS | FLWRS-BFAST 5- | OH 06/06/2023 | | MW | IS | 48.59 |
| 99 00003654 | V9903575 | MONTEBELLO UNIFIED SCHOOL DIST | M2022-23Q3 | OH 06/06/2023 | | MW | IS | 35,219.24 |
| 99 00003655 | V9900129 | NCS PEARSON INC. | 21832047 | OH 06/06/2023 | | MW | IS | 1,513.18 |
| 99 00003656 | V9900134 | OCDE | 94SI4486 | OH 06/06/2023 | | MW | IS | 343.76 |
| 99 00003657 | V9900134 | OCDE | 94SI4658 | OH 06/06/2023 | | MW | IS | 54.94 |
| 99 00003658 | V9903633 | ORIGINAL WORKS YOURS INC | 68552D1-IN | OH 06/06/2023 | | MW | IS | 558.57 |
| 99 00003659 | V9900103 | LAKESHORE LEARNING MATERIALS | 692570051123 | OH 06/06/2023 | | MW | IS | 531.03 |
| 99 00003660 | V9900059 | DIVISION OF THE STATE ARCHITECT | 03-123370 | OH 06/06/2023 | | MW | IS | 5,325.00 |
| 99 00003661 | B9990011 | GHATAODE BANNON ARCHITECTS | 5358 | OH 06/06/2023 | | MW | IS | 16,872.80 |
| 99 00003662 | E9900003 | ADRIANA PONCE | 052423 EXP REIMB | OH 06/08/2023 | | MW | IS | 141.17 |
| 99 00003663 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JUNE23VLFBU | OH 06/08/2023 | | MW | IS | 1,325.13 |
| 99 00003664 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JUNE23VSR | OH 06/08/2023 | | MW | IS | 6,297.29 |
| 99 00003665 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JUNE23DDR | OH 06/08/2023 | | MW | IS | 29,566.95 |
| 99 00003666 | F9900007 | AUTOZONE | 5499396364 | OH 06/08/2023 | | MW | IS | 123.92 |
| 99 00003667 | F9900011 | BEST LAWNMOWER INC. | 108434 | OH 06/08/2023 | | MW | IS | 229.49 |
| 99 00003668 | F9900015 | CANNINGS HARDWARE LA HABRA | 496031 | OH 06/08/2023 | | MW | IS | 37.86 |
| 99 00003669 | V9900048 | CSM CONSULTING INC. | 16451 | OH 06/08/2023 | | MW | IS | 11,125.00 |
| 99 00003670 | V9903376 | GoTo Communications Inc. | INV7102023536 | OH 06/08/2023 | | MW | IS | 4,678.34 |
| 99 00003671 | F9900040 | JAMES HARDWARE COMPANY | 2305-053661 | OH 06/08/2023 | | MW | IS | 270.74 |
| 99 00003672 | E9900098 | KARI DANIEL | CSBA EXP REIMB | OH 06/08/2023 | | MW | IS | 174.45 |

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| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|------------|--------------------------------|--------------------|------|------------|-------------|------|--------|--------------|
| 99 00003673 | V9903568 | LITTLE EARS THERAPY CENTER | 1,2,3 CNTRCTSV | OH | 06/08/2023 | | MW | IS | 1,020.00 |
| 99 00003674 | F9900052 | PDQ EQUIPMENT RENTAL | 785323 | OH | 06/08/2023 | | MW | IS | 551.00 |
| 99 00003675 | F9900054 | PLUMBING WHOLESAL OUTLET | S100678696.001 | OH | 06/08/2023 | | MW | IS | 1,127.92 |
| 99 00003676 | S9900004 | RIFTON EQUIPMENT | V969C1 | OH | 06/08/2023 | | MW | IS | 1,021.20 |
| 99 00003677 | V9903611 | SAY IT RIGHT | 63671278137 | OH | 06/08/2023 | | MW | IS | 189.97 |
| 99 00003678 | V9903224 | SCHOLASTIC MAGAZINES | M7395287 | OH | 06/08/2023 | | MW | IS | 125.27 |
| 99 00003679 | F9900060 | THE SHERWIN-WILLIAMS CO. | 6714-0 | OH | 06/08/2023 | | MW | IS | 172.09 |
| 99 00003680 | F9900069 | WALTERS WHOLESAL ELECTRIC | S123159948.003 | OH | 06/08/2023 | | MW | IS | 2,324.17 |
| 99 00003681 | U9900010 | WARE DISPOSAL | 1244150 | OH | 06/08/2023 | | MW | IS | 9,658.20 |
| 99 00003682 | N9900001 | ACTION SALES | 7154393-00 | OH | 06/08/2023 | | MW | IS | 1,619.49 |
| 99 00003683 | F9900014 | BUG FLIP | MAY2023 | OH | 06/08/2023 | | MW | IS | 180.00 |
| 99 00003684 | N9900015 | Continental Sales | MAY2023 | OH | 06/08/2023 | | MW | IS | 13,083.91 |
| 99 00003685 | N9900004 | DRIFTWOOD DAIRY | MAY2023 | OH | 06/08/2023 | | MW | IS | 15,262.32 |
| 99 00003686 | N9900007 | GOLD STAR FOODS | MAY2023 | OH | 06/08/2023 | | MW | IS | 29,221.48 |
| 99 00003687 | F9900045 | LADY BUGS ENVIRONMENTAL TERMIT | 29168 | OH | 06/08/2023 | | MW | IS | 55.00 |
| 99 00003688 | N9900009 | P & R PAPER SUPPLY COMPANY | MAY2023 | OH | 06/08/2023 | | MW | IS | 6,108.99 |
| 99 00003689 | N9900013 | SOUTHERN CALIFORNIA PIZZA | MAY2023 | OH | 06/08/2023 | | MW | IS | 15,436.60 |
| 99 00003690 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JUNE23VSR | OH | 06/08/2023 | | MW | IS | 13.55 |
| 99 00003691 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JUNE23DDR | OH | 06/08/2023 | | MW | IS | 65.22 |
| 99 00003692 | VOID.CONTI | VOID - Continued Stub | CONTINUE | OH | 06/14/2023 | | VM | VD | 0.00 |
| 99 00003693 | V9900013 | AMERICAN EXPRESS | WHITTIER612023 | OH | 06/14/2023 | | MW | IS | 26,900.86 |
| 99 00003694 | I9900001 | ANGIE HUTCHERSON | JORDAN-JAN- | OH | 06/14/2023 | | MW | IS | 837.48 |
| 99 00003695 | V9903554 | BOSWELL, KURTIS | OL- FEB-MAY23 | OH | 06/14/2023 | | MW | IS | 2,275.00 |
| 99 00003696 | V9903431 | CALPERS | 1000000017188018 | OH | 06/14/2023 | | MW | IS | 100,000.00 |
| 99 00003697 | F9900033 | GLASBY MAINTENANCE SUPPLY | 333728A | OH | 06/14/2023 | | MW | IS | 963.83 |
| 99 00003698 | V9903551 | KINKEL, JENNIFER | 079 | OH | 06/14/2023 | | MW | IS | 1,500.00 |
| 99 00003699 | E9900138 | MARIKATE ELMQUIST | 052323 EXP REIMBOH | OH | 06/14/2023 | | MW | IS | 47.38 |
| 99 00003700 | V9903445 | MUCKENTHALER CULTURAL CENTER F | 1727 | OH | 06/14/2023 | | MW | IS | 9,240.00 |
| 99 00003701 | F9900052 | PDQ EQUIPMENT RENTAL | 782887 | OH | 06/14/2023 | | MW | IS | 884.62 |
| 99 00003702 | V9900148 | QUADIANT FINANCE USA INC. | WHIT00001168507 | OH | 06/14/2023 | | MW | IS | 1,310.72 |
| 99 00003703 | V9900149 | QUADIANT LEASING USA INC. | N9951411 | OH | 06/14/2023 | | MW | IS | 510.91 |
| 99 00003704 | V9900161 | RMH DANCE & PRODUCTIONS | 053023LJSD | OH | 06/14/2023 | | MW | IS | 2,520.00 |
| 99 00003705 | V9900163 | ROCHESTER 100 INC. | INV049574 | OH | 06/14/2023 | | MW | IS | 362.50 |
| 99 00003706 | I9903328 | RUSSELL, EILEEN | MAY2023 OLITA | OH | 06/14/2023 | | MW | IS | 112.50 |

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| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
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| 99 00003707 | V9900169 | SCHOOL DATEBOOKS | S23-0253273 | OH | 06/14/2023 | | MW | IS | 949.39 |
| 99 00003708 | V9900172 | SCHOOL SERVICES OF CALIFORNIA | 0137829-IN | OH | 06/14/2023 | | MW | IS | 710.00 |
| 99 00003709 | V9900175 | SENTRY SIGNS & PRINTING | 4472 | OH | 06/14/2023 | | MW | IS | 1,085.97 |
| 99 00003710 | S9990005 | SONOVA USA INC. | 5138758790 | OH | 06/14/2023 | | MW | IS | 1,737.98 |
| 99 00003711 | F9900057 | SOUTHEAST CONSTRUCTION PRODUCT | 2305-246172 | OH | 06/14/2023 | | MW | IS | 172.42 |
| 99 00003712 | U9900004 | SOUTHERN CALIFORNIA EDISON | 0504060423 | OH | 06/14/2023 | | MW | IS | 7,129.24 |
| 99 00003713 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 0427052623 | OH | 06/14/2023 | | MW | IS | 285.04 |
| 99 00003714 | U9900006 | SUBURBAN WATER SYSTEMS | 181003595631 | OH | 06/14/2023 | | MW | IS | 5,552.66 |
| 99 00003715 | F9900059 | THE HOME DEPOT PRO INSTITUTION | 748711892 | OH | 06/14/2023 | | MW | IS | 5,951.63 |
| 99 00003716 | I9900011 | TRINIDAD, GINA | S99X0022-016 | OH | 06/14/2023 | | MW | IS | 856.29 |
| 99 00003717 | V9903352 | ACTIVE EDUCATION | 2332 | OH | 06/14/2023 | | MW | IS | 5,460.62 |
| 99 00003718 | V9900013 | AMERICAN EXPRESS | 231921533TPT | OH | 06/14/2023 | | MW | IS | 337.19 |
| 99 00003719 | V9903520 | JAMPANA ENTERPRISES LLC DBA CO | PS5-2023 | OH | 06/14/2023 | | MW | IS | 10,395.00 |
| 99 00003720 | V9900179 | SOUTHWEST SCHOOL SUPPLY | JUNE23 POWERS | OH | 06/14/2023 | | MW | IS | 1,317.69 |
| 99 00003721 | V9900013 | AMERICAN EXPRESS | 1133168660675463 | OH | 06/14/2023 | | MW | IS | 119.29 |
| 99 00003722 | I9900006 | DEBRA AMOS dba FEEDING DREAMS | MAR-MAY 2023 | OH | 06/14/2023 | | MW | IS | 8,100.00 |
| 99 00003723 | I9900016 | PAUL LUNA / LUNA INK | 766 | OH | 06/14/2023 | | MW | IS | 2,500.00 |
| 99 00003724 | S9990001 | BEHAVIOR AND EDUCATION INC | 6185457 | OH | 06/15/2023 | | MW | IS | 8,614.00 |
| 99 00003725 | V9900101 | LA HABRA ROTARY CLUB | 2524 | OH | 06/15/2023 | | MW | IS | 295.00 |
| 99 00003726 | V9903645 | LOS ANGELES COUNTY OFFICE OF E | STM0000029006 | OH | 06/15/2023 | | MW | IS | 448.25 |
| 99 00003727 | V9900118 | MCGRAW-HILL SCHOOL EDUCATION H | 128136674001 | OH | 06/15/2023 | | MW | IS | 133,338.19 |
| 99 00003728 | U9900004 | SOUTHERN CALIFORNIA EDISON | 0509060723 | OH | 06/15/2023 | | MW | IS | 2,962.02 |
| 99 00003729 | U9900006 | SUBURBAN WATER SYSTEMS | 180051905640 | OH | 06/15/2023 | | MW | IS | 1,246.36 |
| 99 00003730 | U9900008 | T-MOBILE | 0504060323 | OH | 06/15/2023 | | MW | IS | 75.00 |
| 99 00003731 | E9900134 | MARGARET PALMER | JUNE132023 | OH | 06/15/2023 | | MW | IS | 18.42 |
| 99 00003732 | F9900042 | KOURY ENGINEERING & TESTING | 955192 | OH | 06/15/2023 | | MW | IS | 2,552.50 |
| 99 00003733 | V9903629 | CREATIVE SOLUTIONS FOR HOPE | 41208 | OH | 06/16/2023 | | MW | IS | 3,000.00 |
| 99 00003734 | V9903404 | IMAGINE LEARNING LLC | 330066 | OH | 06/16/2023 | | MW | IS | 13,000.00 |
| 99 00003735 | V9903364 | INLAND EMPIRE TRAILERS | 4595 | OH | 06/16/2023 | | MW | IS | 17,250.00 |
| 99 00003736 | V9900131 | NIGRO & NIGRO | 18280/18281 | OH | 06/16/2023 | | MW | IS | 7,875.00 |
| 99 00003737 | V9900133 | NO EXCUSES UNIVERSITY | 14960 | OH | 06/16/2023 | | MW | IS | 1,950.00 |
| 99 00003738 | V9900172 | SCHOOL SERVICES OF CALIFORNIA | W129763-IN | OH | 06/16/2023 | | MW | IS | 550.00 |
| 99 00003739 | S9990005 | SONOVA USA INC. | 5138856350 | OH | 06/16/2023 | | MW | IS | 949.83 |
| 99 00003740 | V9900180 | SPARKLETT'S | 15734879060423 | OH | 06/16/2023 | | MW | IS | 244.31 |

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| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
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| 99 00003741 | V9900183 | STUDIES WEEKLY | 475727 | OH | 06/16/2023 | | MW | IS | 16,272.50 |
| 99 00003742 | V9903257 | TAO ROSSINI APC | 4284 | OH | 06/16/2023 | | MW | IS | 630.00 |
| 99 00003743 | V9900195 | THINKING MAPS | INV0065756 | OH | 06/16/2023 | | MW | IS | 10,650.00 |
| 99 00003744 | V9900131 | NIGRO & NIGRO | 18280/18281 | OH | 06/16/2023 | | MW | IS | 2,700.00 |
| 99 00003745 | V9903352 | ACTIVE EDUCATION | 2331-MAY 2023 | OH | 06/21/2023 | | MW | IS | 16,821.00 |
| 99 00003746 | V9900016 | ARAMARK | 25571525 | OH | 06/21/2023 | | MW | IS | 1,336.16 |
| 99 00003747 | V9903646 | BERG, SHANNON | EP-HOL SHW | OH | 06/21/2023 | | MW | IS | 33.19 |
| 99 00003748 | V9903347 | BREAKOUT INC. | 45412 | OH | 06/21/2023 | | MW | IS | 1,499.00 |
| 99 00003749 | V9903615 | CITY OF WHITTIER | 1010006029 | OH | 06/21/2023 | | MW | IS | 384.00 |
| 99 00003750 | V9903258 | DECKER EQUIPMENT | 533012A | OH | 06/21/2023 | | MW | IS | 2,763.46 |
| 99 00003751 | F9900027 | EAST WHITTIER GLASS & MIRROR | 19249 | OH | 06/21/2023 | | MW | IS | 1,571.00 |
| 99 00003752 | V9900077 | FULLERTON SCHOOL DISTRICT | 22SI1165 | OH | 06/21/2023 | | MW | IS | 996.50 |
| 99 00003753 | V9903303 | iPRINT TECHNOLOGIES | 1037542 | OH | 06/21/2023 | | MW | IS | 80.50 |
| 99 00003754 | E9900084 | JIM COOMBS | MTG_RETRET67202 | OH | 06/21/2023 | | MW | IS | 303.22 |
| 99 00003755 | V9900104 | LEADER SERVICES | 6312 | OH | 06/21/2023 | | MW | IS | 1,540.81 |
| 99 00003756 | V9900133 | NO EXCUSES UNIVERSITY | 14940 | OH | 06/21/2023 | | MW | IS | 1,777.59 |
| 99 00003757 | V9900134 | OCDE | 94SI4878 | OH | 06/21/2023 | | MW | IS | 50.00 |
| 99 00003758 | V9900134 | OCDE | 94SI5012 | OH | 06/21/2023 | | MW | IS | 600.00 |
| 99 00003759 | E9900163 | RANDI VASQUEZ | MILEAGE | OH | 06/21/2023 | | MW | IS | 55.56 |
| 99 00003760 | V9900163 | ROCHESTER 100 INC. | INV051412 | OH | 06/21/2023 | | MW | IS | 797.50 |
| 99 00003761 | V9900175 | SENTRY SIGNS & PRINTING | 4409 | OH | 06/21/2023 | | MW | IS | 82.69 |
| 99 00003762 | V9903552 | SOUTHERN CALIFORNIA SENSORY SC | 233 | OH | 06/21/2023 | | MW | IS | 1,689.90 |
| 99 00003763 | E9900214 | WHITNEY TAKACS | UPS-REFRESH 5- | OH | 06/21/2023 | | MW | IS | 42.97 |
| 99 00003764 | E9900045 | CHRISTINA DAVIS | 05262023 | OH | 06/21/2023 | | MW | IS | 31.44 |
| 99 00003765 | V9903278 | CALIFORNIA DEPARTMENT OF EDUCA | C-069701 | OH | 06/21/2023 | | MW | IS | 901.51 |
| 99 00003766 | B9990010 | ERICKSON-HALL CONSTRUCTION | PAY APP #13 | OH | 06/21/2023 | | MW | IS | 165,628.70 |
| 99 00003767 | B9990011 | GHATAODE BANNON ARCHITECTS | 5359 | OH | 06/21/2023 | | MW | IS | 6,331.50 |
| 99 00003768 | B9990013 | HAUFFE COMPANY | 466 | OH | 06/21/2023 | | MW | IS | 19,712.00 |
| 99 00003769 | V9903601 | MPI MILLER PLUMBING INC | PAY APP#1 | OH | 06/21/2023 | | MW | IS | 249,612.50 |
| 99 00003770 | V9900131 | NIGRO & NIGRO | 18306 | OH | 06/21/2023 | | MW | IS | 5,200.00 |
| 99 00003771 | V9903606 | POST BROS. CONSTRUCTION CO. | PAY APP #1 | OH | 06/21/2023 | | MW | IS | 252,241.39 |
| 99 00003772 | V9903598 | RED WAVE COMMUNICATIONS & ELEC | PAY APP # 1 | OH | 06/21/2023 | | MW | IS | 186,675.00 |
| 99 00003773 | V9903599 | SPEC. CONSTRUCTION CO. INC | PAY APP #1 | OH | 06/21/2023 | | MW | IS | 105,568.75 |
| 99 00003774 | E9900220 | ALISON GARDNER | CTC | OH | 06/26/2023 | | MW | IS | 30.19 |

LOWELL JOINT SD
Consolidated Check Register
 from 6/1/2023 to 6/30/2023

| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|-----------------|-----------------|-------------|------|--------|--------------|
| 99 00003775 | V9900020 | ATKINSON ANDELSON LOYA RUUD & | 683642 MAY 2023 | OH 06/26/2023 | | MW | IS | 14,442.50 |
| 99 00003776 | F9900011 | BEST LAWNMOWER INC. | 108556 | OH 06/26/2023 | | MW | IS | 88.72 |
| 99 00003777 | R9900001 | BRENT ALLSMAN | JULY2023 | OH 06/26/2023 | | MW | IS | 603.64 |
| 99 00003778 | F9900014 | BUG FLIP | 67057 | OH 06/26/2023 | | MW | IS | 500.00 |
| 99 00003779 | F9900015 | CANNINGS HARDWARE LA HABRA | 496237 | OH 06/26/2023 | | MW | IS | 67.09 |
| 99 00003780 | E9900034 | CARIN CHRISTERSON | STAPLES5242023 | OH 06/26/2023 | | MW | IS | 119.88 |
| 99 00003781 | E9900255 | Carl Erickson | CTC | OH 06/26/2023 | | MW | IS | 56.09 |
| 99 00003782 | R9903247 | CAROLYN KANE | JULY2023 | OH 06/26/2023 | | MW | IS | 1,358.28 |
| 99 00003783 | V9903643 | CENTRALIA SCHOOL DISTRICT | 2223-075 | OH 06/26/2023 | | MW | IS | 2,636.26 |
| 99 00003784 | F9900019 | CITY OF LA HABRA | LH23-540AR | OH 06/26/2023 | | MW | IS | 2,272.74 |
| 99 00003785 | U9900001 | CITY OF LA HABRA WATER DEPARTM | 0503060523 | OH 06/26/2023 | | MW | IS | 1,993.72 |
| 99 00003786 | V9900053 | DATA IMPRESSIONS | 22384-IN | OH 06/26/2023 | | MW | IS | 24,926.32 |
| 99 00003787 | R9900014 | EDDY VEGA | JULY2023 | OH 06/26/2023 | | MW | IS | 603.64 |
| 99 00003788 | V9900071 | FED EX | 772071824949 | OH 06/26/2023 | | MW | IS | 168.00 |
| 99 00003789 | V9903349 | FLAGHOUSE | V02687210004 | OH 06/26/2023 | | MW | IS | 365.26 |
| 99 00003790 | U9900002 | FRONTIER | 0610090923 | OH 06/26/2023 | | MW | IS | 56.02 |
| 99 00003791 | V9900076 | FULLERTON JOINT UNION HS DIST | 70SI0234 | OH 06/26/2023 | | MW | IS | 1,751.75 |
| 99 00003792 | R9900007 | GAYLE ROGERS | JULY2023 | OH 06/26/2023 | | MW | IS | 269.02 |
| 99 00003793 | F9900033 | GLASBY MAINTENANCE SUPPLY | 334195A | OH 06/26/2023 | | MW | IS | 3,381.30 |
| 99 00003794 | V9903420 | Granite Telecommunications LLC | 603649035 | OH 06/26/2023 | | MW | IS | 1,519.32 |
| 99 00003795 | F9900038 | ICS SERVICE COMPANY | 37733 | OH 06/26/2023 | | MW | IS | 381.50 |
| 99 00003796 | V9900087 | IMAGE APPAREL FOR BUSINESS | INV307348 | OH 06/26/2023 | | MW | IS | 364.23 |
| 99 00003797 | F9900040 | JAMES HARDWARE COMPANY | 2306-054951 | OH 06/26/2023 | | MW | IS | 11.90 |
| 99 00003798 | V9903291 | JEANETTE TREVINO | 061523REIMB | OH 06/26/2023 | | MW | IS | 28.75 |
| 99 00003799 | E9900221 | JENNIFER JACKSON | CTC | OH 06/26/2023 | | MW | IS | 101.22 |
| 99 00003800 | E9900084 | JIM COOMBS | JUNE2023EXPENS | OH 06/26/2023 | | MW | IS | 109.15 |
| 99 00003801 | R9900015 | KATHRYN ALLSMAN | JULY2023 | OH 06/26/2023 | | MW | IS | 603.64 |
| 99 00003802 | F9900047 | LOWES | 902960-LAELOC | OH 06/26/2023 | | MW | IS | 79.09 |
| 99 00003803 | R9900013 | MARGARET DUMADAG | JULY2023 | OH 06/26/2023 | | MW | IS | 603.64 |
| 99 00003804 | U9900003 | MCI A VERIZON COMPANY | 409100139 | OH 06/26/2023 | | MW | IS | 12.92 |
| 99 00003805 | V9903445 | MUCKENTHALER CULTURAL CENTER F | 1731 | OH 06/26/2023 | | MW | IS | 840.00 |
| 99 00003806 | R9900009 | NANCY WHITE | JULY2023 | OH 06/26/2023 | | MW | IS | 1,358.28 |
| 99 00003807 | V9903236 | ORBIT EVENT RENTALS | 49238 | OH 06/26/2023 | | MW | IS | 5,364.00 |
| 99 00003808 | F9900052 | PDQ EQUIPMENT RENTAL | 789308 | OH 06/26/2023 | | MW | IS | 867.67 |

LOWELL JOINT SD
Consolidated Check Register
 from 6/1/2023 to 6/30/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|-----------------|------|------------|-------------|------|--------|--------------|
| 99 00003809 | R9900010 | PENNY MAYERCHECK | JULY2023 | OH | 06/26/2023 | | MW | IS | 1,358.28 |
| 99 00003810 | F9900053 | PEST OPTION INC. | 425842 | OH | 06/26/2023 | | MW | IS | 290.00 |
| 99 00003811 | V9900154 | READYREFRESH BY NESTLE | 13F0032621385 | OH | 06/26/2023 | | MW | IS | 167.70 |
| 99 00003812 | R9900011 | RONALD RANDOLPH | JULY2023 | OH | 06/26/2023 | | MW | IS | 689.04 |
| 99 00003813 | V9900172 | SCHOOL SERVICES OF CALIFORNIA | W131133-IN | OH | 06/26/2023 | | MW | IS | 295.00 |
| 99 00003814 | V9903299 | SCHOOL SPECIALTY LLC | 308104270015 | OH | 06/26/2023 | | MW | IS | 183.36 |
| 99 00003815 | R9900012 | SHELLEY MARKER | JULY2023 | OH | 06/26/2023 | | MW | IS | 603.64 |
| 99 00003816 | U9900004 | SOUTHERN CALIFORNIA EDISON | 0511061123 | OH | 06/26/2023 | | MW | IS | 11,504.53 |
| 99 00003817 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 0517061623 | OH | 06/26/2023 | | MW | IS | 576.25 |
| 99 00003818 | V9900184 | SUPER DUPEP PUBLICATIONS | 2819837A | OH | 06/26/2023 | | MW | IS | 110.13 |
| 99 00003819 | V9903257 | TAO ROSSINI APC | 4415 | OH | 06/26/2023 | | MW | IS | 450.00 |
| 99 00003820 | F9900059 | THE HOME DEPOT PRO INSTITUTION | 751208711 | OH | 06/26/2023 | | MW | IS | 1,063.97 |
| 99 00003821 | F9900060 | THE SHERWIN-WILLIAMS CO. | 6763-7 | OH | 06/26/2023 | | MW | IS | 291.63 |
| 99 00003822 | F9900064 | TURF STAR INC. | 7274822-01 | OH | 06/26/2023 | | MW | IS | 8,819.70 |
| 99 00003823 | F9900069 | WALTERS WHOLESALE ELECTRIC | S1231599848.004 | OH | 06/26/2023 | | MW | IS | 905.10 |
| 99 00003824 | V9900207 | WHITTIER CHRISTIAN HIGH SCHOOL | TRLOWELL--22/23 | OH | 06/26/2023 | | MW | IS | 3,577.50 |
| 99 00003825 | V9900209 | WILLIAM V.MACGILL & CO. | ORD1206783 | OH | 06/26/2023 | | MW | IS | 90.23 |
| 99 00003826 | E9900182 | SCOTT VAN DIEST | EXPENSES- | OH | 06/26/2023 | | MW | IS | 81.18 |
| 99 00003827 | V9903521 | YMCA OF ORANGE COUNTY | MAY23ELOPPGR | OH | 06/26/2023 | | MW | IS | 41,718.25 |
| 99 00003828 | F9900014 | BUG FLIP | JUNE2023 | OH | 06/26/2023 | | MW | IS | 180.00 |
| 99 00003829 | F9900019 | CITY OF LA HABRA | LH23-540AR | OH | 06/26/2023 | | MW | IS | 252.39 |
| 99 00003830 | N9900015 | Continental Sales | JUNE2023 | OH | 06/26/2023 | | MW | IS | 1,481.50 |
| 99 00003831 | N9900004 | DRIFTWOOD DAIRY | JUNE2023 | OH | 06/26/2023 | | MW | IS | 2,153.53 |
| 99 00003832 | N9900007 | GOLD STAR FOODS | JUNE2023 | OH | 06/26/2023 | | MW | IS | 4,124.36 |
| 99 00003833 | N9900009 | P & R PAPER SUPPLY COMPANY | JUNE2023 | OH | 06/26/2023 | | MW | IS | 840.56 |
| 99 00003834 | N9900013 | SOUTHERN CALIFORNIA PIZZA | JUNE2023 | OH | 06/26/2023 | | MW | IS | 1,643.20 |
| 99 00003835 | R9900002 | BRUCE PATILLO | JULY2023 | OH | 06/26/2023 | | MW | IS | 603.64 |
| 99 00003836 | B9990011 | GHATAODE BANNON ARCHITECTS | 5365 | OH | 06/26/2023 | | MW | IS | 10,552.50 |
| 99 00003837 | V9900160 | RMA GROUP | 85162 | OH | 06/26/2023 | | MW | IS | 2,353.76 |
| 99 00003838 | V9903470 | WHITTIER CHRISTIAN HIGH SCHOOL | SEPT-FEB23 | OH | 06/26/2023 | | MW | IS | 19,800.00 |
| 99 00003839 | V9903259 | A-TECH CONSULTING INC | 231595 | OH | 06/28/2023 | | MW | IS | 5,845.00 |

Issued: 2,099,391.71

Current Date: 07/26/2023
Current Time: 10:48:19

LOWELL JOINT SD
Consolidated Check Register
 from 6/1/2023 to 6/30/2023

| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type | Status | Check Amount |
|-----------------------|----------|------------|-----------|-----------------|-------------|------|--------|--------------|
| 99 Bank Total: | | | | | | | | 2,099,391.71 |
| Grand Total: | | | | | | | | 2,099,391.71 |

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2023/24 #1

August 7, 2023

I. CERTIFICATED EMPLOYEES

A. RESIGNATION

| NAME | <u>EFFECTIVE DATE</u> | SITE | COMMENTS |
|-----------------|-----------------------|------|-----------------------------------|
| Evenson, Amanda | 07/20/2023 | MG | Resignation. Meadow Green Teacher |

B. RETIREMENT

| NAME | <u>EFFECTIVE DATE</u> | SITE | COMMENT |
|------------------|-----------------------|------|--|
| Needham, Deborah | 07/01/2023 | MA | Retirement Option I. Correction of EER #12 2022-2023 |

C. 2023/2024 CONTRACTS

| NAME | <u>EFFECTIVE DATE</u> | <u>CLASS/COL/STEP</u> | SITE | COMMENTS |
|---------------|-----------------------|-----------------------|------|--|
| McCoy, Stacey | 08/14/2023 | C3/S1 | MG | Temporary Contract. Meadow Green TK/K Combo Teacher. |

* It is further recommended that these individuals be approved for substitute teaching at the rate of \$200.00 per day and/or \$50.00 an hour rate (not to exceed six hours) as applicable and to include: Professional Development, Saturday School, Site Support Duties, Intervention, and PowerSource, Power Up, ESY

**It is further recommended that the individuals listed in Certificated Salaries for 2023-2024 is approved to instruct in the Intervention Programs. The rate of pay is \$50.00/hour and will be paid from Title I or LCFF Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2023-2024 serve as home school teachers, if needed, for the 2023-2024 school year at a rate of \$50.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2023-2024 school year.

D. Employment of substitutes effective 07/01/2023 for the 2023-2024 school year @ \$200 per day and \$100.00 per half day rate, \$250.00 long term sub rate, and \$50.00 per hour* (not to exceed six hours) as applicable and to include: professional development, Saturday school, site support duties, Saturday School. Intervention, PowerUp, ESY and Power Source.

| | | |
|--------------------------|----------------------------|----------------------|
| Allsman, Brent | Hall, Benjamin | Ocanas, David |
| Anderson, Tammy | Harding, Savannah | Ontiveros, Christine |
| Azucar, Nicole | Head-Shahrestani, Courtney | Osborn, Elizabeth |
| Barber, Alexandra (Alex) | Hernandez, Veronica | Patel, Kunal |
| Barcnas, Deejay | Hsu, Wiseman | Perez, Jennifer |
| Belk, Juliette | Jaber, Adla | Peterson, Monica |
| Bell, Jessica | Jacobsen, Brennan | Petrakis, Aly |
| Bishop, Davette C | Jarvis, Melanie | Plant, Gillian |
| Brooks, Edward | Jimenez, Alyssa | Quinlan, Dyana |

| | | |
|----------------------------|----------------------|---------------------|
| Buckner, Hope | Jimenez, Ieneke | Rohrbach, Judy |
| Buckner, Iris | Johansen, Amanda | Rouse, Christine |
| Calleros-Wiltzen, Esther | Jones, Lillian | San Martin, Jerry |
| Campbell, Kevin | Kato, Cathy | Sauceda, Antoinette |
| Carbajal, Betty | Killeen, Isabel | Schulze, Jennifer |
| Carr, Candice | Kimes, Betty | Scott, Susan |
| Chen, Marcia | Kjer, Kevin | Seleznoff, Tamara |
| Chevallier, Michele | Ko, Kevin | Silva, Kathie |
| Childress, Whittany | Lawton, Amber | Solorzano, Karina |
| Conforti, Tammy | Lee, Joshua | Stephens, Patricia |
| Correa, Jose | Lees, Debra | Stephenson, Rebecca |
| Dankert, Marian | Lintz, Vicki | Stoermer, Bryce |
| Davis, Eloisa | Magdaleno, Michael | Stonesifer, Skyler |
| DeBruijn, Lisa | Mangold, Hannah | Sturgill, Berea |
| De Silva Jayasinghe, Kevin | Manriquez, Gina | Tyner, Bonnie |
| Dowell, Austyn | Martinez, Amy | Van Vliet, Ronita |
| Fuller, Duke | McCullough, Jennifer | Vega, Sandy |
| Gaber, Michael | Melgar, Tania | Villarino, Jill |
| Galvan, Diana | Mendoza, Hannah | Warner, Ellie |
| Gamez, Kimberly | Mendoza, Jacob | Wesley, Esther |
| Garcia, Mailey | Mgrdichian, Jennifer | Windust, Julie |
| Garcia, Patricia | Milton, Lisa | Wood, Lauren |
| Garcia, Tom | Milward, Catherine | Wu, Crystal |
| Gonzales, Ilene | Mohler, Megan | Wybaczynsky, Neely |
| Gonzalez, Alma | Montemayor, Kathleen | Zarate, Laurie |
| Gonzalez, Leslie | Morales, Ivan | Zazueta, Jacqueline |
| Green, Georgia | Nordell, Karen | |
| Guillen, Jennifer | Nunez, Kayla | |

E. SUBSTITUTE CHANGE OF PAY

| NAME | EFFECTIVE DATE | END DATE | SITE | COMMENT |
|------------------|----------------|------------|------|---|
| Garcia, Patricia | 08/14/2023 | 05/30/2024 | DO | To be paid Long term rate of \$250 daily as Intervention DLI JO |
| Carbajal, Betty | 08/14/2023 | 05/30/2024 | DO | To be paid Long term rate of \$250 daily as Intervention MG |
| Rouse, Christine | 08/14/2023 | 05/30/2024 | DO | To be paid Long term rate of \$250 daily as Intervention OL |

II. CLASSIFIED EMPLOYEES August 7, 2023

A. MONTHLY – GENERAL FUND

B. HOURLY – GENERAL FUND

| <u>NAME/ EMPLOYEE ID#</u> | <u>EFFECTI VE DATE</u> | <u>END DATE</u> | <u>RANGE/ STEP</u> | <u>SITE</u> | <u>COMMENTS</u> |
|-------------------------------|--------------------------------|---------------------|------------------------|-------------|---|
| Anaya, Arlene | 7/13/23 | | | DO | Additional Assignment: Substitute Child Development Assist |
| Balzano, Christina | 7/25/23 | | | MA | Resignation: Instructional Aide Early Learning |
| Cardenas, Eva | 7/11/23 | | | DO | Additional Assignment: Substitute District Office Receptionist |
| Cardenas, Eva | 7/11/23 | | | DO | Additional Assignment: Substitute Child Development Assistant |
| Cardenas, Eva | 7/11/23 | | | DO | Additional Assignment: Substitute Clerk Typist |
| Chavez, Diane Marie | 6/21/23 | | | DO | Additional Assignment: Substitute Child Development Assist 3 |
| Coombs, Tanner | 6/21/23 | | | M&O | New Hire: Summer Custodian Intern |
| Diaz, Angelica | 7/6/23 | | | DO | Additional Assignment: Substitute Instructional Aide |
| Diaz, Angelica | 8/3/23 | | | OL | Resignation: From Permanent Noon Duty Aide to Substitute Noon Duty Aide |
| Gonzalez, Kayla | 8/14/23 | | R20/S4 | MA | New Hire: Preschool Teacher |
| Hernandez, Frances | 6/5/23 | 6/30/23 | R23/S1 | JO | Additional Assignment: Substitute Summer School Office Manager |
| Long-Gomez, Stephanie | 7/13/23 | | | DO | Additional Assignment: Substitute Café Worker |
| Long-Gomez, Stephanie | 7/17/23 | | | DO | Additional Assignment: Substitute Child Development Assist |
| Mendez, Brittney | 8/15/23 | | R30/S3 | DO | New Hire: SLPA |
| Montanez, Laurie | 6/5/23 | 6/30/23 | | DO | Additional Assignment: IA ESY Summer School |
| Obezo, Brittney | 7/18/23 | | | MG | Resignation: Instructional Aide SE-Mod |
| Parikh, Purvi | 5/30/23 | | | DO | Additional Assignment: Substitute Clerk Typist |
| Parikh, Purvi | 5/30/23 | | | DO | Additional Assignment: Substitute Café Worker |
| Ponce, Adriana | 7/1/23 | | R29/S6 | DO | OOB as Information Systems Specialist |
| Rodriguez, Beatriz | 7/5/23 | | R23/S5 | DO | Step Increase: Fiscal Service Clerk |
| Shaw, Shannon | 7/6/23 | | | OL | Resignation: Instructional Aide SpEd |

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2023/2024 No. 900 Proclaiming September
17 – 23, 2023, as “Constitution Week”

ACTION/
(RESOLUTION)

It is recommended that Resolution 2023/2024 No. 900 proclaiming September 17 – 23, 2023, as Constitution Week be approved. All citizens, parents, staff members and students are encouraged to reflect during that week on the many benefits of our Federal Constitution and American citizenship, and that the Superintendent or designee be authorized to execute the resolution.

Attachment

Superintendent’s Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2023/2024 NO. 900

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT,
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
PROCLAIMING SEPTEMBER 17-23, 2023, AS
“CONSTITUTION WEEK”**

WHEREAS, our Founding Fathers, in order to secure the blessings of liberty for themselves and their posterity, did ordain and establish a Constitution for the United States of America; and

WHEREAS, it is of the greatest importance that all citizens fully understand and appreciate the philosophical foundation of the Constitution as well as the provisions and principles contained in the Constitution in order to support, preserve, and defend it against all encroachment; and

WHEREAS, the anniversary of the Signing of the Constitution provides a historic opportunity for all Americans to realize the achievements of the Framers of the Constitution and the rights, privileges, and responsibilities it affords; and

WHEREAS, the independence guaranteed to American citizens, whether by birth or naturalization, should be celebrated by appropriate ceremonies and activities during Constitution Week, September 17-23, 2023, as designated by proclamation of the President of the United States of America in accordance with Public Law 915.

THEREFORE, BE IT FURTHER RESOLVED, that we, the Board of Trustees of the Lowell Joint School District, do hereby proclaim September 17-23, 2023 as:

CONSTITUTION WEEK

And urge all citizens, parents, staff members, and students to reflect during the week on the many benefits of our Federal Constitution and American citizenship.

APPROVED AND ADOPTED this 11th day of September 2023, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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 of Trustees at a regular meeting thereof held on the 11th day of September, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 11th day of September 2023.

Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2023/2024 No. 901 Designating October 2023
as "Character Education Month"

ACTION/
(RESOLUTION)

Character Education Month is to ensure that the development of strong and moral character and the promotion of responsible, ethical, civic-minded behavior are well and thoroughly integrated into the schools' curricula and instructional activities.

It is recommended that Resolution 2023/2024 No. 901 supporting October 2023 as "Character Education Month" be approved, and that the Superintendent or designee be authorized to execute the resolution.

Attachment

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2023/2024 NO. 901

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
DESIGNATING OCTOBER 2023 AS
“CHARACTER EDUCATION MONTH”**

WHEREAS, the American heritage and laws reflect a common core of religious, personal and social values that hold the citizens of this democracy responsible for acting morally and ethically, being actively involved in school and community, resolving differences peacefully, and respecting the rights, dignity and property of others;

WHEREAS, the character of our state is only as strong as the character of each individual citizen;

WHEREAS, although character development is, first and foremost, an obligation of families and the efforts of religious communities, schools, and youth, civic and human service organizations also play a very significant role in supporting family efforts by fostering and promoting good character;

WHEREAS, the State Board of Education believes that all educators are obliged to inculcate in our youth the moral and ethical virtues that build a fundamental strength of character;

WHEREAS, the common core of personal and social values, including honesty, trustworthiness, respect, responsibility, fairness, caring, citizenship, civic virtue, and personal responsibility, should be emphasized consistently and comprehensively in all curricula and instructional activities;

NOW, THEREFORE, BE IT RESOLVED, that the State Board of Education recognizes October 2023 as *Character Education Month* and encourages local educational agencies throughout California to commemorate *Character Education Month* and otherwise help ensure that the development of strong moral character and the promotion of responsible, ethical, civic-minded behavior are well and thoroughly integrated into the schools’ curricula and instructional activities.

APPROVED AND ADOPTED this 11th day of September 2023, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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 11th day of September, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 11th day of September 2023.

Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the Lowell Joint School District's Response to the 2022-23 Orange County Grand Jury Report: "Russian Roulette: Fentanyl in Orange County" ACTION/
(RATIFICATION)

Lowell Joint School District's Response to the 2022-23 Orange County Grand Jury Report: "Russian Roulette: Fentanyl in Orange County".

In accordance with California Penal Code sections 933 and 933.05, the Orange County Grand Jury has requested that the Lowell Joint School District respond to findings and recommendations in the 2022-2023 Orange County Grand Jury report entitled "Russian Roulette: Fentanyl in Orange County," published on June 21, 2023. Below are the responses of the Lowell Joint School District, as approved by the Board of Education on September 11, 2023.

FINDINGS:

Finding 2: Illicit fentanyl is a pervasive problem in Orange County.

Response to Finding 2:

The Lowell Joint School District agrees with this finding.

Finding 7: Orange County will benefit by establishing a chartered multi-agency Task Force to address the fentanyl crisis in Orange County.

Response to Finding 7:

The Lowell Joint School District agrees with this finding.

Finding 8: As long as there is a demand, producers will find ways to supply drugs. Orange County cannot law enforce its way out of the fentanyl crisis. Education, prevention, and treatment are critical to reducing demand.

Response to Finding 8:

The Lowell Joint School District agrees with this finding.

Superintendent's Comment:

APPROVAL RECOMMENDED.

Finding 9: There is a need to increase public awareness and acknowledgement of the risks of illicit fentanyl.

Response to Finding 9:

The Lowell Joint School District agrees with this finding.

Finding 10: Some educational institutions are not participating in available educational and preventive fentanyl/drug programs.

Response to Finding 10:

The Lowell Joint School District agrees with this finding.

RECOMMENDATIONS:

Recommendation 1: By January 1, 2024, the Orange County Board of Supervisors should charter a multi-agency Task Force to address the fentanyl crisis. (F2, F7, F8, F9)

Response to Recommendation 1:

The recommendation has not yet been implemented, but will be implemented in the future, with a timeframe for implementation. The Lowell Joint School District will participate should the Orange County Board of Supervisors form a charter a multi-agency task force to address the fentanyl crisis and should the Lowell Joint School District be invited to join the task force.

Recommendation 5: By January 1, 2024, the Orange County Department of Education should develop a model fentanyl/opioid prevention educational program to be offered to all K-12 school districts in Orange County. (F2, F8, F9, F10)

Response to Recommendation 5:

The recommendation has been implemented, with a summary regarding the implemented action. The Lowell Joint School District would accept an offer from the Orange County Department of Education should it develop a model fentanyl/opioid educational program and offer it to K-12 school districts in Orange County.

Recommendation 6: By October 1, 2023, the Orange County Department of Education should promote the use of currently established and in-place fentanyl and drug-related educational programs offered by OC agencies such as Health Care Agency, OC Sheriff's Department, and non-governmental organizations to all K-12 school districts in Orange County. (F2, F8, F9, F10)

Superintendent's Comment:

APPROVAL RECOMMENDED.

Response to Recommendation 6:

The recommendation has been implemented, with a summary regarding the implemented action. The Lowell Joint School District would be receptive should the Orange County Department of Education promote the use of currently established and in-place fentanyl and drug-related educational programs offered by OC agencies and non-governmental organizations to all K-12 school districts in Orange County.

It is recommended to approve the responses of the Lowell Joint School District recommendations in the 2022-2023 Orange County Grand Jury report entitled “Russian Roulette: Fentanyl in Orange County,” published on June 21, 2023, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with PQBids for Web-Based Program used to Prequalify Contractors
ACTION/
(RATIFICATION)

Prequalification is required for certain contractors when a school district project involves an expenditure of over \$1,000,000 and plans to use or be reimbursed with state funds. The California Public Contract Code sets forth guidance on developing the process to prequalify bidders before submitting a bid. The prequalification process is intended to ensure that contractors have, among other things, the appropriate experience, qualifications, and capacity for the projects.

The prequalification process involves a questionnaire to be made available to bidders at one or more of the following intervals: project-by-project, quarterly, or annually. Bidders then submit applications and, if the bidder is successful based on a uniform system of rating, the bidder is qualified for a period of one year.

The PQBids web-based service provides the means to prequalify the necessary contractors.

It is recommended that the Agreement with PQBids for Web-Based Program used to Prequalify Contractors for the period of September 12, 2023 through September 11, 2024, at a rate not to exceed \$15,000, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

DB/ds

Superintendent's Comment:

APPROVAL RECOMMENDED.



12711 Newport Ave. Ste. G
Tustin, CA 92780
Tel 888-218-4173
PQBids.com

Lowell Joint School District

July 17, 2023

Prequalification of contractors - Option 1

We at PQBids propose the following services to Lowell Joint School District in the amount of:

1 year: \$15,000
2 years: \$28,500
3 years: \$40,500

1. To utilize our online automated prequalification web-based services for your school district.
2. Pre-qualify contractors using the DIR approved questionnaire.
3. Conducts interview process of two (2) prior projects.
4. Verify contractors past two (2) years of audited, or reviewed, financials by our in-house CPA.
5. Verify their surety letter and their accountant release letter.
6. Verify all contractors licenses.
7. Verify all contractors DIR Registration.
8. View all approved general contractors and sub-contractors on your homepage.
9. We will provide all technical support.
10. Contractors are approved for a term of 1 year from the date approved.
11. Appeal procedures noted on our website and through our tutorials. PQBids excludes all appeals procedures.

Additional CUPCCAA software

Option A

PQBids manages CUPCCAA software which includes the following:

1. Verify all contractors' licenses.
2. Verify all contractors DIR Registration.
3. Verify contractors have the necessary insurance to work.
4. We will additionally advertise once a year to designated approved construction trade journals for the districts, inviting all licensed contractors to register as well as all contractors that are already in PQBids database. PQBids alone has over 4000 contractors.
5. We will approve the contractors so all you would have to do is login and see your full list of contractors populated.

Additional \$3,000 per year (Normal price \$4,500 per year if no AB2031 Option)

Option B

District manages CUPCCAA software including approving and denying contractors.

\$4,500 per year.

AB2031 Option 1 & CUPCCAA Option A

1 year: \$18,000

2 years: \$34,500

3 years: \$49,500

Print Name: _____

Signature: _____

Date: _____

Authorized signature only

All agreements are subject to our terms and conditions and policies per website pqbids.com

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Piggyback Contract with CN School &
Office Solutions, Inc. for Furniture: Systems and
Stand Alone (San Bernardino County Unified School
District Bid #23/24-0005)

ACTION

Public Contract Code Section 20111 (a) provides that the governing board of any school district shall let any contracts involving an expenditure of more than \$109,300 for any of the following:

- (1) The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district.
- (2) Services, except construction services.
- (3) Repairs, including maintenance as defined in Section 20115, that are not a public project as defined in subdivision (c) of Section 22002.

Contracts shall be let to the lowest responsive responsible bidder or else reject all bids. Purchases of equipment, materials, supplies, services, and repairs/maintenance in amounts less than \$109,300 need not be bid.

As part of the District classroom furniture refresh, there is a need at all elementary school sites. San Bernardino City Unified School District (San Bernardino County) awarded a competitively-bid contract for Furniture: Systems and Stand Alone to CN School & Office Solutions, Inc. at its regularly-scheduled Board meeting on June 27, 2023. The contract was awarded through June 30, 2024.

The special provisions of the San Bernardino City Unified School District bid/contract provide that the "SBCUSD" and any other school or community college district will have the opportunity to order from this bid in quantities necessary to maintain its operations. Pursuant to Public Contract Code Section 20118, the District can utilize contracts awarded by another school district for the purchase of equipment, materials, supplies, and other personal property under the same prices, terms, and conditions as the awarding school district's contract when provided for in the awarding school district's bid documents. This practice of utilizing another district's competitively-bid contract is known as "piggybacking."

Superintendent's Comment:

APPROVAL RECOMMENDED.

District staff members determined that the Furniture Systems identified in the bid/contract awarded to CN School & Office Solutions, Inc. met the needs of the District. District staff members reviewed the terms and conditions of the bid/contract, assessed the prices to be fair, reasonable, and competitive, and find that it is in the best interest of the District to approve a piggyback agreement with CN School & Office Solutions, Inc. for the purchase of classroom furniture. The savings to the District are between 5-52% off list prices.

The proposal from Culver Newlin is \$426,011.75 for furniture in the 2023-24 school year (5-6th grades).

This agenda item seeks approval of a piggyback agreement with CN School & Office Solutions, Inc. for the purchase of furniture. CN School & Office Solutions, Inc. has proposed to provide these products under the same terms and conditions as the contract awarded to them by "SBCUSD".

It is recommended that the Piggyback Contract with CN School & Office Solutions, Inc. for Furniture: Systems and Stand Alone for an amount not to exceed \$450,000.00 be approved and that the Superintendent or designee be authorized to execute the necessary documents.

DB/ds

Superintendent's Comment:

APPROVAL RECOMMENDED.

The Bids are due to the Front Desk Receptionist at the time and date specified within the Bid document. Electronic submission of the Bid will **NOT** be accepted.

NOTICE CALLING FOR BIDS
FURNITURE: SYSTEMS AND STAND ALONE
BID NO. 23/24-0005

BID DEADLINE: **Wednesday, June 21, 2023** **2:00 P.M.**

PLACE OF OPENING: **San Bernardino County SUPERINTENDENT of Schools**
ATTN: Front Desk Receptionist
760 East Brier Drive
San Bernardino, CA 92408

Notice is hereby given that the San Bernardino County Superintendent of Schools hereafter called **SUPERINTENDENT**, will receive sealed bids up to, but not later than, the time fixed above for procuring furniture: new or refurbished, systems, stand alone and classroom furniture as required by the **SUPERINTENDENT**.

All bids shall be made on the bid form furnished by the **SUPERINTENDENT**.

Each bid must conform and be responsive to all pertinent Bidding and Contract Documents.

Bids shall remain open, valid and subject to acceptance anytime within ninety (90) days after the bid opening date and time unless otherwise stipulated.

The successful **VENDOR** may be required to furnish a Performance Bond in the amount at a level to be determined by the **SUPERINTENDENT**.

Sealed bids will be received by the Front Desk Receptionist, 760 East Brier Drive, San Bernardino, CA 92408, on or before the time and date stated above. Bids will remain sealed until the time and date stated. Bids must be sealed and clearly marked on the outside of the envelope in the lower left-hand corner "**BID ENCLOSED - #23/24-0005 Furniture: Systems and Stand Alone**"

No **VENDOR** may withdraw his bid for a period of 90 days after the date set for the opening thereof.

To request a copy of the Bid document, please contact Procurement and Warehouse Services at (909) 386-9508 or visit <https://www.sbcss.k12.ca.us/index.php/business-services/business-support-services/procurement-and-warehouse-services/bids-upcoming>

ELECTRONIC SUBMISSION OF BIDS WILL NOT BE ACCEPTED.

Respectfully,

Amber L Arias, Manager Procurement Services

Advertisement #1: May 30, 2023
Advertisement #2: June 6, 2023
Questions Due: June 13, 2023
Bids Due: June 21, 2023 2:00 p.m.
Bid Opening: June 21, 2023 2:15 p.m.



**FURNITURE: SYSTEMS AND STAND ALONE
BID NO. 23/24-0005**

The San Bernardino County Superintendent of Schools (**SUPERINTENDENT**) is seeking a **VENDOR(s)** to supply furniture: new or refurbished, systems, stand alone and classroom furniture as per the requirements of the **SUPERINTENDENT**. Please see Attachment A for FAQs.

1. INSTRUCTIONS TO VENDORS

VENDORS shall conform to instructions provided in the bid document. All bids must be in a sealed envelope bearing the name and address of the **VENDOR** and must clearly state on the outside of the envelope in the lower left-hand corner "**BID ENCLOSED #23/24-0005 Furniture: Systems and Stand Alone**".

1.1 Delivery Address

San Bernardino Superintendent of Schools
Front Desk Receptionist
760 East Brier Drive
San Bernardino, CA 92408

1.2 Bid Opening

VENDORS must submit all required documents prior to the deadline. Bids received after the deadline will be deemed non-responsive as not meeting with statutory requirements. Bids are due to the Front Desk Receptionist at **2:00 p.m.** on **Wednesday, June 21, 2023**. Bids will be **opened and read at 2:15 p.m. via Zoom**. Please email amber.arias@sbcss.net if you are interested in receiving an invitation and call in information for the virtual bid opening.

1.3 Erasures

Erasures and "whiteouts" are not permitted. Mistakes may be crossed out. Corrections will be noted in the margin and initialed in ink by the person signing the bid. Bids cannot be withdrawn or corrected after being opened. **SUPERINTENDENT** will not be responsible for errors or omissions on the part of **VENDORS** in making up their bids.

1.4 Withdrawal of Bids

Any **VENDOR** may withdraw their bid, by written request any time prior to the scheduled opening date and time. All bids received shall become the property of **SUPERINTENDENT**.

1.5 Bid Preparation Cost

Costs for preparing bid response and any other related material is the responsibility of the **VENDOR** and shall not be chargeable in any manner to **SUPERINTENDENT**.

1.6 Questions Regarding Bid

Questions should be reduced to writing and e-mailed to Amber Arias, Procurement Services at amber.arias@sbcss.net or (909) 386-9508.

1.7 Bid Content – All bids submitted shall include:

- Signature Page/Bid Form
- Non-Collusion Declaration
- Workers Compensation Certification
- Drug Free Workplace Certification
- Resellers Permit and/or manufacturer authorization letter

2.0 INTERPRETATION OF DOCUMENTS

Any interpretation or correction of the bid documents will be made only by addendum duly issued and a copy of such addendum will be delivered to each person receiving a set of the bid documents. No person is authorized to make any oral interpretation of any provision in the bid documents to any **VENDOR** and no **VENDOR** is authorized to rely on any such unauthorized oral interpretation.

Changes in, or additions to, the bid form, recapitulations of work bid upon, alternative proposals or any other modification of the bid form which is not specifically called for in the bid documents may result in **SUPERINTENDENT'S** rejection of the bids as not being responsive. No oral or telephonic modification of any bid submitted will be considered.

3.0 AWARD

SUPERINTENDENT reserves the right to reject any or all bids, or to waive any irregularities or informalities in any bids or in the bidding. The award, if made by **SUPERINTENDENT** may be to more than one **VENDOR** who meets all requested criteria, based on the needs of the **SUPERINTENDENT**.

4.0 VENDORS INTERESTED IN MORE THAN ONE BID

No person, firm or corporation shall be allowed to make, file or be interested in more than one bid for the same project unless alternate bids are specifically called for.

5.0 LENGTH OF CONTRACT

Length of contract shall be for a period of one (1) year with an option for up to two (2) additional one-year renewals in accordance with provisions contained in Education Code Section 17596.

6.0 PRICES

6.1 Prices shall remain firm for the entire term of the contract.

6.2 Bid is structured as a percentage off current manufacturer's list price with items to be ordered on an as needed basis.

6.3 Bid prices are to include shipping, F.O.B. San Bernardino County Superintendent of Schools, except when District's shipping destination is a radius of 100 or more miles from Bidder's distributing warehouse. Awarded **VENDOR** shall deliver and install all office furniture, classroom furniture, accessories, and sundries at no charge to the **SUPERINTENDENT**. Any additional installation charges (ie., stair carry, wall attachment, in-ground bench placement) must be disclosed in writing and approved at the time of purchase. No additional delivery or installation charges will be paid for by the **SUPERINTENDENT**.

7.0 TAXES

If under federal excise tax law, any transaction hereunder constitutes a sale on which a federal excise tax is imposed and the sale is exempt from such excise tax because it is a sale to a state or local government for its exclusive use, **SUPERINTENDENT** upon request will execute a certificate of exemption which will certify that **SUPERINTENDENT** is a political subdivision of the state for the purposes of such exemption and that the sale is for the exclusive use of **SUPERINTENDENT**. No excise tax for such materials shall be included in any bid price. California State Sales Tax should not be included in the **VENDOR's** quotation. Public school districts are exempt from Federal Excise Tax.

8.0 INVOICES AND PAYMENTS

Invoices shall be submitted under the same firm name as shown on the purchase order. Invoice format shall be approved by **SUPERINTENDENT'S** authorized representative. **SUPERINTENDENT** shall make payment for materials, supplies or equipment furnished under the purchase order within a reasonable and proper time after acceptance.

9.0 DELIVERY

Destination will be designated within the boundaries of the San Bernardino County Superintendent of Schools. Actual delivery dates should be coordinated with the **SUPERINTENDENT**. All shipments shall be accompanied by a packing slip. Purchase order number shall appear on all packing slips,

invoices, and packages. There shall be no minimum quantities required in order for the **SUPERINTENDENT** to place orders as needed. **Bid all items F.O.B., San Bernardino County Superintendent of School.** Destination will be designated within the boundaries of the San Bernardino County **SUPERINTENDENT** of Schools.

The right is reserved to reject and return at the risk and expense of the **VENDOR** such portions of any shipment which may be defective or fail to comply with specifications without invalidating the remainder of the order.

10.0 BRAND NAMES

This bid is a percentage off **VENDOR's** catalog pricing. **VENDOR** will provide a list of manufacturers and/or manufacturer's products, with a percentage discount off of their current catalog pricing.

11.0 SAMPLES

Samples, when requested, must be furnished at no expense or obligation to **SUPERINTENDENT**. Samples should be plainly marked with **VENDOR** name, item number and description. The return of samples (if not destroyed in testing) shall be arranged by the **VENDOR** at no cost to **SUPERINTENDENT**.

In addition, any and all product tests performed by **SUPERINTENDENT** are, and will be, considered sufficient to meet the terms of this section.

12.0 RESOURCE CONSERVATION

SUPERINTENDENT is fully committed to providing a safe and healthy school or work environment for students, families and staff. **SUPERINTENDENT** will promote the conservation of resources through "Green Practices" and take a proactive and preventative approach in the areas of purchasing, new construction, maintenance and operations. A form for this purpose will be provided to the awarded **VENDOR(s)**.

13.0 QUANTITIES

SUPERINTENDENT does not guarantee quantities.

14.0 SAFETY REQUIREMENTS

All items proposed in response to this bid must conform with the Safety Order of the State of California, Division of Industrial Safety and CAL-OSHA regulations in effect at the time of bid. **VENDORs** receiving awards of items subject to Chapter 4 (Industrial Safety Orders) California Administrative Code, Title 8, Division of Industrial Relations, must submit to the Procurement Office of **SUPERINTENDENT**, Material Safety Data Sheets (MSDS) for those items, when requested.

15.0 HOLD HARMLESS

VENDOR agrees, at its own expense, cost and risk, to indemnify, defend, save and hold harmless **SUPERINTENDENT**, its agents, employees and officers against any and all personal injuries, damages, liabilities, costs, suits or expenses, including reasonable attorney's fees, arising out of any act or omission or the condition of any property owned or controlled by the **VENDOR** in the

performance of this contract. It is understood that employees of the **VENDOR** in its performance under this contract are not agents or employees of **SUPERINTENDENT**.

16.0 DEFAULT BY VENDOR

If the successful **VENDOR** fails or neglects to furnish and/or deliver the supplies at the prices quoted, or at the times and places agreed upon, or otherwise fails to comply with the terms, conditions and specifications of this bid document in its entirety, **SUPERINTENDENT** reserves the right to cancel existing orders of any items affected by such default; and procure the supplies from other sources and deduct from any unpaid balance due to the successful **VENDOR** or collect against his sureties. The price paid shall be considered the prevailing market price at the time such purchase is made.

17.0 ASSIGNMENT

VENDOR shall not assign this contract or any part thereof without prior written consent of **SUPERINTENDENT**. Any assignment of money to become due under this contract shall be subject to a prior lien for services rendered or materials supplied for performance of work called for under said contract by all persons, firms or corporations rendering such services or supplying such materials to the extent that claims are filed pursuant to the Code of Civil Procedure and the Government Code.

18.0 NOTICE OF TERMINATION

SUPERINTENDENT shall have the right, upon ten (10) days prior written notice to **VENDOR**, to terminate this Agreement at any time and without cause prior to complete delivery. Such termination shall be without any obligation or liability to **VENDOR** other than payment of outstanding invoices for products delivered prior to notice of termination.

Any notice from one party to the other under the contract shall be in writing and shall be dated and signed by party giving such notice or by duly authorized representative of such party and sent certified mail.

19.0 CLAIMS/DISPUTES

Claims, disputes, or other matters in question between the parties to the contract or breach thereof shall be subject to mediation under the auspices of a recognized, neutral third party professional mediation service, or other mediation method acceptable to both parties, prior to undertaking any legal action. The cost of the mediation services shall be borne equally by the parties.

20.0 OTHER AGENCIES: PIGGYBACK CLAUSE

Other public entities in the State of California may procure items off this bid under the same terms and conditions stated in the bid, pursuant to Public Contract Code Section 20118 and 20651 to 20659. Said public entities shall process their purchase orders and warrants directly to the successful **VENDOR** upon agreement by the public entity and the **VENDOR**.

21.0 SEVERABILITY

If any provision of the Agreement shall be unlawful, void, or for any reason, unenforceable, it shall be deemed severable from, and shall in no way effect the validity or enforceability of the remaining provisions of this Agreement, which shall remain valid and enforceable according to its term.

22.0 GOVERNING LAW

This Agreement shall be governed and interpreted in accordance with the laws of the State of California.

23.0 PROVISIONS REQUIRED BY LAW DEEMED INSERTED

Each and every provision of law and clause required by law to be inserted in this contract shall be deemed to be inserted herein and the contract shall be read and enforced as though it were included herein. If through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then upon application of either party the contract shall forthwith be physically amended to make such insertion or correction.

24.0 AMENDMENTS

No amendment to this Agreement shall be effective unless it is in writing and signed by duly authorized representatives of both parties.

25.0 ENTIRE AGREEMENT

This Agreement contains all of the understandings between the parties with respect to the subject matter. Any prior agreements, representations, statements, negotiations or undertakings whether oral or written are superseded hereby. Nothing modifying the terms and conditions will be binding unless made in writing and agreed to by both parties.

26.0 EFFECT OF WAIVER

No term or provision shall be waived, and no breach excused, unless consent is in writing and signed by both parties. Any consent to waive or excuse shall not constitute consent or waiver of any other subsequent breach.

27.0 COVENANT AGAINST GRATUITIES

VENDOR warrants by signing hereon that no gratuities (in the form of entertainment, gifts, or otherwise) were offered or given by the **VENDOR** or any agent or representative of the **VENDOR**, to any officer or employee of **SUPERINTENDENT** with a view toward securing the contract or securing favorable treatment with respect to any determinations concerning the performance of the contract. For breach or violation of this warranty, **SUPERINTENDENT** shall have the right to terminate the contract, either in whole or in part. Any loss or damage sustained by **SUPERINTENDENT** in procuring on the open market any items which **VENDOR** agreed to supply shall be borne and paid for by the **VENDOR**. The rights and remedies of **SUPERINTENDENT** provided in the clause shall not be exclusive and are in addition to any other rights and remedies provided by law or under the contract.

28.0 PROTEST

VENDORs may protest the recommended award, provided the protest is in writing, contains the bid number and is delivered to the address listed for submission of bid documents, and submitted within five (5) calendar days of the date on which the bid was opened.

Grounds for a protest is that **SUPERINTENDENT** failed to follow the selection procedures and adhere to requirements specified in the RFB or any addenda or amendments; there has been a violation of conflict of interest as provided in California Government Code Section 87100 et. Seq.; or violation of any State or Federal law. Protests will not be accepted on any other grounds. All protests will be handled by a panel comprised of **SUPERINTENDENT** staff.

SUPERINTENDENT will consider only these specific issues addressed in the written protest. A written response will be directed to the protesting **VENDOR** within seven (7) calendar days of receipt of the protest, advising of the decision with regard to the protest and the basis for the decision.

29.0 NON-COLLUSION

Any efforts to restrain competition and the making of false sworn statements in connection with the submission of bids are unlawful. Public Contract Code 7106 requires all **VENDORs** to submit a non-collusion declaration. A form for this purpose is furnished with the bid documents.

30.0 PERFORMANCE BOND

Performance Bond may be required to be maintained during the life of the contract at the level to be determined by **SUPERINTENDENT**. A form for this purpose is furnished with the bid documents.

31.0 FINGERPRINTING REQUIREMENTS

This bid is subject to the provisions of Education Code Section 45125.1 and 45122.1. **VENDORs'** employees are required to submit fingerprints to the Department of Justice where an employee may come into contact with students at any site. The Department of Justice will ascertain whether the employee has a pending criminal proceeding for a violent or serious felony or has been convicted of a violent or serious felony as they are defined in Penal Code Sections 667.5c) and 1192.7c), respectively. **VENDOR** shall not permit an employee to come in contact with students until the Department of Justice has ascertained that the employee has not been convicted of a felony. **SUPERINTENDENT** may request the removal of an employee from a site at any time. Failure to comply with this provision may result in termination of the contract. Acknowledgment of the fingerprinting requirements is included in the bid documents as Certification Page 14.

32.0 PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

VENDOR shall take out and maintain during the life of the contract such public liability and property damage insurance as shall protect him and **SUPERINTENDENT** from all claims for property damage arising from operations under the contract.

All policies shall contain additional endorsements naming the **SUPERINTENDENT** and its officers, employees, agents and volunteers as additional insured with respect to liabilities arising out of the performance of services hereunder.

33.0 WARRANTY/QUALITY

VENDOR shall guarantee the product or service performed against all defects or failures of materials and workmanship for a minimum period of one (1) year from the actual delivery date.

34.0 PREVAILING WAGES

The assembly and delivery required in this bid will NOT generally require the payment of prevailing wage. If the **VENDOR** or **SUPERINTENDENT** determines that a service falls within the labor code section 1773 or SB 854, Prevailing wage labor may be deemed necessary. When prevailing wage labor is needed, a separate quote for said labor will be provided by the **VENDOR** at that time.

35.0 MANUFACTURER AUTHORIZED RESELLER DISTRIBUTOR

VENDORs must be either manufacturers or factory authorized resellers/distributors for brands they are bidding and must be able to show proof of information (submit with bid). The manufacturer's letter(s) shall indicate authorization to market, sell, distribute, warrant, or supply any product or service offered by the manufacturer through the **VENDOR** named in the bidding documents. If **VENDOR** is not an authorized dealer and is not in good financial standing, the line and/or catalog discount will not be awarded to the dealer and will result to the next lowest bidder whom is authorized to represent the specific manufacturer. The **SUPERINTENDENT** reserves the right to disqualify the entire bid of the dealer if they misrepresent pricing or falsely claim to be an authorized dealer.

36.0 UNFORESEEN CONDITIONS STORAGE

After an order is placed, an unforeseen circumstance could occur where the location for delivery is not clean, safe, or properly prepared to receive delivery (construction delays, force majeure, etc.). **SUPERINTENDENT** asks for the option to store the order in **VENDORs** bonded, insured warehouse facility no longer than 60 days.

37.0 REFUSE/DUNNAGE REMOVAL

No additional charges will be allowed for refuse/dunnage removal during delivery. **VENDOR** will be responsible for removing cardboard, packing materials, pallets, etc. offsite at no additional cost to **SUPERINTENDENT**.

SIGNATURE PAGE/BID FORM

(Please type or print)

The undersigned having carefully examined the Notice Calling for Bids, the Specifications, and all contract documents for the proposed furniture: new or refurbished, systems, stand-alone and classroom furniture bid the following:

ADDENDA: The undersigned has thoroughly examined any and all Addenda issued during the bid period and is thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda: (**VENDOR** to list all addenda).

| | | | |
|-------------------|---------------------|-------------------|---------------------|
| Addendum No. ____ | Date Received _____ | Addendum No. ____ | Date Received _____ |
| Addendum No. ____ | Date Received _____ | Addendum No. ____ | Date Received _____ |

BID AMOUNT: Please provide percentage discount and name of manufacturer below.

_____ % off _____ manufacturer's list price

_____ % off _____ manufacturer's list price

_____ % off _____ manufacturer's list price

_____ % off _____ manufacturer's list price

_____ % off _____ manufacturer's list price

_____ % off _____ manufacturer's list price

_____ * labor and installation fees

_____ * Stair carry fees

_____ * shipping costs (if over 100 miles from
distribution _____ warehouse)

YES _____ NO _____ * Unforeseen Conditions storage per 36.0

*** Required information – even if the answer is Zero (0), bidder must fill out all lines marked with an asterisk**

IF VENDOR CARRIES MORE LINES, PLEASE INDICATE MANUFACTURER NAME AND PERCENTAGE OFF THEIR PRODUCT AND ATTACH TO BID FORM.

COMPANY INFORMATION

Company Name: _____

Authorized Representative: _____
(Please type or print)

Company Address: _____

Telephone Number: (____) _____ Fax Number (____) _____

E-mail Address: _____

Authorized Representative's Signature: _____

NON-COLLUSION DECLARATION
(To Be Submitted with Bid)

The undersigned declares:

I am the _____ of _____, the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on:

_____, at _____, _____ (date)
(city) (state)

X _____

WORKERS' COMPENSATION CERTIFICATION
(To Be Submitted with Bid)

Labor Code Section 3700:

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

- (a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in the State.
- (b) By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his employees.

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

Date: _____

VENDOR

By: _____

Signature

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

CERTIFICATE REGARDING DRUG-FREE WORKPLACE
(To Be Submitted with Bid)

This Drug-Free Workplace Certification form is required from all successful **VENDORS** pursuant to the requirements mandated by Government Code Section 8350 et seq., the Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract or grant for the procurement of any property or service from any State agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Act provides that each contract or grant awarded by a State agency may be subject to suspension of payments or termination of the contract or grant, and the contractor or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred.

Pursuant to Government Code Section 8355, every person or organization awarded a contract or grant from a State agency shall certify that it will provide a drug-free workplace by doing all of the following:

- a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying actions which will be taken against employees for violations of the prohibition;
- b) establishing a drug-free awareness program to inform employees about all of the following
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) the availability of drug counseling, rehabilitation and employee-assistance programs;
 - 4) the penalties that may be imposed upon employees for drug abuse violations.
- c) requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (1) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I, the undersigned, agree to fulfill the terms and requirements of Government Code Section 8355 listed above and will publish a statement notifying employees concerning (a) the prohibition of controlled substances at the workplace, (b) establishing a drug-free awareness program, and (c) requiring that each employee engaged in the performance of the contract be given a copy of the statement required by Section 8355(a) and requiring that the employee agrees to abide by the terms of that statement.

I also understand that if the SUPERINTENDENT determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of Section 8355, that the contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of Section 8350 et. seq.

I acknowledge that I am aware of the provisions of Government Code Section 8350 et. seq., and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

Date:

Signature, Vendor

PERFORMANCE BOND

KNOW ALL MEN BY THESE PRESENTS: That WHEREAS, the San Bernardino County SUPERINTENDENT of Schools identified as "SUPERINTENDENT", has given to _____ hereinafter designated as the "Principal", a Notice of Intent to Award Contract for the work described as follows:

**FURNITURE: SYSTEMS AND STAND ALONE
BID NO. 23/24-0005**

WHEREAS, said Principal is required under the terms of said Notice to furnish a Bond for the faithful performance of such Notice.

NOW THEREFORE, we, the Principal and _____ as Surety, an admitted Surety insurer pursuant to Code of Civil Procedure, Section 995.120, legally doing business in California at _____, are held and firmly bound unto the SUPERINTENDENT, in the sum of _____ DOLLARS (\$ _____), lawful money of the United States of America, for the payment of which sum well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that if the above bound Principal, his or its heirs, executors, administrators, successors or assigns, shall in all things stand to and abide by and will and truly keep and perform, the covenants, conditions and agreements as defined in the said contract and any alteration thereof made as therein provided, on his or their part, to be kept and performed at the times and in the manner therein specified, and in all respects according to their true intent and meaning, and shall indemnify and save harmless the SUPERINTENDENT, its officers and agents, as therein stipulated, then this obligation shall become null and void, otherwise, it shall be and remain in full force and virtue.

As a condition precedent to the satisfactory completion of the Contract, the above obligation shall hold good for a period of one (1) year after the acceptance of the Work by SUPERINTENDENT, during which time if Principal shall fail to make full, complete, and satisfactory repair and replacements and totally protect the SUPERINTENDENT from loss or damage made evident during the period of one (1) year from the date of acceptance of the Work, and resulting from or caused by defective materials or faulty workmanship, the above obligation in penal sum thereof shall remain in full force and effect. However, nothing in this paragraph shall limit the obligation of the surety and the obligation of the Surety shall continue so long as any obligation of Principal remains.

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

In the event suit is brought upon this bond by the SUPERINTENDENT and judgment is recovered, the Surety shall pay all costs incurred by the SUPERINTENDENT in such suit, including a reasonable attorneys' fee to be fixed by the court.

IN WITNESS WHEREOF, this instrument has been duly executed by the Principal and Surety above named, on the _____ day of _____, 2020.

(Corporate Seal) PRINCIPAL _____
BY _____
TYPED/PRINTED NAME _____

(Corporate Seal) TITLE _____
SURETY _____
BY _____

(Attach Attorney-in Fact Certificate)
TYPED/PRINTED NAME _____
TITLE _____

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
CONTRACTOR CERTIFICATION REGARDING BACKGROUND CHECKS

_____ certifies that it has performed one of the following:
(Name of Contractor)

- Pursuant to Education Code Section 45125.1, Contractor has conducted criminal background checks, through the California Department of Justice, of all employees providing services to the San Bernardino County Superintendent of Schools, pursuant to the contract/purchase order dated _____, and that none have been convicted of serious or violent felonies, as specified in Penal Code Sections 1192.7(c) and 667.5(c) respectively.

As further required by Education Code Section 45125.1, attached hereto as Attachment "A" is a list of the names of the employees of the undersigned who may come in contact with pupils.

OR

- Pursuant to Education Code Section 45125.2, Contractor will ensure the safety of pupils by one or more of the following methods:
- 1) The installation of a physical barrier at the worksite to limit contact with pupils.
 - 2) Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

I declare under penalty of perjury under the laws of the United States that foregoing is true and correct.

Date _____

Name of Contractor

Signature

Attachment A

Frequently Asked Questions (FAQ)

Q1. Section 6.3 states that the "Awarded vendor shall deliver and install all office furniture, classroom furniture, accessories, and sundries at no charge to the superintendent." There is also a line for "Labor and Installation fees" on the Signature Page/Bid Form. Can you please clarify the purpose of the "Labor and Installation fees"?

A. **SUPERINTENDENT** may opt to purchase additional items from **VENDOR** that are not included in the awarded group of manufacturer's products.

Also, Section 6.3 states "Bid prices are to include shipping, F.O.B. San Bernardino County Superintendent of Schools, except when District's shipping destination is a radius of 100 or more miles from Bidder's distributing warehouse. Awarded **VENDOR** shall deliver and install all office furniture, classroom furniture, accessories, and sundries at no charge to the **SUPERINTENDENT**. Any additional installation charges (i.e., stair carry, wall attachment, in-ground bench placement) must be disclosed in writing and approved at the time of purchase. No additional delivery or installation charges will be paid for by the **SUPERINTENDENT**."

Please notate on the bid form if there are any conditions where **VENDOR** may charge "Labor and Installation Fees", and what those fees might entail (hourly rate, flat fee based on thresholds of dollar amount purchased, etc.).

Q2. Section 34 states that when prevailing wage is required, a separate quote for the prevailing wage labor will be provided by the vendor at that time.

- Does this mean prevailing wage labor is considered separate from the "labor and installation fees" line on the Bid Signature Page?
- Will vendors be allowed to provide a quote for prevailing wage labor for each separate prevailing wage job at the time of the order? If so, should we note on the Signature Page/Bid Form that all prevailing wage labor will be quoted and provided to the purchaser at the time of purchase?

A. The "labor and installation fees" line on the Bid Signature Page refers to any additional labor charges for delivery as described in Question 1.

SUPERINTENDENT may purchase modular or cubicle furniture that would fall under prevailing wage labor requirements described in labor code sections 1773 or SB 854. In this circumstance, a quote will be requested of the **VENDOR** for prevailing wage labor, as described in Section **34.0 PREVAILING WAGES**. It is not necessary to note on the Signature Page/Bid Form that prevailing wage labor will be quoted/provided at time of purchase.

Q3. Will a Vendor's answer to Section 36: Unforeseen Conditions Storage impact whether or not the manufacturer/bid is awarded to the vendor?

A. No

Q4. Please confirm if this is only a catalog bid or a catalog and line item bid.

A. This is only a catalog bid, with costs based on a percentage off current catalog pricing.

Q5. Is a Manufacture able to submit a proposal and assign Authorized Resellers that would be able to Receive, Deliver and Invoice Purchase orders on our behalf? Currently we have several of our Resellers working with the San Bernardino County Superintendent of Schools and would like them all to be able to continue to offer their services.

A. This bid is for authorized **VENDORs** to provide pricing based on a percentage of the manufacturer's list or catalog price. We would ask your resellers to provide a response to Bid 23/24-0005.



**FURNITURE: SYSTEMS AND STAND ALONE
BID# 23/24-0005**

**ADDENDUM #1
June 14, 2023**

The San Bernardino County Superintendent of Schools (**SUPERINTENDENT**) has received the following questions regarding Furniture: Systems and Stand Alone bid. The questions and answers are as follows:

Question 1. Per Section 6.3; is all product drop shipping direct to SBCSS warehouse? Or should it be shipped to the dealer warehouse and then delivered and installed at SBCSS?

Answer: Product should be delivered to dealer warehouse and then delivered and installed at SBCSS sites unless otherwise noted when purchased.

Question 2. Are we able to charge Technical Specification fees? This would apply when field measurements, space planning, renderings and finish selections are involved.

Answer: These types of Technical Specification fees/charges would not be included as part of this bid and would be at the discretion of the vendor. Additional installation charges (i.e., stair carry, wall attachment, in-ground bench placement) must be disclosed in writing and approved at the time of the purchase. No additional delivery or installation charges will be paid for by the SUPERINTENDENT.

Question 3. Per the Performance Bond form, the form is requesting a dollar amount to be listed; however, our bid proposal is a percentage discount rather than a lump sum. What is required to be listed in dollar amount on this form?

Answer: A Performance Bond is not required at the time of bid. Once awarded, a Performance Bond *may* be required to be maintained during the life of the contract at a level determined by the SUPERINTENDENT. The form furnished in the bid documents is for your future reference.

Question 4. Is fingerprinting required in order to bid?

Answer: Fingerprinting is not required at the time of bid. Fingerprinting will be required once awarded and if the vendor or its employees may come into contact with students at any site while delivering and installing product.

Question 5. Do we need to publish? Where? San Bernardino Sun? For how long? What does the Proof of publication have to include (see first page of the bid form)?

Answer: There is no need to for the vendor to publish anything in relation to this Bid or award of contract. The dates listing on the bottom of the Notice Calling for Bids is to notify potential bidders the SUPERINTENDENT's schedule for the bidding process.

Question 6. Are there any meetings we need to attend?

Answer. There are no meetings required in order to submit a bid.

Question 7. Is the application filled out in Blue or Black ink?

Answer: The bid forms can be submitted using blue or black ink but forms must contain original signatures.

Question 8. Is the attached bond the Performance bond that you need?

Answer: Once awarded, a Performance Bond may be required to be maintained during the life of the contract at a level determined by the SUPERINTENDENT. The form furnished is for your future reference.

Question 9. Is a Performance Bond necessary for Bid No. 23/24-0005?

Answer: A Performance Bond is not required at the time of bid. Once awarded, a Performance Bond may be required to be maintained during the life of the contract at a level determined by the SUPERINTENDENT. The form furnished is for your future reference.

Question 10. Per page 4, paragraph 6.1: "Prices shall remain firm for the entire term of the contract." Since this bid is a percentage discount off of manufacturers' current catalog/price list pricing, will SBCSS accept updated manufacturer price lists during the 1st year of the contract and throughout the 2 renewal terms, if the percentage discounts remain firm?

Answer: Yes, since this is a bid is a percentage discount off the manufacturers' current catalog, updated manufacturer price lists are accepted as long as the percentage discount remains in effect.

Question 11. As a Furniture Manufacturer we work through multiple dealers. Can multiple dealers represent the manufacturer on this bid? Or will only one vendor be awarded a manufacturers line?

Answer: Yes, multiple dealers can represent the manufacturer on this bid.

Question 12. Is it necessary to bid in order for SBCSS to do business with a vendor?

Answer: Although submitting a bid to SBCSS is not required for the SUPERINTENDENT to do business with a particular vendor, purchases made through a vendor that is not awarded the bid, would be limited to the annual bid limit, and purchases cannot exceed the bid limit amount in a fiscal year (July 1 – June 30). The bid limit is set in Public Contract Code (PPC) Section 20111(a) and adjusted annually by the State Superintendent of Public Instruction. As of January 1, 2023, the current bid limit is \$109,300.00.



San Bernardino County
Superintendent of Schools

Ted Alejandre
County Superintendent

Transforming lives through education

June 27, 2023

CN School & Office Solutions, Inc.
ATTN: Devyn Goss
500 E. Rincon St.,
Suite 100
Corona, CA 92879

**NOTICE OF AWARD
BID 23/24-0005
FURNITURE: SYSTEM AND STAND ALONE**

Dear Devyn Goss

Thank you for your participation in the San Bernardino County Superintendent of Schools bid process. **CN School & Office Solutions, Inc.** is one of the successful bidders for BID#23/24-0005 Furniture: Systems and Stand Alone and is hereby awarded on July 1, 2023, and will expire on June 30, 2024 and may be extended for up to two (2) additional one-year renewal by mutual written consent of both parties.

A purchase order will be issued as needed for purchases throughout the term of the agreement.

Please sign below for acceptance of the term as well as complete and sign Attachment A. A fully executed contract will be returned to you for your records upon acceptance of both parties.


Signature _____ Date 7/3/23


Signature _____ Date 06/27/2023

VICE PRESIDENT
Title _____

Kevin Garcia, Program Manager
Procurement & Warehouse Services

Devyn Goss
CN School & Office Solutions, Inc.

Attachment A

**Education Department of General Administration Regulation (EDGAR)
Federal Funding Contract Compliance Form**

The following provisions are required and apply when federal funds are expended by San Bernardino County Superintendent of Schools for any contract resulting from this procurement process. San Bernardino County Superintendent of Schools is the sub grantee or sub recipient by definition.

In addition to other provisions required by the federal agency or non-Federal entity, all contracts made by the non-Federal entity under the Federal award must contain provisions covering the following, as applicable.

BREACH OF CONTRACT BY EITHER PARTIES

- (A) Contracts for more than the simplified acquisition threshold currently set at \$250,000 which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide such sanctions and penalties as appropriate.

Pursuant to Federal Rules (A) above, when federal funds are expended by San Bernardino County Superintendent of Schools, the Superintendent reserves all rights and privileges under the applicable laws and regulations with respect to this procurement in the event of breach of contract by either party.

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

TERMINATION FOR CAUSE OR FOR CONVENIENCE

- (B) Termination for cause or for convenience by the grantee or sub grantee including the manner by which it will be affected and the basis for settlement. (All contracts in excess of \$10,000)

Pursuant to Federal Rules (B) above, when federal funds are expended by San Bernardino County Superintendent of Schools, the Superintendent reserves all rights to immediately terminate any agreement in excess of \$10,000 resulting from this procurement process. In the event of a breach or default of the agreement by Vendor, in the event vendors fails to: (1) meet schedules, deadlines, and/or delivery dates within the time specified in the procurement solicitation, contract, and/or a purchase order; (2) make any payments owed; or (3) otherwise perform in accordance with the contract and/or the procurement solicitation. San Bernardino County Superintendent of Schools also reserves the right to terminate the contract immediately, with written notice to vendor, for convenience, if San Bernardino County Superintendent of Schools believes, in its sole discretion that it is in the best interest of San Bernardino County Superintendent of Schools to do so. The vendor will be compensated for work performed and accepted and goods accepted by San Bernardino County Superintendent of Schools as of the termination date if the contract is terminated for convenience of San Bernardino County Superintendent of Schools. Any award under this procurement process is not exclusive and San Bernardino County Superintendent of Schools reserves the right to purchase goods and services from other vendors when it is in the best interest San Bernardino County Superintendent of Schools.

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

RIGHTS TO INVENTIONS MADE UNDER A CONTRACT AGREEMENT

- (C) **Rights to Inventions Made Under a Contract Agreement.** If the Federal award meets the definition of "funding agreement" under 37 CFR §401.2(a) and the recipient or sub recipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that "funding agreement, "; the recipient or sub recipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

Pursuant to Federal Rule (C) above, when federal funds are expended by San Bernardino County Superintendent of Schools, the vendor certifies that during the term of an award for all contracts by San Bernardino County Superintendent of Schools resulting from this procurement process, the vendor agrees to comply with all applicable requirements as referenced in Federal Rule (C) above.

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

CLEAN AIR ACT (42 U.S.C.7401-7671q.)

- (D) **Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended –** Contracts and sub grants of amounts in excess of \$250,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

Pursuant to Federal Rule (D) above, when federal funds are expended by San Bernardino County Superintendent of Schools, the vendor certifies that during the term of an award for all contracts by San Bernardino County Superintendent of Schools resulting from this procurement process, the vendor agrees to comply with all applicable requirements as referenced in Federal Rule (D) above.

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

DEBARMENT AND SUSPENSION

- (E) **Debarment and Suspension (Executive Orders 12549 and 12689) –** A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the system for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p.235), "Debarment and Suspension". SAM exclusions contain the names of parties debarred, suspended or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Pursuant to Federal Rule (E) above, when federal funds are expended by San Bernardino County Superintendent of Schools, the vendor certifies that during the term of an award for all contracts by San Bernardino County Superintendent of Schools resulting from this procurement process, the vendor certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any federal department or agency.

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

| |
|--|
| BYRD ANTI-LOBBYING AMENDMENT (31 U.S.C. 1352) |
|--|

(F) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352) – Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certified to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that take place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

Pursuant to Federal Rule (F) above, when federal funds are expended by San Bernardino County Superintendent of Schools, the vendor certifies that during the term and after the awarded term of an award for all contracts by San Bernardino County Superintendent of Schools resulting from this procurement process, the vendor certifies that it is in compliance with all applicable provisions of the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). The undersigned further certifies that:

- a. No Federal appropriated funds have been paid or will be paid for on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Stand Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.
- c. The undersigned shall require that the language of this certification be included in the award documents for all covered sub-awards exceeding \$100,000 in Federal funds to all appropriate tiers and that all sub recipients shall certify and disclose accordingly.

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

| |
|--|
| RECORD RETENTION REQUIREMENTS FOR CONTRACTS PAID FOR WITH FEDERAL FUNDS – 2 CFR § 200.333 |
|--|

When federal funds are expended by San Bernardino County Superintendent of Schools for any contract resulting from this procurement process, the vendor certifies that it will comply with the record retention requirements detailed in 2 CFR § 200.333. The vendor further certifies that vendor will retain all records as required by 2 CFR § 200.333 for a period of three years after

grantees or sub grantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

CERTIFICATION OF COMPLIANCE WITH THE ENERGY POLICY AND CONSERVATION ACT

When federal funds are expended by San Bernardino County Superintendent of Schools for any contract resulting from this procurement process, the vendor certifies that it will be in compliance with mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (42 U.S.C. 6321, et seq.; 49 C.F.R. Part 18; Pub. L. 94-163, 89 Stat. 871).

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

CERTIFICATION OF COMPLIANCE WITH BUY AMERICA PROVISIONS

Vendor certifies that vendor is in compliance with all applicable provisions of the Buy America Act. Purchases made in accordance with the Buy America Act must still follow the applicable procurement rules calling for free and open competition.

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

CERTIFICATION OF NON-COLLUSION STATEMENT

Vendor certifies under penalty of perjury that its response to this procurement solicitation is in all respects bona fide, fair, and made without collusion or fraud with any person, joint venture, partnership, corporation or other business or legal entity.

Does vendor agree? YES DG Initials of Authorized Representative of Vendor

Vendor agrees to comply with all federal, state, and local laws, rules, regulations and ordinances, as applicable. It is further acknowledged that vendor certifies compliance with all provisions, laws, acts, regulations, etc. as specifically noted above.

| | | | |
|--|---------------------|-------------------|-------------------------|
| Company Name: CN SCHOOL OFFICE SOLUTIONS INC | | | |
| Address: 500 E. RINCON ST. SUITE #100 | | | |
| City: CORONA | State: CA | Zip: 92879 | |
| Phone Number: 949-597-0123 | Fax #: _____ | | |
| Email Address: DEVYN@CULVER-NEWLIN.COM | | | |
| Printed Name of Authorized Representative: DEVYN GOSS | | | |
| Signature of Authorized Representative: <i>Devyn Goss</i> | | | Date: 06/27/2023 |

SIGNATURE PAGE/BID FORM
(Please type or print)

The undersigned having carefully examined the Notice Calling for Bids, the Specifications, and all contract documents for the proposed furniture: new or refurbished, systems, stand-alone and classroom furniture bid the following:

ADDENDA: The undersigned has thoroughly examined any and all Addenda issued during the bid period and is thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda: (VENDOR to list all addenda).

| | | | |
|--------------------------|-------------------------------|--------------------------|---------------------------|
| Addendum No. <u>1</u> | Date Received <u>12/14/23</u> | Addendum No. <u> </u> | Date Received <u> </u> |
| Addendum No. <u> </u> | Date Received <u> </u> | Addendum No. <u> </u> | Date Received <u> </u> |

BID AMOUNT: Please provide percentage discount and name of manufacturer below.

PLEASE SEE ATTACHED
 _____ % off _____ manufacturer's list price
 _____ % off _____ manufacturer's list price
 _____ % off _____ manufacturer's list price
 _____ % off _____ manufacturer's list price
 _____ % off _____ manufacturer's list price
 _____ % off _____ manufacturer's list price
 _____ ~~0~~ * labor and installation fees *included in price*
 _____ ~~0~~ * Stair carry fees *included in price*
 _____ REQUEST QUOTE * shipping costs (if over 100 miles from
 distribution
 warehouse)
 YES NO _____ * Unforeseen Conditions storage per 36.0

*** Required information – even if the answer is Zero (0), bidder must fill out all lines marked with an asterisk**

IF VENDOR CARRIES MORE LINES, PLEASE INDICATE MANUFACTURER NAME AND PERCENTAGE OFF THEIR PRODUCT AND ATTACH TO BID FORM.

COMPANY INFORMATION

Company Name: CN School & Office Solutions Inc.

Authorized Representative: Devyn Goss
(Please type or print)

Company Address: 500 E Rincon St., Suite 100

Telephone Number: 949 597-0123 Fax Number () N/A

E-mail Address: Devyn@culver-newlin.com

Authorized Representative's Signature: _____




PLEASE NOTE: LARGE QUANTITY ORDERS MAY QUALIFY FOR A DEEPER DISCOUNT,
WHICH WE WILL PASS ON DIRECTLY TO THE DISTRICT

| Manufacturer | Percentage Off List |
|--------------------|---------------------|
| 9to5 | 50% |
| Alumni | 40% |
| Arcadia | 25% |
| Artopex | 25% |
| BuzziSpace | 25% |
| Carpets 4 Kids | list +5% |
| CEF | 20% |
| Certwood | 40% |
| Claridge | 28% |
| Diversified | 35% |
| ECD | 52% |
| Encore | 25% |
| Eurotech | 25% |
| FireKing | 35% |
| Fomcore | 40% |
| FSR | 15% |
| Hirsh | 30% |
| Hon | 40% |
| HPFI | 40% |
| Humanscale | 40% |
| Jonticraft | list +5% |
| JSI | 30% |
| Lesro | 25% |
| LightCorp | 20% |
| Maverick | 50% |
| Mooreco | 30% |
| Muzo-Works | 10% |
| NPS | 45% |
| Palmer Hamilton | 15% |
| Platinum Visual | 45% |
| Right Angle | 40% |
| Safco | 30% |
| Sico | 15% |
| Smith System | 25% |
| Tayco | 35% |
| Tenjam | 30% |
| VS | 5% |
| Wisconsin Bench | 40% |
| Webcoat / Superior | 1.50% |
| Whitney Bros | 5% |
| Workrite | 25% |

NON-COLLUSION DECLARATION
(To Be Submitted with Bid)

The undersigned declares:

I am the President of CN School & Office Solutions, the party making the foregoing bid.

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

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

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on:

June 19, 2023, at Corona, CA (date)
(city) (state)

x 

WORKERS' COMPENSATION CERTIFICATION
(To Be Submitted with Bid)

Labor Code Section 3700:

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

- (a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in the State.
- (b) By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his employees.

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

Date: June 19, 2023

VENDOR

By: Heather Bushem

Signature



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

CERTIFICATE REGARDING DRUG-FREE WORKPLACE

(To Be Submitted with Bid)

This Drug-Free Workplace Certification form is required from all successful **VENDORs** pursuant to the requirements mandated by Government Code Section 8350 et seq., the Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract or grant for the procurement of any property or service from any State agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Act provides that each contract or grant awarded by a State agency may be subject to suspension of payments or termination of the contract or grant, and the contractor or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred.

Pursuant to Government Code Section 8355, every person or organization awarded a contract or grant from a State agency shall certify that it will provide a drug-free workplace by doing all of the following:

- a) publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the person's or organization's workplace and specifying actions which will be taken against employees for violations of the prohibition;
- b) establishing a drug-free awareness program to inform employees about all of the following
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) the availability of drug counseling, rehabilitation and employee-assistance programs;
 - 4) the penalties that may be imposed upon employees for drug abuse violations.
- c) requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (1) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I, the undersigned, agree to fulfill the terms and requirements of Government Code Section 8355 listed above and will publish a statement notifying employees concerning (a) the prohibition of controlled substances at the workplace, (b) establishing a drug-free awareness program, and (c) requiring that each employee engaged in the performance of the contract be given a copy of the statement required by Section 8355(a) and requiring that the employee agrees to abide by the terms of that statement.

I also understand that if the SUPERINTENDENT determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of Section 8355, that the contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of Section 8350 et. seq.

I acknowledge that I am aware of the provisions of Government Code Section 8350 et. seq., and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

June 19th, 2023

Date:

Signature, Vendor

PERFORMANCE BOND

KNOW ALL MEN BY THESE PRESENTS: That WHEREAS, the San Bernardino County SUPERINTENDENT of Schools identified as "SUPERINTENDENT", has given to _____ hereinafter designated as the "Principal", a Notice of Intent to Award Contract for the work described as follows:

**FURNITURE: SYSTEMS AND STAND ALONE
BID NO. 23/24-0005**

WHEREAS, said Principal is required under the terms of said Notice to furnish a Bond for the faithful performance of such Notice.

NOW THEREFORE, we, the Principal and _____ as Surety, an admitted Surety insurer pursuant to Code of Civil Procedure, Section 995.120, legally doing business in California at _____, are held and firmly bound unto the SUPERINTENDENT, in the sum of _____ DOLLARS (\$ _____), lawful money of the United States of America, for the payment of which sum well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that if the above bound Principal, his or its heirs, executors, administrators, successors or assigns, shall in all things stand to and abide by and will and truly keep and perform, the covenants, conditions and agreements as defined in the said contract and any alteration thereof made as therein provided, on his or their part, to be kept and performed at the times and in the manner therein specified, and in all respects according to their true intent and meaning, and shall indemnify and save harmless the SUPERINTENDENT, its officers and agents, as therein stipulated, then this obligation shall become null and void, otherwise, it shall be and remain in full force and virtue.

As a condition precedent to the satisfactory completion of the Contract, the above obligation shall hold good for a period of one (1) year after the acceptance of the Work by SUPERINTENDENT, during which time if Principal shall fail to make full, complete, and satisfactory repair and replacements and totally protect the SUPERINTENDENT from loss or damage made evident during the period of one (1) year from the date of acceptance of the Work, and resulting from or caused by defective materials or faulty workmanship, the above obligation in penal sum thereof shall remain in full force and effect. However, nothing in this paragraph shall limit the obligation of the surety and the obligation of the Surety shall continue so long as any obligation of Principal remains.

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

In the event suit is brought upon this bond by the SUPERINTENDENT and judgment is recovered, the Surety shall pay all costs incurred by the SUPERINTENDENT in such suit, including a reasonable attorneys' fee to be fixed by the court.

IN WITNESS WHEREOF, this instrument has been duly executed by the Principal and Surety above named, on the _____ day of _____, 2020.

(Corporate Seal) PRINCIPAL _____
BY _____
TYPED/PRINTED NAME _____

(Corporate Seal) TITLE _____
SURETY _____
BY _____

(Attach Attorney-in Fact Certificate)
TYPED/PRINTED NAME _____
TITLE _____

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
CONTRACTOR CERTIFICATION REGARDING BACKGROUND CHECKS

CN School & Office Solutions Inc certifies that it has performed one of the following:
(Name of Contractor)

- Pursuant to Education Code Section 45125.1, Contractor has conducted criminal background checks, through the California Department of Justice, of all employees providing services to the San Bernardino County Superintendent of Schools, pursuant to the contract/purchase order dated _____, and that none have been convicted of serious or violent felonies, as specified in Penal Code Sections 1192.7(c) and 667.5(c) respectively.

As further required by Education Code Section 45125.1, attached hereto as Attachment "A" is a list of the names of the employees of the undersigned who may come in contact with pupils.

OR

- Pursuant to Education Code Section 45125.2, Contractor will ensure the safety of pupils by one or more of the following methods:
- 1) The installation of a physical barrier at the worksite to limit contact with pupils.
 - 2) Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

I declare under penalty of perjury under the laws of the United States that foregoing is true and correct.

Date June 19, 2023

CN School & Office Solutions Inc.

Name of Contractor

Signature





CN School & Office Solutions is an authorized agency of the Department of Justice. All employees are put through a Live Scan finger printing process as part of general employment with the company.

Below is a list of CN employees:

Keith Hutcheson
Devyn Goss
Heather Bushem
Clarence Amaral
Kim Amaral
Kristopher Amaral
Brandon Bernal Moran
Yohana Bustillos
Tara Carlson
Daniel Cervantes
Gustavo Del Cid
Luke Diller
Onel Flores Garcia
Salvador Garay
Maria Garcia
Zoila Garcia
Baltazar Gonzales
Kelsey Laraba
Vincent Lopez
Jennifer Lorenzo
Rosa Delgado



CULVER-NEWLIN

FURNITURE FOR SCHOOLS & OFFICES

CONTINUED TO PAGE (2)

CONTINUED...

Narciso Martinez
Calvin McCarty
Christian Miranda
Leonardo Miranda
Ismael Morales
Dana Spicer
Alfie Reodica
Pablo Rodriguez Ovieda
Jonathan Santiago
Abraham Natanael Santos Barragan
Damien Santos
Kimberly Smith
Sandra Kathleen Stemwedel
Devi Susanto
Chad Toth
Sandra Urias
Enrique Valencia
William Wells
Joshua Wheeler
Tyler White



Wednesday, June 7, 2023

RE: San Bernadino Schools Bid No. 23/24-005

To Whom It May Concern:

9to5 Seating is a vertically integrated manufacturer specializing in the design and production of ergonomic office seating to accommodate the rigorous demands of today's office environments. While 9to5 Seating has many years of experience manufacturing, we truly differentiate ourselves from our competitors by using vertical integration within our own manufacturing facilities. We are proud to be a United States based manufacturer with a facility in Hawthorne, CA.

Please accept this correspondence as confirmation that the following furniture dealer is an authorized servicing dealer approved to represent, specify, quote, sell and service 9to5 Seating's products, and is in good standing with 9to5 Seating:

Culver-Newlin
500 E Rincon Street, Suite 100,
Corona, CA 92879

Please feel free to contact me directly if you have any questions or concerns regarding this submission. 9to5 Seating looks forward to serving you through this agreement's forthcoming term.

Kind regards,

A handwritten signature in cursive script that reads "Joni D. Stafford".

Joni D. Stafford
Contract Specialist
9to5 Seating LLC
Phone: 812-766-3736
Email: Joni.Stafford@9to5Seating.com



June 1, 2023

To whom it may concern,

In reference to commercial furniture, Systems and Standalone BID NO. 23 / 24 - 0005, our preferred dealer of choice is Culver-Newlin. They focus entirely on K-12 clients and we have worked successfully with them on a previous piggyback contract that is similar in nature to this bid. They are authorized to sell Artopex products in California and they meet all of your bid requirements, including:

-Having a local warehouse and a local showroom

-They employ their own installers and all Culver-Newlin employees are fingerprinted and background-checked through the DOJ

As of June 1, 2023, they are in good financial standing with Artopex and we do not anticipate any changes thereof.

Please let me know if you have any further questions.

Thank you,

Jeff Ebina
President



June 1, 2023

Culver Newlin
500 E. Rincon St. Suite 100
Corona, Ca. 92879

RE: Letter of Authorization for Culver Newlin
San Bernardino County Superintendent of Schools Bid #23/24-0005

To Whom It may concern:

Culver Newlin is a preferred authorized dealer in good financial standing with Maverick Desk and thereby authorized to market, sell, distribute, warrant, and supply our products.

Please feel free to contact me should you have any questions.

Sincerely,

Tony Pacheco
President



15100 South Figueroa St. | Gardena, California 90248
M: 310.251.5309 O: 310.436.6134 F: 310.436.6135
maverickdesk.com | tpacheco@maverickdesk.com





June 14, 2023

**Culver-Newlin Inc.
520 Rincon St. Suite 100
Corona, CA 92879
Attn: Devyn Goss, Vice President – Sales &
Marketing**

**RE: Dealer Authorization – San Bernardino County Superintendent of Schools Bid – Bid
#23/24-0005 - Furniture Systems and Standalone Furniture**

To Whom It May Concern:

This letter is to certify that Culver-Newlin, Inc. is an Authorized Dealer in Good Standing with Alumni Classroom Furniture Inc. and is, thereby authorized to submit a proposal, market, sell, distribute, and supply our entire product line for the above referenced bid/contract.

As an authorized dealer of our products, Culver-Newlin, Inc. is also authorized to provide installation services, warranty service work and/or maintenance services for Alumni Classroom Furniture Inc. products.

Please feel free to contact me should you have any questions.

Sincerely,

**Joseph Campos
Relationship Support Manager
Alumni Classroom Furniture Inc.
Email: contracts@alumnicf.com
Tel: 1-(833)-939-9300 ext. 509**



900 Park Place
New Albany, IN 47150

Phone 800-457-2424 or 812-948-8400
Fax 800-227-7513
www.fireking.com

June 9, 2023

To: San Bernadino County Superintendent of Schools
760 East Brier Drive
San Bernadino, CA 92408

RE: Authorization Letter for Culver-Newlin
Bid No. 23/24-0005 Furniture: Systems and Stand Alone

To Whom It May Concern,

Please be advised that Culver-Newlin, Inc. at 520 E. Rincon St. Corona, CA is an authorized dealer in good standing with FireKing International, LLC. Culver-Newlin is authorized to market, sell, distribute, or supply the brands incorporated under the FireKing price list and product line for all public sector and private sector bids; including Bid No. 23/24-0005 Furniture: Systems and Stand-Alone. Please feel free to contact me directly with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Darren Tandy". The signature is fluid and cursive.

Darren Tandy | Regional Sales Manager

FireKing | 900 Park Place | New Albany, Indiana 47150

Direct: 812.542.3337 or 800.457.2424 Ext: 3337 | Fax: 800-227-7513 | www.fireking.com

BuzziSpace, Inc.



June 16th, 2023

RE: San Bernardino County Superintendent of Schools Bid No. 23/24-0005

To Whom It May Concern:

This letter is to confirm that Culver-Newlin, Inc., 520 E. Rincon Street, Suite #102, Corona, CA 92879 is an authorized dealer for BuzziSpace Inc.

As our dealer, Culver-Newlin, Inc. is authorized to warrant bids, distribute, market, and install our full line of products for San Bernardino County Superintendent of Schools Bid No. 23/24-0005.

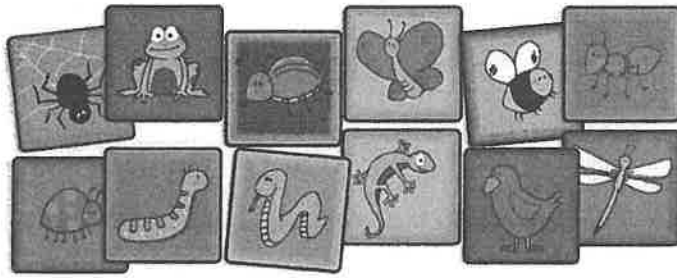
Sincerely,

A handwritten signature in black ink, appearing to read "G. Lemire", followed by a period.

Genevieve Lemire
Sales Director, North America
BuzziSpace

Genevieve.lemire@buzzi.space

248.787.0303
45 West 21st Street
NY, NY 10010



Carpets for
KIDS®
etc...
When Quality Counts!

June 13, 2023

In reference to: FURNITURE: SYSTEMS AND STAND ALONE BID NO. 23/24-0005

This letter shall serve as confirmation that Culver-Newlin is an authorized dealer of Carpets for Kids to bid on FURNITURE: SYSTEMS AND STAND ALONE BID NO. 23/24-0005 in San Bernardino County Superintendent's Office.

Culver-Newlin is authorized to provide installation service, warranty service work and/or maintenance service work.

Culver-Newlin is a dealer for our entire product line and not restricted in any way. They have a great relationship and partnership with Carpets for Kids in selling and servicing our products and is a dealer in good standing.

Please reach out to me should you need anything further.

Sincerely,

Kelli McPhee
National Sales Manager
Carpets for Kids
248-514-5303



PRODUCTS AND EQUIPMENT, INCORPORATED
805 Cottonwood Rd Annex 3
HARRISON, ARKANSAS 72601
E-MAIL: claridge@claridgeproducts.com

PHONE: 870-743-2200
(800)434-4610
FAX: 870-743-1908

June 19, 2023

Culver-Newlin, Inc
520 E Rincon St.
Corona, CA 92879

Subject: San Bernardino County Superintendent of Schools Bid No. 23/24-0005

To whom it may concern,

This letter is sent to confirm that the Company listed below is an authorized dealer in good standing with Claridge Products & Equipment LLC.

Culver-Newlin, Inc are certified in the installation of Claridge Products and Equipment products with the authority to preform warranty work as required.

If you need any additional information or if you have questions, please feel free to contact us.

Thank you

Marcus McNew
President

CLARIDGE PRODUCTS AND EQUIPMENT, INC.



Innovative Storage Solutions
Technical Plastic Injection Moulders

'ODC' Ohio Distribution Center
11 Technology Way
Wintersville, Ohio 43952
Tel: 740-314-5874
Fax: 740-314-5314
Email: info@certwood.com
www.certwoodusa.com

June 16th 2023

San Bernardino County
Contract Culver Newlin / Certwood Limited.

Regarding: FURNITURE: SYSTEMS AND STAND ALONE BID NO. 23/24-0005

To whom it may concern,

In reference to the San Bernardino County FURNITURE: SYSTEMS AND STAND ALONE BID NO. 23/24-0005.

Culver-Newlin is an Authorized Dealer to sell and distribute our (Certwood Storsystem) products in California.

As of June 1st 2023, Culver-Newlin are in good financial standing with (Certwood Storsystem).

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Courtnell", written over a light grey background.

Chris Courtnell
President
Office: 740-314-5874
Cell: 740-317-8247
chris@certwood.com

Registered in England 2024404

Registered Office:
1 Victoria Street, Dunstable, Beds. UK

June 12, 2023

Re: San Bernardino County Superintendent of Schools
Furniture and Stand Alone, Bid No. 23/24-0005

To Whom It May Concern,

This letter serves as confirmation that as of June 1, 2023, Culver-Newlin is in good financial standing and an Approved and Authorized Dealer with Arcadia Chair Company.

Culver-Newlin is permitted to purchase, sell, market, and warrant all Products within Arcadia's & Encore's offerings and projects related to Arcadia Chair Company's product catalogs.

Should you require additional information, don't hesitate to reach out.

Sincerely,

Pamela Angeles

Pamela Angeles
Contract Management Administrator
pam@arcadiacontract.com

12th June 2023

Culver Newlin
500 E Rincon St, Ste 100
CORONA CA 92879
USA

To whom it may concern.

In reference to: FURNITURE: SYSTEMS AND STAND ALONE BID NO. 23/24-0005

As of June 1st 2023, Culver-Newlin is in good financial standing with Muzo and is authorized to sell and service our product. We do not foresee any changes in this business relationship.

Please feel free to contact me directly if you have questions or concerns.

Best Regards



Darren Buttle
CEO

Head Office
360 Kiwanis Blvd
West Hazleton
PA 18202

Tel: 800-670-2578

Sales
sales@muzo-works.com
Interior Designer
erika@muzo-works.com
Accounts
accounts@muzo-works.com

General Inquiries
hello@muzo-works.com
Production & Warehouse Manager
jordan@muzo-works.com
Customer Service
dev@muzo-works.com



June 14, 2023

San Bernardino Cty Superintendent of Schools
Bid # 23/24-0005
RE: Letter of Authorization for **Culver-Newlin**

To Whom It May Concern:

Culver-Newlin is an authorized dealer in good standing for Diversified Spaces and, thereby authorized to market, sell, distribute, warranty and supply our products on the above referenced bid/contract for all 50 States.

Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Sarah Hanson".

Sarah Hanson
Contract Administration

June 13, 2023

To whom it may concern,

In reference to the furniture, systems and stand-alone Bid #23/24-0005, our preferred dealer of choice is Culver-Newlin. They focus entirely on K-12 clients and we have worked successfully with them on previous piggyback contracts that are similar in nature to this bid. They are authorized to sell Ergonomic Comfort Design, Inc. products in California and they meet all of your bid requirements.

As of June 13, 2023, they are in good financial standing with Ergonomic Comfort Design, Inc. and we do not anticipate any changes thereof.

Thank You


Al Agramonte

President



June 15, 2023

RE: Letter of Authorization

San Bernardino County Schools

Bid 23/24 0005

Furniture: Systems & Stand Alone

To Whom It May Concern:

Culver Newlin is an authorized dealer in good standing for Hirsh Industries LLC and, thereby authorized to market, sell, distribute, warrant and supply our products.

Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in cursive script that reads 'Jennifer Hester'.

Jennifer Hester
National Sales Manager
Hirsh Industries
hesterj@hirshindustries.com
(205)767-4930



HON.

Make your space work.

June 13, 2023

RE: Furniture: Systems and Stand Alone Bid No. 23/24-0005

This letter certifies that as of June 1, 2023, Culver-Newlin is in good financial standing with The HON Company and is authorized to sell and service our product. We do not foresee any changes in this business relationship.

For more information about The HON Company, please visit our website at www.hon.com.

Should you have further questions or need more information, please do not hesitate to reach out me or our local representative Nik Weigand at 657-307-5767.

Sincerely,

A handwritten signature in black ink that reads "Shani A. Hart".

Sales Operations Manager
SalesOpsTeam@honcompany.com



Early Learning **KVDZ** Furniture
For learning, for a lifetime!

Jonti-Craft, Inc.
171 State Highway 68
PO Box 30
Wabasso, MN 56293

June 13, 2023

RE: FURNITURE: SYSTEMS AND STAND ALONE BID NO. 23/24-0005

To Whom It May Concern:

As of June 1st 2023, Culver-Newlin is in good financial standing with Jonti-Craft and is authorized to sell and service our product. We do not foresee any changes in this business relationship

Please reach out to me with any questions regarding this authorization.

Sincerely,

Matt Hinkle
National Sales Manager
Jonti-Craft, Inc.

507-342-6010
mhinkle@jonti-craft.com



love what you do

June 19, 2023

RE: Letter of Authorization for Culver-Newlin in reference to: Furniture: Systems and Stand Alone Bid No. 23/24-0005

To Whom It May Concern:

Please be advised that as of June 1, 2023, Culver-Newlin is a dealer in good financial standing with our company, Jasper Seating Company, Inc (dba JSI/Jasper Group) and is authorized and approved as an authorized dealer to quote, sell, and service JSI product. We do not foresee any changes in this business relationship.

If you have any questions, or need anything further, please let me know. Thank you.

Sincerely,

A handwritten signature in black ink that reads "Amanda Keithley".

Amanda Keithley
Contract Administrator



CORPORATE OFFICE
225 CLAY STREET
JASPER, INDIANA 47546



800.457.4511 **TOLL FREE**
812.482.3204 **OFFICE**
812.482.1548 **FAX**



JSIFURNITURE.COM

Lesro Industries, Inc.
1 Griffin Road South
Bloomfield, Connecticut 06002
Phone: 860.243.3226
Fax: 860.243.5392
www.lesro.com



June 8, 2023

RE: Letter of Authorization San Bernardino County Superintendent of Schools Bid No. 23/24-0005

To Whom It May Concern:

This letter is to confirm that *Culver Newlin of Corona, CA* is an authorized dealer to market, sell, distribute, warrant, and supply all products and services offered by Lesro Industries, Inc. on the San Bernardino County Superintendent of Schools Bid No. 23/24-0005 furniture contract.

If I can be of further assistance, or if you have any questions, please do not hesitate to contact me directly.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Dunton", is written over a light gray circular stamp.

Mark Dunton
Technical Marketing Project Coordinator
mark@lesro.com
860-243-3226 ext.7015 (phone) | 860-243-5392 (fax)



1770 East Keating Avenue
Muskegon, MI 49442
231.366.4791

Jay L. Krause, National Contracts Manager
Tina M. Rader, Contracts Manager

June 13, 2023

San Bernardino City Unified School District
777 North "F" Street
San Bernardino, CA 92410

RE: Letter of Authorization / RFP - Contract #23/24-0005
Culver-Newlin

Dear Procurement Professional:

Please be advised that the aforementioned dealer is in "Good Standing" with our firm. This being the case, I support their application for the contract listed above, and do hereby grant them permission to add their company as an authorized agent (to include: sales, service, warranty, installation, etc.) on our behalf.

If you have any questions, or if I can be of further assistance in any other capacity, please do not hesitate to contact me directly.

Sincerely,

A handwritten signature in black ink that reads "Jay L. Krause".

Jay L. Krause



Corporate HQ & Manufacturing
2885 Lorraine Ave. | Temple, TX 76501
P: 800.749.2258 | F: 866.888.7483

Showroom
4930 S. Congress Ave. #305 | Austin, TX 78745
P: 800.749.2258

June 13, 2023

RE: Letter of Authorization – Culver Newlin
San Bernadino County Schools - #23/24-0005 Furniture: Systems and Stand Alone

To Whom It May Concern,

Culver Newlin is an authorized reseller and installer, in good standing, on behalf of MooreCo, Inc. They are authorized to sell, market, distribute, warrant and service our products and we hereby extend our full warranty to Culver Newlin for all MooreCo, Inc. products they sell on the above referenced contract.

Please do not hesitate to contact me should you have any questions or need any additional information.

Sincerely,

Kenneth Fagan

Kenny Fagan
Bid/Contract Manager
kfagan@moorecoinc.com
Direct #: 254.239.7810





June 13, 2023

RE: FURNITURE: SYSTEMS AND STAND ALONE BID NO. 23/24-0005

To Whom it May Concern:

Please be advised that as of June 1st, 2023, Culver-Newlin, a preferred distributor, is in good financial standing with National Public Seating and is authorized to sell and service our product. We do not foresee any changes in this business relationship.

As a preferred distributor Culver-Newlin is recommended for industry leading service and project management.

If I can be of further assistance, please do not hesitate to contact me directly.

Respectfully,

Leo Drel

National Public Seating
800-261-4112 x 105

June 12, 2023

San Bernardino County SUPERINTENDENT of Schools
ATTN: Front Desk Receptionist
760 East Brier Drive
San Bernardino, CA 92408

Re: **Bid #23/24-0005 for Furniture Systems and Standalone Furniture**

To Whom It May Concern:

This letter is to certify that Culver-Newlin is an Authorized Dealer in Good Standing with Palmer Hamilton, LLC.

Culver-Newlin is authorized to sell our products through Bid #23/24-0005 for Furniture Systems and Standalone Furniture.

If you desire additional information, don't hesitate to contact me at 262-274-4903 at any time or visit our website at <https://palmerhamilton.com>. Thank you for your interest in our product(s).

Sincerely,



Ty Maras
Vice President of National Sales, PHDesign, PHabLAB, INVENTORCLOUD
Palmer Hamilton, LLC
TMaras@palmerhamilton.com



June 8, 2023

RE: San Bernardino County Superintendent of Schools Bid No. 23/24-0005

To Whom It May Concern:

This letter is to confirm that Culver-Newlin, Inc., 520 E. Rincon Street, Suite #102, Corona, CA 92879 is an authorized dealer for RightAngle™ Products by K & A Mfg., Inc. As our dealer, Culver-Newlin, Inc. is authorized to warrant bids, distribute, market and install our full line of products for San Bernardino County Superintendent of Schools Bid No. 23/24-0005.

Sincerely,

A handwritten signature in black ink that reads 'Beth Knighton'.



Beth Knighton

Vice President
RightAngle™ Products

Email: bethk@raproducts.com

Phone: 800-298-4351 ext.115

raproducts.com



June 7, 2023

Re: Bid No. 23/24-0005

To Whom It May Concern:

This letter confirms Culver-Newlin is an authorized SAFCO dealer in good standing. As such, Culver-Newlin may market, sell, and install SAFCO products.

Please feel free to contact me with questions.

Sincerely,

Steve Fitzgerald
Division Manager
SAFCO Contract Furniture
612-817-8685



CEF-Custom Educational Furnishings
2696 NC Hwy.16S
Taylorsville, NC 28681

San Bernardino County Superintendent of Schools
760 East Brier Drive
San Bernardino, CA 92408
Bid # 23/24 0005 Furniture: Systems & Stand Alone

June 14, 2023

Re: Letter of Authorization for Culver Newlin

To whom it may concern,

Please be advised that we hereby provide authorization to market, sell, distribute, warrant, or supply any product or service offered by CEF (Custom Educational Furnishings) through Culver Newlin.

Sincerely,

A handwritten signature in cursive script that reads 'Tracy Jahnke'.

Tracy Jahnke
Regional Sales Manager



To whom it may concern,

In reference to: FURNITURE: SYSTEMS AND STANDALONE BID NO. 23/24-0005

As of June 1st 2023, Culver-Newlin is in good financial standing with Superior Recreational Products and is authorized to sell and service our product. We do not foresee any changes in this business relationship. They focus entirely on K-12 clients and we have worked successfully with them on a previous piggyback contract that is similar in nature to this bid. They are authorized to sell Superior Recreational Products in California and they meet all of your bid requirements, including:

-having a local warehouse and a local showroom

-they employ their own installers and all Culver-Newlin employees are fingerprinted and background-checked through the DOJ

Sincerely,

Jarrold Collins
CSR / Account Manager
918-329-1014
Jarrod.collins@siibrands.com

770.832.6660 o
1.800.327.8774
770.832.6687 f

1050 Columbia
Drive
Carrollton, GA
30117
buysii.com



A GLOBAL COMPANY

June 14, 2023

San Bernardino City Unified
777 North F St.
San Bernardino, CA 92410-3017

RE: Letter of Authorization for Culver Newlin for FURNITURE: SYSTEMS AND STAND ALONE
BID NO. 23/24-0005

To Whom It May Concern:

As of June 1, 2023 Culver Newlin is in good financial standing and is an authorized dealer for SICO America, Inc. and, thereby authorized to market, sell, distribute, warrant and supply our products in the state of California. We do not foresee any changes in this business relationship.

Please feel free to contact me at 952.941.1700, should you have any questions.

Sincerely,

Heidi Niesen
Vice President Sales and Marketing
SICO America, Inc.



June 13, 2023

San Bernardino County Superintendent of Schools
760 East Brier Drive
San Bernardino CA 92408

RE: Manufacturer Letter of Authorization for Bid # 23/24-0005 Furniture – Systems and Stand Alone

To Whom It May Concern:

Culver-Newlin is an authorized dealer in good standing for Smith System Manufacturing and, thereby authorized to market, sell, distribute, and supply our entire product line for the above referenced solicitation/contract. This includes providing installation, service, warranty service work, and/or maintenance service work for said product.

Please feel free to contact me should you have any questions.

Sincerely,

Lorrie Gibbs
Contract Manager
lorries@smithsystem.com
972-398-4067

Smith System®



June 9, 2023

San Bernardino City Unified School District
777 North "F" Street
San Bernardino, CA 92410

RE: Letter of Authorization for Culver-Newlin
Furniture: Systems and Stand Alone Bid No. 23/24-0005

To Whom It May Concern:

Culver-Newlin is an authorized dealer in good standing for Tenjam and, thereby authorized to market, sell, distribute, warrant and supply our products and services as required on the above referenced bid and resulting contract.

Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Michael Collins".

Michael Collins
President

Direct: 678-777-0034

Email: mikec@tenjam.com

7790 Hastings Road, Baxter, Minnesota 56425
Made in the U.S.A. Tenjam.com 1-855-4-TENJAM



**VS America, Inc.
1940 Abbott Street
Unit 501
Charlotte, NC 28203**

VS America, Inc., Charlotte, NC 28203

**San Bernardino County Superintendent of Schools
601 North E Street
San Bernardino, California 92415**

6/15/23

To Whom It May Concern:

**In reference to: FURNITURE: SYSTEMS AND STAND ALONE BID NO. 23/24-0005
As of June 1st, 2023, Culver-Newlin is in good financial standing with VS America and
is authorized to sell and service our product. We do not foresee any changes in this
business relationship.**

**Best Regards,
VS America, Inc.**

A handwritten signature in black ink, appearing to read 'M Harvey', written over a white background.

**Mark Harvey
Chief Financial Officer**



June 13, 2023

Ms. Devyn Goss, VP Sales & Marketing
Culver-Newlin, Inc.
520 E. Rincon Blvd, Ste 102
Corona, CA 92879

Reference: San Bernardino County Superintendent of Schools Bid No. 23/24-0005 Furniture: Systems and Stand Alone

Dear Ms. Goss:

This letter confirms that as of June 1, 2023, Culver-Newlin, Inc. of Corona, CA is in excellent financial standing with Whitney Brothers® and is hereby authorized to sell and service our complete product portfolio to the San Bernardino County Superintendent of Schools Bid No. 23/24-0005 Furniture: Systems and Stand Alone.

Please know that because of its unique competency and proven customer-centric acumen, Culver-Newlin, Inc. carries the strongest recommendation from Whitney Brothers® for SBCSS to engage your organization on this contract in order to provide access to our brand's award-winning products at excellent prices.

After your review, I welcome your contact at any time if you have any questions or need additional information.

Our thanks again for Culver-Newlin's important business partnership ~



Brian Vaillancourt
VP Sales & Marketing
603.352.2610 x112
brianv@whitneybros.com
93 Railroad St., Keene NH 03431
www.whitneybros.com





We Can.
DESIGN. BUILD. DELIVER.

June 14, 2023

San Bernardino Cty Superintendent of Schools

RE: Letter of Authorization for **Culver-Newlin**

Bid 23/24-0005 – Furniture: Systems and Stand Alone

To whom It May Concern:

Culver-Newlin, is an authorized dealer in good standing for WB Manufacturing and, thereby authorized to market, sell, distribute, warranty and supply our products on the above referenced bid/contract.

Please feel free to contact me should you have any questions.

Sincerely,

Sarah Hanson

Contract Administrator



June 13, 2023

San Bernardino City USD

RE: Culver-Newlin Response to San Bernardino City USD FURNITURE: SYSTEMS AND STAND ALONE BID
NO. 23/24-0005

To Whom It May Concern,

As of June 1st 2023, Culver-Newlin is in good financial standing with Workrite Ergonomics and is authorized to sell and service our product. We do not foresee any changes in this business relationship.

Please feel free to contact me if there are any questions.

Regards,

A handwritten signature in black ink, appearing to read "DB", written over a horizontal line.

Donna Bobalek
National Government Contract Manager
dbobalek@workriteergo.com
571.565.5077



CULVER-NEWLIN

FURNITURE FOR SCHOOLS & OFFICES

**BID #23/24-0005 FURNITURE:
SYSTEMS AND STAND ALONE**

**DAILY JOURNAL CORPORATION
CALIFORNIA NEWSPAPER SERVICE BUREAU**

P.O. Box 54026 LOS ANGELES CALIFORNIA 90054-0026
PHONE: (213) 229-5300 FAX (213) 229-5481
FEDERAL TAX ID:95-4133299

**LEGAL ADVERTISING
INVOICE**

| | |
|--|------------------|
| Invoice Number B3705158 | Date 6/6/2023 |
| Customer Account Number 1124126731 | |
| Customer Payment Reference PO230000 | |
| Special Project | |


Ordered by:
SAN BERNARDINO SUPERINTENDENT OF
S.B. COUNTY SUPERINTENDENT OF SCHOOLS
760 EAST BRIER DRIVE
SAN BERNARDINO, CA 92408 USA

For payment processing, please forward to: Page 1 of 1
ACCOUNTS PAYABLE
S.B. COUNTY SUPERINTENDENT OF SCHOOLS
760 E. BRIER DRIVE
SAN BERNARDINO, CA 92408 USA

DUE UPON RECEIPT.

| Type | Order No | Description | Amount |
|---------|----------|---|--------|
| Invoice | B3705158 | BID #23/24-0005 FURNITURE: SYSTEMS & STAND ALONE BID NOTICE INVITING BIDS 89900 SAN BERNARDINO COUNTY SUN 05/30,06/06/2023 | 614.88 |
| | | \$ 3.66 ** 84 AgateLines * 2 Ins * 1 Cols | 614.88 |

To pay online, go to adtech.dailyjournal.com/payment

| | | | | |
|---|---|----------------------------|-------------------------------|---------------|
| PLEASE PROCESS FOR PAYMENT IMMEDIATELY. DUE UPON RECEIPT. | | | Total: | 614.88 |
| Please make check payable to: Daily Journal Corporation | | | Payment: | 0.00 |
| | | | Please Pay: | 614.88 |
| To ensure proper credit please write your account number 1124126731 on your check. Also, please detach and return this portion of the invoice with your payment. For account support, please email: anthony_gutierrez@dailyjournal.com or call: 2132295584. | Invoice Date 6/6/2023 | Invoice Number B3705158 | Customer Number 1124126731 | |
| |  * A 0 0 0 0 0 6 3 3 0 0 6 5 * | | | |
| Government Advertising - Division 1124 | Amount Due | | | 614.88 |
| DAILY JOURNAL CORPORATION CALIFORNIA NEWSPAPER SERVICE BUREAU ATTN: ACCOUNTS RECEIVABLE PO BOX 54026 LOS ANGELES, CA 90054-0026 | ACCOUNTS PAYABLE S.B. COUNTY SUPERINTENDENT OF SCHOOLS 760 E. BRIER DRIVE SAN BERNARDINO, CA 92408 USA | | | |

SAN BERNARDINO COUNTY SUN

This space for filing stamp only

473 E CARNEGIE DR #200, SAN BERNARDINO, CA 92408
Telephone (909) 889-9666 / Fax (909) 884-2536

SAN BERNARDINO SUPERINTENDENT OF
S.B. COUNTY SUPERINTENDENT OF SCHOOLS
760 EAST BRIER DRIVE
SAN BERNARDINO, CA - 92408

SB #: 3705158

PROOF OF PUBLICATION

(2015.5 C.C.P.)

State of California)
County of SAN BERNARDINO) ss

Notice Type: BID - NOTICE INVITING BIDS

Ad Description:

BID #23/24-0005 FURNITURE: SYSTEMS & STAND ALONE

I am a citizen of the United States and a resident of the State of California; I am over the age of eighteen years, and not a party to or interested in the above entitled matter. I am the principal clerk of the printer and publisher of the SAN BERNARDINO COUNTY SUN, a newspaper published in the English language in the city of SAN BERNARDINO, county of SAN BERNARDINO, and adjudged a newspaper of general circulation as defined by the laws of the State of California by the Superior Court of the County of SAN BERNARDINO, State of California, under date 06/27/1952, Case No. 73081. That the notice, of which the annexed is a printed copy, has been published in each regular and entire issue of said newspaper and not in any supplement thereof on the following dates, to-wit:

05/30/2023, 06/06/2023

Executed on: 06/07/2023
At Riverside, California

I certify (or declare) under penalty of perjury that the foregoing is true and correct.



Signature

NOTICE CALLING FOR BIDS
FURNITURE: SYSTEMS AND
STAND ALONE BID NO. 23/24-0005
BID DEADLINE: June 21, 2023 2:00
P.M. PLACE OF OPENING: San
Bernardino County
SUPERINTENDENT of Schools
ATTN: Front Desk Receptionist 760
East Brier Drive San Bernardino,
CA 92408 Notice is hereby given that
the San Bernardino County
Superintendent of Schools hereafter
called SUPERINTENDENT, will
receive sealed bids up to, but not
later than, the time fixed above for
procuring furniture: new or
refurbished, systems, stand alone
and classroom furniture as required
by the SUPERINTENDENT. All
bids shall be made on the bid form
furnished by the
SUPERINTENDENT. Each bid
must conform and be responsive to
all pertinent Bidding and Contract
Documents. Bids shall remain open,
valid and subject to acceptance
anytime within ninety (90) days
after the bid opening date and time
unless otherwise stipulated. The
successful VENDOR may be
required to furnish a Performance
Bond in the amount at a level to be
determined by the
SUPERINTENDENT. Sealed bids
will be received by the Front Desk
Receptionist, 760 East Brier Drive,
San Bernardino, CA 92408, on or
before the time and date stated
above. Bids will remain sealed until
the time and date stated. Bids must
be sealed and clearly marked on the
outside of the envelope in the lower
left-hand corner "BID ENCLOSED -
#23/24-0005 Furniture: Systems and
Stand Alone" No VENDOR may
withdraw his bid for a period of 90
days after the date set for the
opening thereof. To request a copy of
the Bid document, please contact
Procurement and Warehouse
Services at (909) 386-9508 or visit
<https://www.sbcss.k12.ca.us/index.php/business-services/business-support-services/procurement-and-warehouse-services/bids-upcoming>
ELECTRONIC SUBMISSION OF
BIDS WILL NOT BE ACCEPTED.
Advertisement #1: May 30, 2023
Advertisement #2: June 6, 2023
Questions Due: June 13, 2023 Bids
Due: June 21, 2023 2:00 p.m.
5/30, 6/6/23

SBS-3705158#



Email * A 0 0 0 0 0 6 3 3 0 0 6 6 *

| Manufacturer | Percentage Off List |
|--------------------|---------------------|
| 9to5 | 50% |
| Alumni | 40% |
| Arcadia | 25% |
| Artopex | 25% |
| BuzziSpace | 25% |
| Carpets 4 Klds | list +5% |
| CEF | 20% |
| Certwood | 40% |
| Claridge | 28% |
| Diversified | 35% |
| ECD | 52% |
| Encore | 25% |
| Eurotech | 25% |
| FireKing | 35% |
| Fomcore | 40% |
| FSR | 15% |
| Hirsh | 30% |
| Hon | 40% |
| HPFI | 40% |
| Humanscale | 40% |
| Jonticraft | list +5% |
| JSI | 30% |
| Lesro | 25% |
| LightCorp | 20% |
| Maverick | 50% |
| Mooreco | 30% |
| Muzo-Works 10 | 10% |
| NPS | 45% |
| Palmer Hamilton | 15% |
| Platinum Visual | 45% |
| Right Angle | 40% |
| Safco | 30% |
| Sico | 15% |
| Smith System | 25% |
| Tayco | 35% |
| Tenjam | 30% |
| VS | 5% |
| Wisconsin Bench | 40% |
| Webcoat / Superior | 1.50% |
| Whitney Bros | 5% |
| Workrite | 25% |



CULVER-NEWLIN
FURNITURE FOR SCHOOLS & OFFICES

PLEASE NOTE: LARGE QUANTITY ORDERS MAY QUALIFY FOR A DEEPER DISCOUNT, WHICH WE WILL PASS ON DIRECTLY TO THE DISTRICT

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Ratification of Agreement with Orbit Event Rentals, Inc.
for the purchase and installation of Lunch Shelter Canopy
Lighting and Accessories at Maybrook Elementary School
(Temporary Housing for Rancho Intermediate School)

ACTION/
(RATIFICATION)

Background and Current Considerations:

As the District prepares to move Rancho Starbuck Intermediate School to Maybrook, (Temporary Housing for Rancho Intermediate School), for the 2023-24 school year, it was necessary to provide a larger shaded area for the students to have lunch. A larger canopy will provide a safe, shaded eating environment for students and staff. On August 7, 2023, the Board of Trustees approved the purchase of a Lunch Shelter Canopy which was installed on the Maybrook campus for the benefit of the Ranch Starbuck students. The District determined that additional lighting was needed to accommodate the students throughout the year to support various programs. The additional lighting was installed with the Canopy.

Financial Implications:

The cost of the equipment and installation from Orbit Event Rentals, Inc., is \$1,242.79. Costs associated with this agreement will be paid out of Fund 21. Measure LL General Obligation Fund 21.0.

Financial Impact: \$1,242.79

Funding Source: Measure LL General Obligation Fund – Fund 21.0

Recommendation:

It is recommended that the agreement with Orbit Event Rentals, Inc., for the Purchase and installation of a Lunch Shelter canopy lighting at Maybrook for Rancho Starbuck be ratified, and that the Superintendent or designee be authorized to execute the necessary documents.

DB/cw

Superintendent's Comment:

APPROVAL RECOMMENDED.

Remit To:

Orbit Event Rentals
9525 Sorensen Ave.
Santa Fe Springs, CA 90670
www.orbiteventrentals.com

Invoice

| | |
|---------------|----------|
| Closed | Invoice# |
| Wed 8/ 9/2023 | 51634 |

Bill to:

Customer #: 22819

LOWELL JOINT SCHOOL DISTRICT
A/P DEPT
11019 VALLEY HOME AVE.
Whittier, CA 90603

Job Descr: 50x100 CANOPY PURCHASE - MAYBROOK CAMPUS

PO #: T99F0007

Date Out Wed 8/ 2/2023

| | |
|------------------|---------------|
| Terms | Aging Date |
| Due upon receipt | Wed 8/ 9/2023 |

Field Here

Field Here

Get your Party Off The Ground and into ORBIT!

Ordered By: DENISE M. SOTO 562 631-5440

Picked up by: DENISE M. SOTO

Sales Rep: Nori Guerrero 562-686-2247 nori@orbiteventrentals.com

| Qty | Key | Items | Part# | Status | Event End Date | Price |
|--------------------------------------|----------|---|-------|------------|----------------|-------------|
| 50X100X8 USED CANOPY PURCHASE | | | | | | |
| 1 | MSS | 50x100x8 JUMBO ALUMINUM FRAME | | Sold | Fri 7/21/2023 | \$30,195.00 |
| | | INCLUDES: 50X100 USED WHITE CANOPY TOP, PIPE, FITTINGS, STAKES, PINS. TENT WALLS, TIE DOWNS AND WATER BARRELS ADDITIONAL. | | | | |
| 30 | WB55B-1 | WATER BARREL 55 GALLON (BLUE) | | Sold Asset | Tue 8/ 1/2023 | \$1,498.50 |
| | | FOR SAFE ANCHORING OF CANOPY. | | | | |
| 30 | CSTRAP-1 | CANOPY STRAP | | Sold Asset | Tue 8/ 1/2023 | \$660.00 |
| | | FOR ANCHORING TENT TO WATER BARRELS. | | | | |
| 1 | J000DEL | FREIGHT/DELIVERY/INSTALLATION | | Sold | Tue 8/ 1/2023 | \$500.00 |

Delivery Wed 8/ 2/2023 8:00AM - 5:00PM

DENISE SOTO 562-902-4293
MAYBROOK SCHOOL
11700 Maybrook
Whittier, CA 90604

DELIVERY & INSTALL CANOPY WED. AUG 3

WATER SOURCE REQUIRED WITHIN 50FT OF TENT

- QUOTE IS BASED ON PURCHASE OF TENT ONLY, NOT RENTAL.
- USED/AS IS CONDITION. ALL SALES ARE FINAL. BUY BACK OPTION AVAILABLE, CALL FOR MORE INFO.
- DELIVERY & INSTALLATION NOT INCLUDED WITH SALE OF CANOPY BUT AVAILABLE FOR ADDITIONAL FEE.
- ONCE DELIVERED OR INSTALLED, CANOPY BECOMES PROPERTY OF LOWELL JOINT SCHOOL DISTRICT.
- OER WILL NOT BE HELD LIABLE FOR BODILY HARM OR PROPERTY DAMAGE DUE TO PURCHASED TENTS.
- IF TENT CANNOT BE STAKED IN THE GROUND, 55 GAL WATER DRUMS REQUIRED FOR ANCHORING TENT.
- 55 GAL WATER DRUMS AVAILABLE @50.00 EACH. MINIMUM 30 BARRELS RECOMMENDED FOR ANCHORING A 50X100 TENT.
- MONTHLY TENT SAFETY INSPECTION HIGHLY RECOMMENDED FOR LONG TERM USAGE

ALL SALES FINAL

Payment Due upon receipt
Please pay from this invoice.

| | | | | | |
|----------------------|--------------------|------------------|-------------------|-------------------|--------------------|
| Rental and Sales: | | | | | Sales Tax: |
| \$36,208.50 | | | | | \$3,397.12 |
| Total Amount: | \$39,605.62 | Discount: | \$3,355.00 | Total Paid | \$0.00 |
| | | | | Total Due | \$36,250.62 |

562-696-8875

www.orbiteventrentals.com

562-696-8862

Signature:

DENISE M. SOTO

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Orrick, Herrington &
Sutcliffe, LLP, to provide Bond and Disclosure
Counsel Services for the Possible Issuance of Future
General Obligation Bonds

ACTION

The Board of Trustees desires to investigate the possibility of calling for a general obligation bond election in the near future. The services of legal counsel with expertise in this area are necessary. The Bond Counsel service fee is \$60,000 for the first series of Bonds and \$47,500 for each additional series of Bonds issued. Disclosure Counsel service fee is \$27,500 for each series of Bonds. There is also a fee of \$2,500 for each series of Bonds to cover costs and expenses (direct and indirect). Payment for services and out of pocket expenses is contingent upon the successful issuances of general obligation bonds and payable from these bonds.

Based upon the criteria identified the District is recommending the selection of Orrick, Herrington & Sutcliffe ("Orrick") as Bond and Disclosure Counsel.

It is recommended that the agreement with Orrick, Herrington & Sutcliffe, to provide Bond and Disclosure Counsel Services for the Possible Issuance of General Obligation Bonds be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.



August 9, 2023

Via E-Mail
jcoombs@ljsd.org

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

Orrick, Herrington & Sutcliffe LLP
2050 Main Street
Suite 1100
Irvine, CA 92614-8255
+1 949 567 6700
orrick.com

Donald S. Field

E dfield@orrick.com
D +1 949 852 7727
F +1 949 567 6710

Re: 2024 Election and General Obligation Bonds

Dear Mr. Coombs:

On behalf of Orrick, Herrington & Sutcliffe LLP ("Orrick"), I would like to express our appreciation for your choice of our firm to serve as bond counsel ("Bond Counsel") and disclosure counsel ("Disclosure Counsel") to Lowell Joint School District (the "Issuer"), in connection with the seeking of voter approval and proposed issuance of general obligation bonds (the "Bonds") to finance school facilities projects (the "Project"). The purpose of this engagement letter and the attached Standard Terms of Engagement (collectively, the "Agreement") is to confirm the terms and conditions upon which Orrick will be providing legal services to the Issuer. We believe that a mutual understanding of these terms and conditions at the outset is fundamental to establishing a good working relationship.

Orrick's services as bond and disclosure counsel to the Issuer in this transaction will consist of the Customary Bond Counsel Services and Customary Disclosure Counsel Services described in the Standard Terms of Engagement attached hereto and the following additional services to the Issuer with respect to seeking voter approval of the Bonds: (i) coordination with the County of Los Angeles and the County of Orange (the "Counties") election officials to ensure that the necessary legal requirements are satisfied, (ii) preparation of the necessary resolution of the District's governing board (the "District Board") required to call the election and request consolidation with any other elections to be held on the same date, (iii) attendance at such meetings of the District Board and working group conference calls as Issuer may request, and assistance to Issuer staff in preparation of such explanations or presentations to the District Board as they may request regarding the election and proceedings therefor, (iv) preparation of the form of the tax information statement required to be distributed to voters, (v) review of the ballot arguments to be prepared by or on behalf of the Issuer, if requested, solely to evaluate whether or not statements summarizing the legal terms of the ballot measure are correct, and (vi) consultation with the Issuer and its staff, counsel, and financial advisor, and with the Counties and their staff, concerning the election proceedings.

In consideration of the Bond Counsel services set forth above, the Issuer shall pay to Orrick a fee of \$60,000 for the first series of Bonds and \$47,500 for each additional series of Bonds issued. In consideration of the Disclosure Counsel services set forth above, Orrick shall be paid a fee of \$27,500 for each series of Bonds.



Jim Coombs, Superintendent
Lowell Joint School District
August 9, 2023
Page 2

These fees are based upon the assumption that each series of the Bonds will be issued on a single date, the scope of services will be limited and conform to the description thereof contained in this Agreement, the transaction will not have an extraordinary number of problems/issues, the parties will work to minimize the number of meetings, conference calls and document distributions, the Issuer will coordinate virtual attendance at meetings of the District Board which Orrick is requested to attend, the purposes of the financing and the structure of the transaction will not materially change after preparation of the documents has commenced, and the Bonds will be issued not later than six months from the date initial drafts of any of the bond issuance documents are distributed by Orrick. If any of these assumptions are incorrect, or if any unusual or unforeseen circumstances arise, and occasions substantial additional work or responsibility on the part of Orrick, Orrick will be entitled to seek additional compensation in such amount as the Issuer and Orrick shall mutually agree to be appropriate.

In addition to the fee provided above, Orrick shall be paid a fixed amount of \$2,500 for each series of Bonds to cover costs and expenses (direct and indirect) incurred in connection with the services rendered as set forth herein, including (without limitation) document reproduction and delivery, travel, long distance telephone, telecopy, word processing, computer research, secretarial overtime and other similar expenses; provided that legal publication charges and printing expenses shall be the responsibility of the Issuer.

Orrick's fees (together with expenses) shall be contingent and payable upon the issuance of the Bonds.

Invoices shall be payable by the Issuer upon issuance of the Bonds if payable from Bond proceeds and otherwise within 30 days of receipt. The obligation to pay our invoices is solely the Issuer's and is not contingent upon any right of the Issuer may have for reimbursement, indemnification or insurance; or the Issuer's receipt of any other form of payment the Issuer may claim or expect to receive from some other party.

This engagement letter and the attached Standard Terms of Engagement represent the entire understanding and agreement between the Issuer and Orrick with respect to the subject matter referred to herein. The Issuer acknowledges that this engagement letter and the attached Standard Terms of Engagement have been carefully reviewed and their content understood and that the Issuer agrees to be bound by all of the terms and conditions and represents that the person signing below has been authorized to do so on behalf of the Issuer. Furthermore, the Issuer acknowledges that Orrick has made no representations or guarantees to the Issuer regarding the successful issuance of the Bonds, the tax status of interest on the Bonds or the time necessary to complete the issuance of the Bonds.

Nothing in the Agreement or in any of the documents contemplated hereby, expressed or implied, is intended or shall be construed to give any person other than the Issuer and Orrick any legal or equitable



Jim Coombs, Superintendent
Lowell Joint School District
August 9, 2023
Page 3

right or claim under or in respect of the Agreement or with respect to services contemplated hereby, and the Agreement shall inure to the sole and exclusive benefit of the Issuer and Orrick.

The provisions of this engagement letter may only be amended in writing and signed by both parties.

The Agreement will take effect upon execution of this engagement letter, but its effective date will be retroactive to the date Orrick first performed services. This engagement letter may be executed in counterparts, and an electronically transmitted signature shall be deemed to be the legal equivalent of an original signature.

If you have any questions, please feel free to contact the undersigned. If the foregoing, together with the attached Standard Terms of Engagement, is satisfactory, please sign and return a copy of this letter to me. We look forward to working with you and to a successful completion of this transaction.

Very truly yours,

Orrick, Herrington & Sutcliffe LLP

A handwritten signature in black ink, appearing to read "Donald S. Field".

Donald S. Field

ACKNOWLEDGED AND AGREED TO:

LOWELL JOINT SCHOOL DISTRICT

By _____

Name: Jim Coombs

Title: Superintendent

STANDARD TERMS OF ENGAGEMENT

Except as modified in writing by the engagement letter accompanying these Standard Terms of Engagement (the "Engagement Letter") or in another agreement signed by Issuer (as defined in the Engagement Letter) and Orrick, Herrington & Sutcliffe LLP ("Orrick") the following provisions shall apply to the relationship between Orrick and Issuer.

1. Issuer

Orrick's engagement is only on behalf of Issuer. In performing the services set forth in the Engagement Letter, Orrick will act as special counsel to Issuer with respect to issuance of the Bonds; Orrick will assist Issuer's counsel in representing Issuer with respect to the Bonds in a manner consistent with Orrick's role set forth in the Engagement Letter. Orrick's representation of Issuer does not encompass any governing board member, officer or employee of Issuer; any agency, department or office part of or affiliated with Issuer; or any other person or entity affiliated with Issuer. If any of these persons or entities require the services of counsel in connection with the Bonds, Orrick would be pleased to discuss whether Orrick might be able to represent any of them, but any such representation would need its own engagement letter, and would depend on Orrick's review and disclosure to all concerned of any conflicts of interest that may arise in connection with any such concurrent representation, and on appropriate consents being obtained from Issuer and from those seeking such additional representation.

2. Scope of Engagement

The scope of Orrick's representation of Issuer is limited to the specific services identified in the Engagement Letter and such additional matters as Issuer and Orrick may in their mutual discretion agree to in writing from time to time (collectively, the "Matter"). In each case, Orrick's agreement to any expansion of the scope of its representation of Issuer will be subject, among other things, to such additional conflict checks, waivers, approvals and other arrangements as Orrick may in its professional judgment deem necessary or appropriate in the circumstances and may be conditioned upon such fee adjustments or retainers as Orrick may require. Except as otherwise expressly provided in any written engagement letter (or a written amendment of a prior engagement letter) between Orrick and Issuer entered into in connection with such expansion of the scope of Orrick's representation, the agreement reflected in these Standard Terms of Engagement and in the Engagement Letter applies to Orrick's current representation of Issuer and, to the fullest extent practicable, to any subsequent matters that Orrick agrees to undertake on Issuer's behalf. Orrick's services will not extend to other business or legal affairs of Issuer or to any other aspect of Issuer's activities. Orrick's receipt or use of confidential or other information from Issuer or others in the course of the representation described in the Engagement Letter does not mean that Orrick will render any advice or services other than those described in the Engagement Letter.

The parties agree that Orrick is not acting in a staff capacity or otherwise assuming the responsibilities for any public official currently designated in Issuer's conflict of interest code.

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4132-5821-2367.12

The parties also agree that Orrick is not being retained to, has no duty to, and will not, advise Issuer or otherwise be involved in Issuer's decisions as to (a) whether Issuer should issue the Bonds, (b) the principal amount, interest rate or other pricing terms of the Bonds, (c) what project(s) is/are to be financed or refinanced through the issuance of the Bonds (the "Project"), (d) whether Issuer should enter into contracts related to the possible issuance of the Bonds or (e) the financial terms to be included in the Bonds and/or any such contracts (collectively, the "Governmental Decisions"). Instead, Orrick is being retained to advise and to render opinions as to the validity of or other legal matters respecting the issuance or sale of the Bonds Issuer determines to issue and certain contracts Issuer determines to enter into in connection with the Bonds, as set forth in the Engagement Letter. Issuer also agrees that Orrick is not being retained, and has no duty, to provide financial advice of any kind to Issuer in connection with the foregoing. Issuer, through its governing board, staff and independent legal counsel, will be exercising its independent judgment regarding the Governmental Decisions. Issuer acknowledges that Orrick has not been involved with the preliminary discussions, evaluation, planning, drawing of plans and specifications and solicitation of bids related to the Project.

Customary Bond Counsel Services

When Orrick's role is Bond Counsel to Issuer, Orrick shall perform the following legal services to Issuer:

- (1) Analysis of eligibility of the Project under state law and for interest on the Bonds to be excluded from gross income for federal income tax purposes.
- (2) Consultation with representatives of Issuer, Issuer's counsel, and any financial advisor or underwriters, and others, with respect to the timing, terms, and legal structure of the proposed Bonds.
- (3) Preparation of the resolution of the governing board of Issuer approving the issuance and sale of the Bonds and the documents to be adopted or entered into by Issuer required for the issuance of the Bonds, including the bond resolution or the indenture of trust or trust agreement between Issuer and a trustee (or, if applicable, the supplement to an existing bond resolution, indenture or trust agreement) (the "Major Legal Documents").
- (4) If the Bonds are to be sold through a competitive sale, preparation of the official notice of sale and the notice of intention to sell.
- (5) In the case of a refunding, preparation of the refunding escrow agreement.
- (6) Preparation of summaries of the Major Legal Documents included in the official statement for the Bonds (the "Official Statement").

(7) Participation in such meetings of Issuer and working group meetings or conference calls as Issuer may request.

(8) Preparation of final closing papers to be executed by Issuer required to effect delivery of the Bonds (including the Tax Agreement).

(9) Rendering of Orrick's customary form of final legal opinion to Issuer on the validity of the Bonds and the tax-exempt status of interest thereon, and, if required by the underwriters of the Bonds, Orrick's customary form of supplemental opinion to the underwriters on the accuracy of summaries contained in the Official Statement of the Major Legal Documents and the tax portion of said final legal opinion and certain other matters and, in the case of a refunding, Orrick's customary form of defeasance opinion.

(10) Providing, in electronic form, closing transcripts.

Limitations

Bond Counsel services are limited to those specifically set forth above. For example, Bond Counsel services do not include representation of Issuer or any other party in any litigation or other legal or administrative proceeding, audit or investigation involving the Bonds or any use or investment of the proceeds thereof, or any related matter. Additionally, Bond Counsel services do not include any responsibility for the preparation or content of any Official Statement or other disclosure document or presentation (other than preparation of a summary of the Major Legal Documents and of the portion of the opinion to be rendered by Bond Counsel concerning certain tax matters) or any rating agency or investor presentation or the preparation of any credit enhancement agreement, investment agreement or swap agreement. Bond Counsel services also do not include any responsibility for compliance with any federal or state securities laws, environmental, land use, procurement, real estate, construction, insurance or (except as required for tax exemption of the Bonds) tax laws or for title to, recording, filing or perfection or continuation of any liens or security interests in real or personal property. It is not the role or responsibility of Bond Counsel to assure that the interests of any parties other than Issuer are addressed or that any conditions to closing the transaction, other than as necessary in Bond Counsel's judgment to render the legal opinions delivered by Bond Counsel, have been satisfied or addressed. Neither Bond Counsel's role in the Bond closing nor Bond Counsel's provision of closing transcripts shall imply the completeness or adequacy of any items included in the closing transcript for any purpose other than as expressly addressed in the legal opinions delivered by Bond Counsel. Bond Counsel services are limited to legal advice and do not include any financial advice or analysis, including advice concerning whether or not to issue the Bonds, or adopt any Bond related resolutions or enter into any Bond related agreements. Bond Counsel services do not extend past the date of issuance of the Bonds and do not, for example, include services related to rebate or other post-issuance tax compliance, continuing disclosure, amendments to any of the

Bond related documents, post-issuance investments, interest rate swaps or management contracts entered into after the date of issuance of the Bonds, or redemption or defeasance of the Bonds. Any involvement by Bond Counsel in any of the matters referred to in this paragraph shall not constitute a waiver of any of the foregoing limitations on Bond Counsel's responsibilities unless otherwise agreed to in writing.

Customary Disclosure Counsel Services

When Orrick's role is Disclosure Counsel to Issuer, Orrick shall perform the following legal services to Issuer:

(1) Assistance in preparing a preliminary official statement (the "Preliminary Official Statement") and a final official statement (the "Official Statement") for the Bonds. Such assistance will consist of participation in conferences with the Issuer, the underwriters of the Bonds (the "Underwriters"), their respective counsel, Issuer's financial advisor and other relevant participants, assistance in the preparation of information about the Bonds, Issuer and other material information and assistance in coordinating posting, printing or reproduction of the Preliminary Official Statement and the Official Statement, the cost of which shall be the responsibility of Issuer.

(2) Rendering, in Orrick's customary form, addressed only to the Underwriters, of a so-called "10b-5 letter" (subject to customary limitations and exclusions).

Unless Orrick is also bond counsel, Issuer will rely upon, and Orrick will assume the accuracy of, the opinion of bond counsel with respect to the validity of the Bonds and the Bond documents, the federal and state tax-exempt status of interest on the Bonds, exemption from registration of the Bonds under applicable securities laws, and other matters customarily covered by opinions of bond counsel and counsel to other parties, and Orrick will not undertake any independent consideration thereof or have any other responsibility therefor. Bond counsel will also be responsible for preparing summaries of legal documents for inclusion in the Preliminary Official Statement and the Official Statement and giving an opinion as to the accuracy of the summaries of the legal documents and the Bonds and of Orrick's tax opinion contained in the Official Statement.

In performing Disclosure Counsel services, in addition to relying on the opinions described above, Orrick will be entitled to rely on the accuracy and completeness of information provided and certifications made by Issuer, the financial advisor, consultants, accountants, the underwriters, various counsel and other parties, without independent investigation or verification. While Orrick will undertake certain activities in order to provide the negative conclusion that constitutes the so-called "10b-5 letter", such activities are inherently limited in character and in scope. They cannot and will not encompass all of the activities an underwriter may be required to undertake in order to establish a due diligence or reasonable investigation defense (if available), and the securities

laws do not permit an underwriter to delegate completely duties of due diligence or reasonable investigation it may have to counsel.

Limitations

Disclosure Counsel services will be limited to those specifically set forth above and, for example, will not include other services, including but not limited to matters relating to the mode or manner of dissemination of the official statement, the accuracy of any printing or posting of the official statement, registration or qualification of the Bonds under federal or state securities laws, derivative products, regulatory matters (such as compliance with FINRA or MSRB rules or other broker-dealer regulations) or independent investigation of prior compliance with continuing disclosure undertakings, and will not include preparation or review of any rating agency or investor presentation or representation in any litigation or other legal or administrative proceeding, audit or investigation involving the Official Statement, the Bonds, the Project or any related matter. Disclosure Counsel services do not include any financial advice or analysis. Disclosure Counsel services are limited to legal advice and do not extend past the date of issuance of the Bonds and do not, for example, include services related to any post-issuance amendment of or supplement to the Official Statement or to any continuing disclosure. Any involvement by Disclosure Counsel in any of the matters referred to in this paragraph shall not constitute a waiver of any of the foregoing limitations on Disclosure Counsel's responsibilities unless otherwise agreed to in writing.

3. Costs and Expenses

Unless otherwise provided in the Engagement Letter, Issuer will pay Orrick for costs and expenses (direct and indirect) incurred in connection with the services set forth in the Engagement Letter, including (without limitation) filing and publication, document reproduction and delivery, travel, long distance telephone, telecopy, word processing, computer research, secretarial overtime, closing transcript and other similar expenses. Indirect costs, such as word processing, document reproduction and transcript costs, shall be payable at Orrick's standard cost recovery rates from time to time in effect.

Any filing, publication or printing costs required in connection with the Bonds shall be paid directly by the Issuer, but if paid by Orrick on behalf of Issuer, Issuer shall reimburse Orrick for such costs upon demand.

If any claim or action is brought against Orrick or any of its personnel which alleges negligence or wrongdoing of Issuer, or if Orrick or any current or former attorney or employee of Orrick is asked or required by a third party to testify or produce documents as a result of Orrick's representation of Issuer, Issuer agrees to pay Orrick for any resulting costs or expenses, including

Orrick's time, even if Orrick's representation of Issuer has ended. This paragraph is not intended to apply to any claim brought by or on behalf of Issuer alleging wrongdoing by Orrick.

4. Waiver of Conflicts of Interest

Orrick's agreement to represent Issuer in connection with the Matter is conditioned upon the understanding that Orrick is free to represent any clients (including entities that may be adverse to the Issuer) and to take positions adverse to either Issuer or an affiliate in any matters (whether involving the same substantive area(s) of law for which Issuer has retained Orrick or some other unrelated area(s), and whether involving business transactions, patent prosecution and patent validity and infringement opinion work, counseling, litigation or otherwise). Orrick agrees, however, to not represent any party other than Issuer in connection with the Bond financing prior to the date of termination determined in accordance with Paragraph 9 hereof without the consent of Issuer. In this connection, Issuer should be aware that Orrick regularly provides legal services for many private and public entities in connection with a wide variety of matters. (A summary of Orrick's current practice areas and the principal industries in which Orrick represents clients can be found on Orrick's web site at www.orrick.com.) For example, Orrick has represented, is representing or may in the future represent other public entities, underwriters, trustees, rating agencies, insurers, credit enhancement providers, lenders, borrowers, developers, contractors, suppliers, financial and other consultants/advisors, accountants, investment and swap providers/brokers, providers/brokers of derivative products and others who may have a role or interest in the Bond financing or the Project or that may be involved with or adverse to Issuer. In addition, Orrick's wholly-owned subsidiary BLX Group LLC may provide financial advisory services, including arbitrage rebate compliance and other post-issuance compliance services, to other parties involved in the Bond financing and Orrick may provide legal advice to such other parties in connection with such BLX Group LLC services. Orrick will, of course, hold in confidence Issuer's secrets and confidences. Similarly, Issuer understands that while Orrick may obtain confidential information from other clients that may be of interest to Issuer, Orrick cannot share such information with Issuer. Issuer acknowledges that it has had the opportunity to consult with its counsel about the consequences of the waiver set forth in this paragraph. Issuer consents to these other representations, agrees that it will not seek to disqualify Orrick from any such present or future representations, and waives any actual or potential conflict of interest that might arise or be deemed to arise, now or in the future, from this engagement of Orrick in the Matter and any past, current or future representations.

5. Internal Communications

The occasion might arise for Orrick, at Orrick's own expense, to consult regarding the Matter or this engagement with its own counsel (e.g., Orrick's General Counsel, other firm lawyers working with Orrick's General Counsel who do not perform work for Issuer in connection

with the services provided pursuant to this Engagement Agreement, or Orrick's own outside counsel). To the extent that Orrick is addressing its own rights or responsibilities, a conflict of interest might be deemed to exist between Orrick and Issuer as to such consultation or resulting communications, particularly if a dispute were ever to arise between Orrick and Issuer regarding the Matter. A condition of this engagement is that Issuer hereby consents to such consultation occurring, and waives any claim of conflict of interest based on such consultation or resulting communications that could otherwise disqualify Orrick from continuing to represent Issuer or from acting in Orrick's own behalf, even if such consultation or communications might be deemed adverse to the interests of Issuer. Issuer acknowledges and agrees that any such consulting and communications are protected from disclosure to Issuer by Orrick's own attorney-client privilege.

6. Responsibilities of Orrick and Issuer

Issuer shall have and will rely on Issuer's elected, appointed or retained chief legal officer or on outside counsel (other than Orrick) ("Issuer Counsel") to render day-to-day and ongoing general legal services and to advise Issuer with respect to all Governmental Decisions. Orrick shall circulate documents to and coordinate its services with Issuer Counsel to the extent requested by Issuer or Issuer Counsel. Orrick shall be entitled to assume that Issuer Counsel has reviewed all documents and matters submitted to Issuer for adoption or approval or to officers of Issuer for execution prior to such adoption, approval or execution.

In rendering opinions and performing legal services, Orrick shall be entitled to rely on the accuracy and completeness of information provided and certifications made by, and opinions provided by counsel to, Issuer and other parties, counsel and consultants, without independent investigation or verification. Knowledge of attorneys and non-attorneys at Orrick not working directly on the Matter will not be imputed to Orrick nor shall there be any duty on Orrick's part to make any inquiry of such other attorneys or non-attorneys.

Orrick will provide to Issuer legal counsel and assistance in accordance with the Engagement Letter and this Standard Terms of Engagement. Issuer will not look to or rely upon Orrick for any investment, accounting, financial or other non-legal advice or for any advice with respect to Governmental Decisions, including without limitation any advice regarding the character or credit of any person with whom Issuer may be dealing. Although Orrick will at times communicate with Issuer by e-mail, letter, or other written form, Orrick may provide much of its counsel and assistance in telephone conversations and meetings with Issuer. In addition, Orrick shall have the right, subject to applicable rules of professional responsibility, to discard any files or other materials relating to the Matter either before or after termination of Orrick's representation of Issuer.

For Orrick to represent Issuer effectively, Orrick needs Issuer to provide Orrick with complete and candid information regarding matters relating to the Bonds and the Project, and, if

Orrick is providing Disclosure Counsel Services, regarding financial, operating and other information material to prospective investors in the Bonds, to keep Orrick informed of relevant developments, to make decisions necessary for Orrick to fulfill its responsibilities with respect to the Bonds and otherwise to provide to Orrick Issuer's reasonable assistance and cooperation.

Orrick shall maintain errors and omissions insurance coverage applicable to the services to be rendered pursuant to the Engagement Letter.

The Engagement Letter and these Standard Terms and Conditions shall not be the basis of any breach of contract claim that would have the effect of extending any statute of limitations pertaining to legal malpractice to the statute of limitations pertaining to breach of contract.

Orrick will not be responsible for any services performed by, or acts or omissions of, any co-counsel or other transaction participant.

7. **Client Files (Cloud Storage, Retention and Disposition)**

Orrick recognizes that cloud computing services offer valuable tools to its clients and has entered into arrangements with certain providers of those services to host, process, and analyze data, including client data. Orrick's primary Data Management System is cloud based in all permissible jurisdictions.

Unless otherwise required by outside counsel guidelines or specific client instruction, Orrick will retain all hardcopy and electronic records for a period of years consistent with Orrick's internal records retention policy. When that time expires, Orrick's policy is to destroy all records related to the Matter in a manner that preserves confidentiality. Orrick will use its best efforts to contact Issuer, using the most up to date contact information in Orrick's possession, 60 days prior to the destruction of any of Issuer's records, so that Issuer may provide alternate retention instructions as necessary. Issuer understands and agrees that records related to the Matter will be destroyed in the absence of such alternate instruction or if Orrick is unable to establish contact with Issuer. If Issuer has a records retention policy in place with which outside counsel will need to comply, Issuer shall advise Orrick so that Orrick may so inform its records department.

Issuer understands that "materials" include paper files as well as information in other forms of storage, including voicemail, e-mail, printer files, electronic document files, facsimiles, dictation recordings, video files, and other formats. Orrick reserves the right, at Orrick's expense, to make copies of documents generated or received by Orrick in the course of Orrick's representation of Issuer. When Issuer requests copies of documents from Orrick, copies that Orrick generates will be made at Issuer's expense. Orrick will maintain the confidentiality of all documents throughout this process.

Orrick's own files pertaining to the Matter will be retained by Orrick (as opposed to being sent to Issuer) or destroyed. These files include, for example, internal communications, firm administrative records, time and expense reports, personnel and staffing materials, and credit and account records. For various reasons, including the minimization of unnecessary storage expenses, Orrick reserves the right to destroy or otherwise dispose of any of Orrick's own files within a reasonable time after Orrick's engagement pertaining to the Matter has concluded.

Orrick will not retain, use, or disclose the personal information we receive in connection with our representation of Issuer for any (i) purpose other than for the specific purpose of our representing Issuer and for our performance under the Engagement Letter, or as otherwise permitted by applicable privacy laws, or (ii) other commercial purpose unless otherwise required or permitted by outside counsel guidelines or specific Issuer instruction.

8. Use of Artificial Intelligence Tools and Machine Learning

Orrick strives to maximize the benefits that innovative tools and approaches can provide for Issuer. Orrick recognizes that cloud-based tools that use artificial intelligence or machine learning can be used to improve the efficacy and accuracy of legal services. Use of artificial intelligence and machine learning tools can also help to reduce the cost of providing legal services. Orrick has entered into arrangements with certain providers of artificial intelligence and machine learning tools to host, process, and analyze data, including client data, and, depending on the nature of the matter, will assess whether the use of such tools would benefit Issuer. Like online services or platforms, such tools are not immune from security or quality compromises, but all are subject to Orrick's cyber security vendor risk management program. Additionally, artificial intelligence or machine learning tools may not be configured to the precise parameters of the required work, as many have pre-built machine learning models that vary as the tool ingests data. Orrick may use data gathered by using these tools to improve budgeting, precedent libraries, template documents, and other data sets to improve client service. Data that is processed into artificial intelligence tools may also be used to improve machine learning algorithms at Orrick or in the tools of third-party vendors. If Issuer hereby consents to the use of cloud-based artificial intelligence or machine learning tools unless Issuer has advised Orrick not to do so.

9. Termination

Issuer may terminate Orrick's representation of Issuer at any time, with or without cause. Orrick may terminate its representation of Issuer at any time, with or without cause, subject to applicable rules of professional responsibility, including if, among other things, Issuer fails to cooperate or follow Orrick's advice on a material matter, or any fact or circumstance arises that, in Orrick's view, renders Orrick's continuing representation unlawful or unethical. Orrick may terminate or suspend its representation of Issuer, subject to applicable rules of professional responsibility, if the Issuer fails to make timely payment on any invoice. In the event of

termination by either Issuer or Orrick, Issuer shall pay Orrick fees and costs for work performed prior to termination and Orrick will have no responsibility or liability whatsoever for any subsequent use of documents prepared or advice provided by Orrick prior to termination. Issuer acknowledges that it has had an opportunity to consult with its counsel about the consequences of Orrick's disclaimer of responsibility and liability herein.

10. Date of Termination

Orrick's representation of Issuer will be considered terminated at the earliest of (i) Issuer's termination of the representation, (ii) Orrick's withdrawal from the representation, (iii) the substantial completion of Orrick's substantive work for Issuer; (iv) the issuance of the Bonds; or (vi) the Issuer's abandonment of the Bond financing.

11. Arbitration Right – Applicable to Engagements Governed by New York law

Please note that in the event that a dispute arises relating to Orrick's fees, Issuer may have the right to arbitration of the dispute pursuant to Part 137 of the Rules of the Chief Administrator of the Courts, a copy of which will be provided to Issuer upon Issuer's request.

12. Disclosure for Promotional Purposes

Except as Issuer may otherwise inform Orrick, and subject to any confidentiality arrangements or agreements of which Orrick is made aware between Issuer and any other party with respect to the Matter, Issuer agrees that Orrick may include, in a list of transactions and litigations which Orrick uses for promotional (including press releases and social media posting) and internal purposes, a summary description of publicly disclosed aspects of the Matter.

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2023/2024 No. 902 for Approval to Delegate Authority to the Superintendent of Schools, or Designee, to Certify Documents, Act as a Liaison with the Office of Public School Construction and Staff to the State Allocation Board

ACTION/
(RESOLUTION)

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the Voters in the Lowell Joint School District passed Measure LL. A part of Measure LL includes the repairs and upgrades to District facilities.

The Board of Trustees and Lowell Joint School District will be requesting eligibility, Funding and /or Certifying information for one or more SAB-administered program Projects pursuant to, but not limited to, Chapter 12.5, Part 10, and Article 7 Chapter 3, Part 10.5 under Division 1 and Title 1 commencing with Section 17070.10 et. seq. of the Education Code.

The Board of Trustees is required to identify School District Representatives that will sign, submit and certify documents and act as liaison with the Office of Public School Construction as staff to the State Allocation Board (SAB).

It is recommended that Resolution 2023/2024 No. 902 to Delegate Authority to the Superintendent of Schools, or Designee, to Certify Documents, Act as a Liaison with the Office of Public School Construction and Staff to the State Allocation Board, be approved, and that the Superintendent or designee be authorized to execute the resolution.

Attachment

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2023-24 NO. 902

**A RESOLUTION OF THE BOARD OF TRUSTEES
OF THE LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
TO CERTIFY INFORMATION FOR STATE ALLOCATION BOARD
(SAB) ADMINISTERED PROGRAM PROJECTS**

WHEREAS, Education Code established multiple programs to be administered by the Office of Public School Construction, under the Department of General Services, as staff to the State Allocation Board; and

WHEREAS, the Board of Trustees and Lowell Joint School District will be requesting eligibility, funding, and/or certifying information for one or more SAB-administered program projects pursuant to, but not limited to, Chapter 12.5, Part 10, and Article 7, Chapter 3, Part 10.5, under Division 1 and Title 1 commencing with Section 17070.10, et. seq. of the Education Code; and

WHEREAS, the Board of Trustees is required to identify the School District Representatives that will sign, submit, and certify documents and act as liaison with the Office of Public School Construction as staff to the State Allocation Board; and

WHEREAS, the Board of Trustees and Lowell Joint School District understand that the signing and submittal of forms on behalf of the school district commits the school district to comply with program requirements; and

WHEREAS, the Board of Trustees has identified the following positions, and the individuals currently serving in that capacity, as the District Representatives:

- ◆ Superintendent - Jim Coombs
- ◆ Assistant Superintendent, Business Services – David Bennett

NOW, THEREFORE, BE IT HEREBY RESOLVED the Board of Trustees and Lowell Joint School District authorizes the District Representative(s) to execute documents as necessary to carry out the provisions of this resolution.

APPROVED AND ADOPTED this 11TH day of September, 2023.

AYES:

NOES:

ABSENT:

ABSTAIN:

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 11th day of September, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 11th day of September 2023.

Jim Coombs, Secretary to the Board of Trustees

RESOLUTION 2023/24 No. 903

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT OF LOS ANGELES AND ORANGE
COUNTIES, CALIFORNIA,
GANN AMENDMENT APPROPRIATIONS LIMIT**

WHEREAS, Article XIII B of the California Constitution provides certain limitations and controls on the total annual appropriations of any school district; and

WHEREAS, Division 9 (commencing with Section 7900) of Title I of the Government Code provides for the implementation of Article XIII B; and

WHEREAS, Government Code Section 7900 provides that the governing body of each school district shall annually adopt a resolution to identify the estimated appropriations limit for the district for the current fiscal year and the actual appropriations limit for the district for the preceding fiscal year.

NOW, THEREFORE BE IT RESOLVED, the Board of Trustees of the Lowell Joint School District hereby resolves and declares as follows:

The actual appropriations limit for 2022-23 was \$14,825,437.73 and the appropriations in the 2022-23 budget did not exceed the limitations imposed by Article XIII B of the California Constitution.

The appropriations limit for 2023-24 is estimated to be \$15,429,494.26 and the appropriations in the 203-24 budget do not exceed the limitations imposed by Article XIII B of the California Constitution.

BE IT FURTHER RESOLVED that the documentation used in determining the appropriations limit shall be available to the public at 11019 Valley Home Avenue, Whittier, CA 90603.

APPROVED AND ADOPTED by the Board of Trustees of the Lowell Joint School District the 11th day of September, 2023.

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at a regular meeting thereof held on the 11th day of September, 2023 and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 11th day of September, 2023.

Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with
Brianna Velarde to Provide Graphic Design Work
for District Communication of Programs and
Facilities for the 2023/24 School Year

ACTION/
(RATIFICATION)

Arrangements have been made with Brianna Velarde to provide graphic design work for District Communication of programs and facilities for the 2023/24 school year. Mrs. Velarde's work for an amount not to exceed \$3,500.00 for the school year. Funding for this expenditure will be covered by the Fund 01 Account.

It is recommended that the consultant agreement with Brianna Velarde to provide graphic design work for District communication of programs and facilities for the 2023/24 school year, for an amount not to exceed \$3,500.00, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Purchase Order Report 2023/24 #2

ACTION/
(RATIFICATION)

In accordance with the law, Purchase Order Report 2023/24 #2 is recommended for approval. The report lists all purchase orders issued July 1, 2023 through July 31, 2023.

DB: ds

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B1-1

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 09/11/2023

FROM 07/01/2023 TO 07/31/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| T99F0001 | GRUETT TREE COMPANY | 6,825.00 | 6,825.00 | 0100000100 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| T99F0002 | EAST WHITTIER GLASS & MIRROR | 2,364.00 | 2,364.00 | 0100000092 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| T99F0003 | IMAGE APPAREL FOR BUSINESS | 8,506.29 | 8,506.29 | 0100000098 5895 | GF-Unrest-Not Applicable / Uniforms |
| T99F0004 | BACKFLOW TESTING SERVICE | 11,529.00 | 992.00 | 0100000089 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 464.00 | 0100000090 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 928.00 | 0100000091 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 5,875.00 | 0100000093 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 3,270.00 | 0100000094 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| T99F0005 | HUNTINGTON HARDWARE CO. INC. | 1,658.88 | 1,658.88 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99F0006 | NEW MANAGEMENT INC | 731.99 | 731.99 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99M0003 | AMERICAN EXPRESS | 3,000.00 | 3,000.00 | 0100000317 4300 | / Materials and Supplies |
| T99M0006 | AMERICAN EXPRESS | 830.86 | 830.86 | 0100000317 4300 | / Materials and Supplies |
| T99M0014 | AMERICAN EXPRESS | 418.84 | 418.84 | 0100000317 4300 | / Materials and Supplies |
| T99M0017 | AMERICAN EXPRESS | 199.00 | 199.00 | 0100000317 5810 | / Licenses/Technology |
| T99R0017 | MPI-MILLER PLUMBING INC | 1,600.00 | 1,600.00 | 0100000317 4300 | / Materials and Supplies |
| T99R0018 | WHITTIER CHAMBER OF COMMERCE | 539.00 | 539.00 | 0100000317 5300 | / Dues and Memberships |
| T99R0020 | COALITION FOR ADEQUATE SCHOOL | 543.00 | 543.00 | 0100000065 5300 | GF-Unrest-Not Applicable / Dues and Memberships |
| T99R0021 | LA HABRA AREA CHAMBER OF COMME | 360.00 | 360.00 | 0100000317 5300 | / Dues and Memberships |
| T99R0022 | SCHOOL SERVICES OF CALIFORNIA | 295.00 | 295.00 | 0100000071 5200 | GF-Unrest-Not Applicable / Travel and Conferences |
| T99R0053 | SPORTS JACKETS UNLIMITED | 44.10 | 44.10 | 0100000317 4300 | / Materials and Supplies |
| T99R0062 | ACTION TROPHY | 12.50 | 12.50 | 0100000317 4300 | / Materials and Supplies |
| T99R0065 | CALIFORNIA SCHOOL BOARDS ASSOC | 11,349.00 | 11,349.00 | 0100000317 5300 | / Dues and Memberships |
| T99U0001 | SOUTHERN CALIFORNIA GAS CO | 47,150.00 | 4,000.00 | 0100000280 5520 | Utilities/LCAP G1 A5 / Natural Gas Services |
| | | | 11,500.00 | 0100000281 5520 | Utilities/LCAP G1 A5 / Natural Gas Services |

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|------------------|----------------------------|-----------------|-----------------------|-----------------------|---|
| T99U0001 | *** CONTINUED *** | | | | |
| | | | 10,000.00 | 0100000282 5520 | Utilities/LCAP G1 A5 / Natural Gas Services |
| | | | 3,000.00 | 0100000283 5520 | Utilities/LCAP G1 A5 / Natural Gas Services |
| | | | 8,300.00 | 0100000284 5520 | Utilities/LCAP G1 A5 / Natural Gas Services |
| | | | 600.00 | 0100000285 5520 | Utilities/LCAP G1 A5 / Natural Gas Services |
| | | | 250.00 | 0100000286 5520 | Utilities/LCAP G1 A5 / Natural Gas Services |
| | | | 500.00 | 0100000287 5520 | Utilities/LCAP G1 A5 / Natural Gas Services |
| | | | 9,000.00 | 0100000288 5520 | Utilities/LCAP G1 A5 / Natural Gas Services |
| T99U0002 | SOUTHERN CALIFORNIA EDISON | 415,000.00 | | | |
| | | | 56,000.00 | 0100000112 5510 | GF-Unrest-Not Applicable / Electricity Services |
| | | | 28,000.00 | 0100000114 5510 | GF-Unrest-Not Applicable / Electricity Services |
| | | | 51,000.00 | 0100000116 5510 | GF-Unrest-Not Applicable / Electricity Services |
| | | | 58,000.00 | 0100000118 5510 | GF-Unrest-Not Applicable / Electricity Services |
| | | | 53,000.00 | 0100000119 5510 | GF-Unrest-Not Applicable / Electricity Services |
| | | | 30,000.00 | 0100000120 5510 | GF-Unrest-Not Applicable / Electricity Services |
| | | | 29,000.00 | 0100000122 5510 | GF-Unrest-Not Applicable / Electricity Services |
| | | | 100,000.00 | 0100000123 5510 | GF-Unrest-Not Applicable / Electricity Services |
| | | | 10,000.00 | 0100000125 5510 | GF-Unrest-Not Applicable / Electricity Services |
| T99X0007 | SOUTHWEST SCHOOL SUPPLY | 1,500.00 | | | |
| | | | 1,500.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0001 | WARE DISPOSAL | 47,800.00 | | | |
| | | | 3,500.00 | 0100000112 5560 | GF-Unrest-Not Applicable / Waste Disposal |
| | | | 3,500.00 | 0100000114 5560 | GF-Unrest-Not Applicable / Waste Disposal |
| | | | 3,500.00 | 0100000116 5560 | GF-Unrest-Not Applicable / Waste Disposal |
| | | | 3,500.00 | 0100000118 5560 | GF-Unrest-Not Applicable / Waste Disposal |
| | | | 3,500.00 | 0100000119 5560 | GF-Unrest-Not Applicable / Waste Disposal |
| | | | 2,500.00 | 0100000120 5560 | GF-Unrest-Not Applicable / Waste Disposal |
| | | | 2,800.00 | 0100000122 5560 | GF-Unrest-Not Applicable / Waste Disposal |
| | | | 20,000.00 | 0100000123 5560 | GF-Unrest-Not Applicable / Waste Disposal |
| | | | 5,000.00 | 0100000125 5560 | GF-Unrest-Not Applicable / Waste Disposal |
| T99Z0002 | BROTHERS AUTOMOTIVE INC | 1,000.00 | | | |
| | | | 1,000.00 | 0100000098 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |

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|------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| T99Z0003 | HUNTINGTON HARDWARE CO. INC. | 2,500.00 | 2,500.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0004 | CITY OF LA HABRA | 38,000.00 | 18,000.00 | 0100000098 4360 | GF-Unrest-Not Applicable / Tires, Fuel and Oil |
| | | | 18,000.00 | 0100000108 4360 | GF-Unrest-Not Applicable / Tires, Fuel and Oil |
| | | | 2,000.00 | 1353100052 4360 | / Tires, Fuel and Oil |
| T99Z0005 | THE HOME DEPOT PRO INSTITUTION | 94,000.00 | 17,000.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 12,000.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 12,000.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 12,000.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 12,000.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 12,000.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 17,000.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0006 | HOME DEPOT CREDIT SERVICES | 16,000.00 | 2,000.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0007 | AAA ELECTRIC MOTOR SALES & SER | 5,600.00 | 800.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 800.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 800.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 800.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 800.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 800.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 800.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0008 | AC PRO | 4,500.00 | 500.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |

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 Current Time: 14:58:09

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|------------------|------------------------------|-----------------|-----------------------|-----------------------|---|
| T99Z0008 | *** CONTINUED *** | | 500.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0009 | AUTOZONE | 750.00 | 750.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0010 | BEE GONE BEE REMOVAL SERVICE | 4,000.00 | 500.00 | 0100000100 5570 | GF-Unrest-Not Applicable / Pest Control |
| | | | 500.00 | 0100000101 5570 | GF-Unrest-Not Applicable / Pest Control |
| | | | 500.00 | 0100000102 5570 | GF-Unrest-Not Applicable / Pest Control |
| | | | 500.00 | 0100000103 5570 | GF-Unrest-Not Applicable / Pest Control |
| | | | 500.00 | 0100000104 5570 | GF-Unrest-Not Applicable / Pest Control |
| | | | 500.00 | 0100000105 5570 | GF-Unrest-Not Applicable / Pest Control |
| | | | 500.00 | 0100000106 5570 | GF-Unrest-Not Applicable / Pest Control |
| | | | 500.00 | 0100000108 5570 | GF-Unrest-Not Applicable / Pest Control |
| T99Z0011 | BEST LAWNMOWER INC. | 1,500.00 | 1,500.00 | 0100000108 5633 | GF-Unrest-Not Applicable / Repairs/Tools |
| T99Z0012 | BUG FLIP | 4,800.00 | 600.00 | 0100000113 5570 | GF-Unrestricted / Pest Control |
| | | | 600.00 | 0100000115 5570 | GF-Unrestricted / Pest Control |
| | | | 600.00 | 0100000117 5570 | GF-Unrestricted / Pest Control |
| | | | 600.00 | 0100000121 5570 | GF-Unrestricted / Pest Control |
| | | | 600.00 | 0100000137 5570 | GF-Unrestricted / Pest Control |
| | | | 600.00 | 0100000139 5570 | GF-Unrestricted / Pest Control |
| | | | 600.00 | 0100000141 5570 | GF-Unrestricted / Pest Control |
| | | | 600.00 | 0100000142 5570 | GF-Unrestricted / Pest Control |
| T99Z0013 | BUG FLIP | 4,800.00 | 500.00 | 0100000113 5570 | GF-Unrestricted / Pest Control |
| | | | 700.00 | 0100000115 5570 | GF-Unrestricted / Pest Control |
| | | | 500.00 | 0100000117 5570 | GF-Unrestricted / Pest Control |

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|------------------|------------------------------|-----------------|-----------------------|-----------------------|---|
| T99Z0013 | *** CONTINUED *** | | 700.00 | 0100000121 5570 | GF-Unrestricted / Pest Control |
| | | | 700.00 | 0100000137 5570 | GF-Unrestricted / Pest Control |
| | | | 1,000.00 | 0100000139 5570 | GF-Unrestricted / Pest Control |
| | | | 200.00 | 0100000141 5570 | GF-Unrestricted / Pest Control |
| | | | 500.00 | 0100000142 5570 | GF-Unrestricted / Pest Control |
| T99Z0014 | CANNINGS HARDWARE LA HABRA | 3,500.00 | 500.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0015 | CASE PARTS COMPANY | 500.00 | 500.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0016 | DANGELO COMPANY | 8,000.00 | 1,000.00 | 0100000089 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,000.00 | 0100000090 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,000.00 | 0100000091 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,000.00 | 0100000092 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,000.00 | 0100000093 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,000.00 | 0100000095 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,000.00 | 0100000096 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,000.00 | 0100000098 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| T99Z0017 | DANIELS TIRE SERVICE INC. | 10,000.00 | 10,000.00 | 0100000098 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| T99Z0018 | EAST WHITTIER GLASS & MIRROR | 12,000.00 | 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 |

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|------------------|---------------------------|-----------------|-----------------------|-----------------------|---|
| T99Z0018 | *** CONTINUED *** | | 1,500.00 | 0100000094 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,500.00 | 0100000096 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,500.00 | 0100000098 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| T99Z0019 | GLASBY MAINTENANCE SUPPLY | 140,000.00 | 20,000.00 | 0185100004 4300 | RRMA-Cust/Jordan / Materials and Supplies |
| | | | 20,000.00 | 0185100005 4300 | RRMA/Cust-Macy / Materials and Supplies |
| | | | 20,000.00 | 0185100006 4300 | RRMA-Cust/MG / Materials and Supplies |
| | | | 20,000.00 | 0185100007 4300 | RRMA-Cust/Olita / Materials and Supplies |
| | | | 10,000.00 | 0185100009 4300 | RRMA-Cust/D.O. / Materials and Supplies |
| | | | 10,000.00 | 0185100017 4300 | RRM-Custodial-Fac/M&O / Materials and Supplies |
| | | | 20,000.00 | 0185100022 4300 | RRMA-Custodial/Maybrook / Materials and Supplies |
| | | | 20,000.00 | 1851000003 4300 | RRMA-Cust/EP / Materials and Supplies |
| T99Z0020 | JAMES HARDWARE COMPANY | 8,000.00 | 1,000.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0021 | LOWES | 8,000.00 | 1,000.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0022 | NAPA AUTO PARTS | 500.00 | 500.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |

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|------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| T99Z0023 | PDQ EQUIPMENT RENTAL | 15,000.00 | 15,000.00 | 0100000098 5610 | GF-Unrest-Not Applicable / Rentals & Leases |
| T99Z0024 | PEST OPTION INC. | 4,800.00 | 800.00 | 0100000113 5570 | GF-Unrestricted / Pest Control |
| | | | 800.00 | 0100000115 5570 | GF-Unrestricted / Pest Control |
| | | | 800.00 | 0100000117 5570 | GF-Unrestricted / Pest Control |
| | | | 800.00 | 0100000121 5570 | GF-Unrestricted / Pest Control |
| | | | 800.00 | 0100000137 5570 | GF-Unrestricted / Pest Control |
| | | | 800.00 | 0100000139 5570 | GF-Unrestricted / Pest Control |
| T99Z0025 | PEST OPTION INC. | 2,250.00 | 750.00 | 0100000113 5570 | GF-Unrestricted / Pest Control |
| | | | 750.00 | 0100000115 5570 | GF-Unrestricted / Pest Control |
| | | | 750.00 | 0100000117 5570 | GF-Unrestricted / Pest Control |
| T99Z0026 | PLUMBING WHOLESALE OUTLET | 12,000.00 | 1,500.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0027 | SOUTHEAST CONSTRUCTION PRODUCT | 8,000.00 | 1,000.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0028 | THE SHERWIN-WILLIAMS CO. | 14,000.00 | 2,000.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |

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|------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| T99Z0028 | *** CONTINUED *** | | 2,000.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0030 | UNITED REFRIGERATION INC. | 7,500.00 | 1,000.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,000.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0031 | UNITED RENTALS (NORTH AMERICA) | 5,000.00 | 5,000.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0032 | ICS SERVICE COMPANY | 4,500.00 | 750.00 | 0100000089 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 750.00 | 0100000090 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 750.00 | 0100000091 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 750.00 | 0100000092 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 750.00 | 0100000093 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 750.00 | 0100000096 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| T99Z0033 | TURF STAR INC. | 10,000.00 | 10,000.00 | 0100000108 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0034 | VERNES PLUMBING | 33,000.00 | 5,000.00 | 0100000089 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 5,000.00 | 0100000090 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 5,000.00 | 0100000091 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 5,000.00 | 0100000092 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 5,000.00 | 0100000093 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 09/11/2023

FROM 07/01/2023 TO 07/31/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|----------------------------|-----------------|-----------------------|-----------------------|---|
| T99Z0034 | *** CONTINUED *** | | 1,500.00 | 0100000095 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 5,000.00 | 0100000096 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,500.00 | 0100000098 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| T99Z0035 | GRAINGER | 4,000.00 | 500.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0036 | AMERICAN TIME | 3,500.00 | 500.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0037 | ABES PLUMBING INC. | 15,000.00 | 2,000.00 | 0100000089 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 2,000.00 | 0100000090 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 2,000.00 | 0100000091 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 2,000.00 | 0100000092 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 2,000.00 | 0100000093 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 2,000.00 | 0100000095 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 2,000.00 | 0100000096 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| T99Z0039 | WALTERS WHOLESALE ELECTRIC | 14,500.00 | 1,000.00 | 0100000098 5630 | GF-Unrest-Not Applicable / Repairs or Maintenance |
| | | | 1,500.00 | 0100000089 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000090 4300 | GF-Unrest-Not Applicable / Materials and Supplies |

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 09/11/2023

FROM 07/01/2023 TO 07/31/2023

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|---------------------|-----------------|-----------------------|-----------------------|---|
| T99Z0039 | *** CONTINUED *** | | 1,500.00 | 0100000091 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000092 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000093 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 1,500.00 | 0100000095 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 3,500.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 2,000.00 | 0100000098 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| T99Z0040 | BEST LAWNMOWER INC. | 9,000.00 | 500.00 | 0100000096 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000100 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000101 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000102 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000103 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000104 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 500.00 | 0100000106 4300 | GF-Unrest-Not Applicable / Materials and Supplies |
| | | | 5,500.00 | 0100000108 4300 | GF-Unrest-Not Applicable / Materials and Supplies |

Fund 01 Total: 1,070,256.46
Fund 13 Total: 2,000.00
Fund 18 Total: 20,000.00
Total Amount of Purchase Orders: 1,092,256.46

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Consolidated Check Register Listing Report
2023/24 #2

ACTION/
(RATIFICATION)

The Consolidated Check Register Listing Report 2023/24 #2 is recommended for approval. The consolidated check register lists all warrants issued July 1 through July 31, 2023.

DB/ds

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B2-1

LOWELL JOINT SD
Consolidated Check Register
 from 7/1/2023 to 7/31/2023

| Check | Payee ID | Payee Name | Reference | Subs Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|-----------------|-----------------|-------------|------|--------|--------------|
| 99 00003840 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JULY23VLIFBU | OH 07/12/2023 | | MW | IS | 1,282.76 |
| 99 00003841 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JULY23VSR | OH 07/12/2023 | | MW | IS | 6,297.29 |
| 99 00003842 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JULY23DDR | OH 07/12/2023 | | MW | IS | 29,572.85 |
| 99 00003843 | V9900013 | AMERICAN EXPRESS | SCHLS2WCHJUNE | OH 07/12/2023 | | MW | IS | 9,009.89 |
| 99 00003844 | F9900011 | BEST LAWNMOWER INC. | 108610 | OH 07/12/2023 | | MW | IS | 435.08 |
| 99 00003845 | F9900033 | GLASBY MAINTENANCE SUPPLY | 334557A | OH 07/12/2023 | | MW | IS | 442.40 |
| 99 00003846 | U9900004 | SOUTHERN CALIFORNIA EDISON | 0530062723 | OH 07/12/2023 | | MW | IS | 12,275.27 |
| 99 00003847 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 0526062723 | OH 07/12/2023 | | MW | IS | 751.91 |
| 99 00003848 | U9900006 | SUBURBAN WATER SYSTEMS | 180090722397 | OH 07/12/2023 | | MW | IS | 14,223.42 |
| 99 00003849 | U9900008 | T-MOBILE | 0521062023 | OH 07/12/2023 | | MW | IS | 163.04 |
| 99 00003850 | F9900059 | THE HOME DEPOT PRO INSTITUTION | 752758854 | OH 07/12/2023 | | MW | IS | 1,217.27 |
| 99 00003851 | U9900009 | VERIZON WIRELESS-LA | 9937423064 | OH 07/12/2023 | | MW | IS | 561.57 |
| 99 00003852 | F9900069 | WALTERS WHOLESale ELECTRIC | S123418626.001 | OH 07/12/2023 | | MW | IS | 61.69 |
| 99 00003853 | U9900010 | WARE DISPOSAL | 1268907-B | OH 07/12/2023 | | MW | IS | 8,802.93 |
| 99 00003854 | V9903601 | WHITTIER AREA COMMUNITY CHURCH | 02 | OH 07/12/2023 | | MW | IS | 600.00 |
| 99 00003855 | V9903631 | CHRISTINA LOPEZ | JUNE2023 | OH 07/12/2023 | | MW | IS | 192.17 |
| 99 00003856 | V9900013 | AMERICAN EXPRESS | UNITEDMARTINE | OH 07/12/2023 | | MW | IS | 1,220.03 |
| 99 00003857 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JULY23VSR | OH 07/12/2023 | | MW | IS | 13.55 |
| 99 00003858 | V9900010 | ALLIANCE OF SCHOOLS FOR COOPER | JULY23DDR | OH 07/12/2023 | | MW | IS | 65.22 |
| 99 00003859 | F9900019 | CITY OF LA HABRA | LH23-541AR | OH 07/13/2023 | | MW | IS | 2,675.33 |
| 99 00003860 | F9900047 | LOWES | 902278-LDFRGM | OH 07/13/2023 | | MW | IS | 15.40 |
| 99 00003861 | F9900019 | CITY OF LA HABRA | LH23-541AR | OH 07/13/2023 | | MW | IS | 221.76 |
| 99 00003862 | F9900037 | HUNTINGTON HARDWARE CO. INC. | 1299781-03 | OH 07/14/2023 | | MW | IS | 2,180.22 |
| 99 00003863 | V9900086 | ILLUMINATE EDUCATION INC. | INVIE0100224 | OH 07/14/2023 | | MW | IS | 500.00 |
| 99 00003864 | V9900087 | IMAGE APPAREL FOR BUSINESS | 308282 | OH 07/14/2023 | | MW | IS | 59.88 |
| 99 00003865 | V9903404 | IMAGINE LEARNING LLC | 320701 | OH 07/14/2023 | | MW | IS | 32,175.00 |
| 99 00003866 | V9900134 | OCDE | 94SI5285 | OH 07/14/2023 | | MW | IS | 1,800.00 |
| 99 00003867 | U9900010 | WARE DISPOSAL | 1268907-A | OH 07/14/2023 | | MW | IS | 4,337.58 |
| 99 00003868 | V9903652 | CA DEPT. OF SOCIAL SERVICES | MA YBROOK LIC | OH 07/14/2023 | | MW | IS | 363.00 |
| 99 00003869 | V9903651 | DEPARTMENT OF SOCIAL SERVICES | OLITA LIC FEE | OH 07/14/2023 | | MW | IS | 484.00 |
| 99 00003870 | V9903628 | RONICA DIXON | RONICA D. REIMB | OH 07/14/2023 | | MW | IS | 266.79 |
| 99 00003871 | N9900015 | Continental Sales | JUNE2023FINAL | OH 07/14/2023 | | MW | IS | 362.50 |
| 99 00003872 | N9900004 | DRIFTWOOD DAIRY | JUNE2023FINAL | OH 07/14/2023 | | MW | IS | 653.95 |
| 99 00003873 | N9900007 | GOLD STAR FOODS | JUNE2023FINAL | OH 07/14/2023 | | MW | IS | 27.89 |

LOWELL JOINT SD
Consolidated Check Register
 from 7/1/2023 to 7/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|--------------------|------|------------|-------------|------|--------|--------------|
| 99 00003874 | F9900045 | LADY BUGS ENVIRONMENTAL TERMIT | 150547 | OH | 07/14/2023 | | MW | IS | 55.00 |
| 99 00003875 | V9903559 | ELITE AIR CONDITIONING INC | MG | OH | 07/14/2023 | | MW | IS | 3,375.00 |
| 99 00003876 | V9903559 | ELITE AIR CONDITIONING INC | HVAC-DO 6262023 | OH | 07/14/2023 | | MW | IS | 16,150.00 |
| 99 00003877 | F9900037 | HUNTINGTON HARDWARE CO. INC. | 1293686-02 | OH | 07/14/2023 | | MW | IS | 644.78 |
| 99 00003878 | V9903601 | MPI-MILLER PLUMBING INC | APP-2 | OH | 07/14/2023 | | MW | IS | 5,528.05 |
| 99 00003879 | V9903606 | POST BROS. CONSTRUCTION CO. | APP#2-03-122420 | OH | 07/14/2023 | | MW | IS | 32,863.59 |
| 99 00003880 | F9900038 | ICS SERVICE COMPANY | 37610 | OH | 07/17/2023 | | MW | IS | 60.00 |
| 99 00003881 | V9900123 | MONOPRICE INC. | 23471434 | OH | 07/17/2023 | | MW | IS | 2,264.74 |
| 99 00003882 | F9900042 | KOURY ENGINEERING & TESTING | 955354 | OH | 07/17/2023 | | MW | IS | 15,707.50 |
| 99 00003883 | V9903590 | Anaheim Union High School Dist | 64SI0581 | OH | 07/18/2023 | | MW | IS | 400.00 |
| 99 00003884 | V9900006 | ASSOCIATION OF CALIF. SCHOOL A | 23/24 DUES- | OH | 07/18/2023 | | MW | RV | 2,588.19 |
| 99 00003885 | V9903648 | Behavioral Emotional & Academi | 1790 | OH | 07/18/2023 | | MW | IS | 4,000.00 |
| 99 00003886 | V9900077 | FULLERTON SCHOOL DISTRICT | 22SI1365 | OH | 07/18/2023 | | MW | IS | 1,860.00 |
| 99 00003887 | E9900112 | KIMBERLY RICKENBACKER | EP-EXP REIMB | OH | 07/18/2023 | | MW | IS | 45.45 |
| 99 00003888 | V9900148 | QUADIANT FINANCE USA INC. | 6-5-23-W11685071 | OH | 07/18/2023 | | MW | IS | 1,061.95 |
| 99 00003889 | V9900156 | RENAISSANCE LEARNING INC. | INV5285072 | OH | 07/18/2023 | | MW | IS | 5,910.00 |
| 99 00003890 | V9900180 | SPARKLETT'S | 15734879070223JU | OH | 07/18/2023 | | MW | IS | 5.49 |
| 99 00003891 | V9900206 | WHITTIER CHAMBER OF COMMERCE | 42605 | OH | 07/18/2023 | | MW | IS | 539.00 |
| 99 00003892 | I9900006 | DEBRA AMOS dba FEEDING DREAMS | 23-06 JUNE 2023 | OH | 07/18/2023 | | MW | IS | 1,650.00 |
| 99 00003893 | B9990013 | HAUFFE COMPANY | 467 | OH | 07/18/2023 | | MW | IS | 19,712.00 |
| 99 00003894 | V9903598 | RED WAVE COMMUNICATIONS & ELEC | APP2 03-122420 | OH | 07/18/2023 | | MW | IS | 257,568.75 |
| 99 00003895 | V9903599 | SPEC. CONSTRUCTION CO. INC | APP#2- 03-122420 | OH | 07/18/2023 | | MW | IS | 55,551.25 |
| 99 00003896 | V9903470 | WHITTIER CHRISTIAN HIGH SCHOOL | 150063 | OH | 07/18/2023 | | MW | IS | 18,150.00 |
| 99 00003897 | B9990013 | HAUFFE COMPANY | 468 | OH | 07/18/2023 | | MW | IS | 12,500.00 |
| 99 00003898 | V9900090 | INCIDENT IQ LLC | 6031 | OH | 07/21/2023 | | MW | IS | 7,383.58 |
| 99 00003899 | V9900099 | LA HABRA AREA CHAMBER OF COMME | 7489 | OH | 07/21/2023 | | MW | IS | 360.00 |
| 99 00003900 | V9903418 | Library World inc | 12418 | OH | 07/21/2023 | | MW | IS | 2,970.00 |
| 99 00003901 | V9900127 | NASSP | 9001663099 | OH | 07/21/2023 | | MW | IS | 385.00 |
| 99 00003902 | V9900190 | THE LIBRARY STORE INC. | 638973 | OH | 07/21/2023 | | MW | IS | 180.90 |
| 99 00003903 | V9900020 | ATKINSON ANDELSON LOYA RUUD & | 686807-JUNE 2023 | OH | 07/24/2023 | | MW | IS | 4,742.19 |
| 99 00003904 | E9900084 | JIM COOMBS | LDRSHPASSOC612OH | OH | 07/24/2023 | | MW | IS | 122.10 |
| 99 00003905 | E9900084 | JIM COOMBS | SCHLS2WCHJUNE OH | OH | 07/24/2023 | | MW | IS | 494.96 |
| 99 00003906 | V9900251 | MARINA CARDENAS | CLINTERVWS 6-26 OH | OH | 07/24/2023 | | MW | IS | 36.35 |
| 99 00003907 | E9900150 | MIN YI | SCHLS2WCHJUNE OH | OH | 07/24/2023 | | MW | IS | 198.55 |

LOWELL JOINT SD
Consolidated Check Register
 from 7/1/2023 to 7/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------|----------|---------------------------------|--------------------------------|------------------|------------|-------------|------|--------|--------------|
| 99 | 00003908 | V9900123 | MONOPRICE INC. | 23543285 | OH | 07/24/2023 | MW | IS | 3,486.93 |
| 99 | 00003909 | V9900124 | MOSAIC NETWORK INC. | 2023.053 | OH | 07/24/2023 | MW | IS | 8,117.00 |
| 99 | 00003910 | E9900151 | MYRA PADILLA | MILEAGEOCDE62 | OH | 07/24/2023 | MW | IS | 31.44 |
| 99 | 00003911 | E9900214 | WHITNEY TAKACS | SCHLS2WCHJUNE | OH | 07/24/2023 | MW | IS | 540.77 |
| 99 | 00003912 | V9903521 | YMCA OF ORANGE COUNTY | JUNE23ELOPPGR | OH | 07/24/2023 | MW | IS | 66,909.42 |
| 99 | 00003913 | V9903215 | QUIEL SCHOOL SIGNS | PAYAPP 1 -RS2122 | OH | 07/24/2023 | MW | IS | 19,648.00 |
| 99 | 00003914 | V9900084 | HOUGHTON MIFFLIN HARCOURT | 955807793 | OH | 07/25/2023 | MW | IS | 362.83 |
| 99 | 00003915 | V9903580 | GRAINGER | 9644273402 | OH | 07/26/2023 | MW | IS | 51.88 |
| 99 | 00003916 | F9900037 | HUNTINGTON HARDWARE CO. INC. | 1306789-01 | OH | 07/26/2023 | MW | IS | 1,844.49 |
| 99 | 00003917 | F9900052 | PDQ EQUIPMENT RENTAL | 783471 | OH | 07/26/2023 | MW | IS | 1,890.40 |
| 99 | 00003918 | U9900004 | SOUTHERN CALIFORNIA EDISON | 0612071223 | OH | 07/26/2023 | MW | IS | 20,465.59 |
| 99 | 00003919 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 0613071323 | OH | 07/26/2023 | MW | IS | 331.15 |
| 99 | 00003920 | F9900066 | UNITED RENTALS (NORTH AMERICA) | 220456972-001 | OH | 07/26/2023 | MW | IS | 4,089.99 |
| 99 | 00003921 | V9900008 | ADMINISTRATIVE SERV. CO-OP | 2023615 | OH | 07/27/2023 | MW | IS | 31,463.20 |
| 99 | 00003922 | E9900220 | ALISON GARDNER | SCHLS2WCHJUNE | OH | 07/27/2023 | MW | IS | 538.04 |
| 99 | 00003923 | B9990003 | AMERICAN TIME | 867807 | OH | 07/27/2023 | MW | IS | 1,055.58 |
| 99 | 00003924 | S9990001 | BEHAVIOR AND EDUCATION INC | 6308155 | OH | 07/27/2023 | MW | IS | 8,909.00 |
| 99 | 00003925 | F9900011 | BEST LAWNMOWER INC. | 108598 | OH | 07/27/2023 | MW | IS | 168.32 |
| 99 | 00003926 | F9900014 | BUG FLIP | 66687 | OH | 07/27/2023 | MW | IS | 165.00 |
| 99 | 00003927 | VOID.CONTIVoid - Continued Stub | | CONTINUE | OH | 07/27/2023 | VM | VD | 0.00 |
| 99 | 00003928 | VOID.CONTIVoid - Continued Stub | | CONTINUE | OH | 07/27/2023 | VM | VD | 0.00 |
| 99 | 00003929 | VOID.CONTIVoid - Continued Stub | | CONTINUE | OH | 07/27/2023 | VM | VD | 0.00 |
| 99 | 00003930 | VOID.CONTIVoid - Continued Stub | | CONTINUE | OH | 07/27/2023 | VM | VD | 0.00 |
| 99 | 00003931 | VOID.CONTIVoid - Continued Stub | | CONTINUE | OH | 07/27/2023 | VM | VD | 0.00 |
| 99 | 00003932 | V9999999 | CALIFORNIA DEPARTMENT OF TAX A | WLH048892 | OH | 07/27/2023 | MW | IS | 1,001.69 |
| 99 | 00003933 | F9900027 | EAST WHITTIER GLASS & MIRROR | 19266 | OH | 07/27/2023 | MW | IS | 2,364.00 |
| 99 | 00003934 | S9990002 | GALLAGHER PEDIATRIC THERAP | 10829 | OH | 07/27/2023 | MW | IS | 3,739.27 |
| 99 | 00003935 | E9900089 | JULIE MAYHEW | SCHLS2WCHJUNE | OH | 07/27/2023 | MW | IS | 493.22 |
| 99 | 00003936 | V9900134 | OCDE | 94S15168 | OH | 07/27/2023 | MW | IS | 3,687.80 |
| 99 | 00003937 | V9903654 | CITY OF LA HABRA COMMUNITY SER | 1342022 - LJ1 | OH | 07/27/2023 | MW | IS | 41,600.00 |
| 99 | 00003938 | V9903642 | KWIPPED INC | R3886-P19575 | OH | 07/27/2023 | MW | IS | 4,976.49 |
| 99 | 00003939 | V9999999 | CALIFORNIA DEPARTMENT OF TAX A | APP#2-03-122420 | OH | 07/27/2023 | MW | RV | 3,368.52 |
| 99 | 00003940 | V9900037 | CENGAGE LEARNING | 81439795 | OH | 07/28/2023 | MW | IS | 32,471.51 |
| 99 | 00003941 | V9900104 | LEADER SERVICES | 6358 | OH | 07/28/2023 | MW | IS | 406.78 |

LOWELL JOINT SD
Consolidated Check Register
 from 7/1/2023 to 7/31/2023

| Check | Payee ID | Payee Name | Reference | Subs | Check Date | Cancel Date | Type | Status | Check Amount |
|-------------|----------|--------------------------------|----------------|------|------------|-------------|------|--------|--------------|
| 99 00003942 | V9900129 | NCS PEARSON INC. | 22056636 | OH | 07/28/2023 | | MW | IS | 1,939.02 |
| 99 00003943 | V9900085 | HOWARD INDUSTRIES INC | 23-00584600 | OH | 07/28/2023 | | MW | IS | 14,167.99 |
| 99 00003944 | R9900001 | BRENT ALLSMAN | AUG 2023 | OH | 07/31/2023 | | MW | IS | 603.64 |
| 99 00003945 | R9903247 | CAROLYN KANE | AUG 2023 | OH | 07/31/2023 | | MW | IS | 1,358.28 |
| 99 00003946 | R9900014 | EDDY VEGA | AUG 2023 | OH | 07/31/2023 | | MW | IS | 603.64 |
| 99 00003947 | U9900002 | FRONTIER | 0610080923 | OH | 07/31/2023 | | MW | IS | 29.83 |
| 99 00003948 | R9900007 | GAYLE ROGERS | AUG 2023 | OH | 07/31/2023 | | MW | IS | 269.02 |
| 99 00003949 | V9903420 | Granite Telecommunications LLC | 608976419 | OH | 07/31/2023 | | MW | IS | 1,520.33 |
| 99 00003950 | R9900015 | KATHRYN ALLSMAN | AUG 2023 | OH | 07/31/2023 | | MW | IS | 603.64 |
| 99 00003951 | R9900013 | MARGARET DUMADAG | AUG 2023 | OH | 07/31/2023 | | MW | IS | 603.64 |
| 99 00003952 | R9900009 | NANCY WHITE | AUG 2023 | OH | 07/31/2023 | | MW | IS | 1,358.28 |
| 99 00003953 | R9900010 | PENNY MAYERCHECK | AUG 2023 | OH | 07/31/2023 | | MW | IS | 1,358.28 |
| 99 00003954 | R9900011 | RONALD RANDOLPH | AUG 2023 | OH | 07/31/2023 | | MW | IS | 689.04 |
| 99 00003955 | V9900166 | SAN JOAQUIN COUNTY OFFICE OF E | 241700 | OH | 07/31/2023 | | MW | IS | 800.00 |
| 99 00003956 | R9900012 | SHELLEY MARKER | AUG 2023 | OH | 07/31/2023 | | MW | IS | 603.64 |
| 99 00003957 | U9900005 | SOUTHERN CALIFORNIA GAS CO | 0619071923 | OH | 07/31/2023 | | MW | IS | 156.79 |
| 99 00003958 | U9900008 | T-MOBILE | 0604070323 | OH | 07/31/2023 | | MW | IS | 75.00 |
| 99 00003959 | V9900188 | THE HARTFORD | P9900492234-Q3 | OH | 07/31/2023 | | MW | IS | 170.79 |
| 99 00003960 | U9900009 | VERIZON WIRELESS-LA | 9939793558 | OH | 07/31/2023 | | MW | IS | 640.74 |
| 99 00003961 | R9900002 | BRUCE PATTILLO | AUG 2023 | OH | 07/31/2023 | | MW | IS | 603.64 |

Issued: 894,752.84
Reversed: 5,956.71
99 Bank Total: 900,709.55

Grand Total: 900,709.55

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Acceptance of Notice of Completion, Tricore Enterprises Inc., ACTION
dba Quiel School Signs for Marquee Installation at El Portal
Elementary School

Background:

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

Current Considerations:

On May 2, 2022, the Board of Trustees approved a construction contract with Tricore Enterprises Inc., dba Quiel School Signs for Marquee Installation at El Portal Elementary.

This work is completed at El Portal Elementary and has been accepted by the District.

Financial Implications:

Financial Impact: \$20,682
Funding Source: Fund 40.0 - Special Reserve for Capital Outlay Projects

Recommendation:

It is recommended that the Board of Trustees accept a Notice of Completion, Tricore Enterprises Inc., dba Quiel School Signs, El Portal Elementary, \$20,682, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report 2023/2024 #2 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees ACTION/
(RATIFICATION)

The attached Employer-Employee Relations/Personnel Report 2023/2024 #2, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees has been completed without irregularities and in compliance with the law, District policy, administrative regulations, rules, procedures, and direction of the supervisor and all information has been fully disclosed.

It is recommended that Employer-Employee Relations/Personnel Report 2023/2024 #2, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees, be ratified.

Attachment

JC/me

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2023/24 #2

September 11, 2023

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

| NAME | <u>EFFECTIVE DATE</u> | <u>END DATE</u> | SITE | COMMENTS |
|-----------------------|-----------------------|-----------------|------|---------------------------------------|
| Van der Lee, Michelle | 08/14/2023 | 09/25/2023 | MG | (AB375) FMLA Medical Leave |
| Simons, Rebecca | 08/14/2023 | 10/06/2023 | MG | (AB375) FMLA Baby Bonding Leave |
| Simons, Rebecca | 10/09/2023 | 12/23/2023 | MG | (AB375) FMLA Leave of Absence |
| Okoorian, Naomi | 08/21/2023 | 08/25/2023 | MG | (AB375) FMLA Personal Necessity Leave |
| Rutledge, Stephanie | 09/01/2023 | 10/01/2023 | MA | (AB375) FMLA Medical Leave |
| Russell, Anne | 11/30/2023 | 12/15/2023 | OL | (AB375) FMLA Personal Necessity Leave |
| Cacioppo, Bianca | 09/22/2023 | 09/29/2023 | EP | (AB375) FMLA Baby Bonding Leave |
| Cacioppo, Bianca | 11/27/2023 | 23/22/2023 | EP | (AB375) FMLA Baby Bonding Leave |
| Razo, Becca | 11/13/2023 | 11/17/2023 | EP | (AB375) FMLA Personal Necessity Leave |
| Liles, Amy | 09/20/2023 | 09/28/2023 | JO | (AB375) FMLA Medical Leave |

B. CERTIFICATED SALARIES

| NAME | <u>EFFECTIVE DATE</u> | END DATE | SITE | COMMENTS |
|------------------|-----------------------|------------|------|---|
| Gonzalez, Leslie | 08/14/2023 | 05/31/2024 | EP | Class 2 / Step 1. Units to move. Correction of EER #11 2022-2023 |
| Valdez, Michelle | 08/14/2023 | 05/31/2024 | MA | Class 5 / Step 10. Units to move. Correction of EER #11 2022-2023 |

C. CONTRACTS

| NAME | <u>EFFECTIVE DATE</u> | <u>END DATE</u> | SITE | COMMENTS |
|-----------------|-----------------------|-----------------|------|---------------------------------|
| Takacs, Linda | 08/01/2023 | 05/31/2024 | DO | Induction Program Coordinator |
| Hensley, Sharon | 08/01/2023 | 05/31/2024 | DO | CARE Intern Program Coordinator |

D. 2023/2024 Stipends

| NAME | <u>EFFECTIVE DATE</u> | <u>CLASS/COL/STEP</u> | SITE | COMMENTS |
|-----------------|-----------------------|-----------------------|------|--|
| Peloquin, Karen | 08/14/2023 | 05/31/2024 | OL | To be paid \$300.00 per month, not to exceed \$3,000.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds |

| | | | | |
|-----------------|------------|------------|----|---|
| Takacs, Linda | 08/01/2023 | 05/31/2024 | DO | To be paid \$4,000.00 per month, not to exceed \$40,000.00 for serving as Induction Program Coordinator. To be paid from General Fund/Educator Effectiveness Grant. |
| Hensley, Sharon | 08/012/023 | 05/31/2024 | DO | To be paid \$4,000.00 per month, not to exceed \$40,000.00 for serving as Intern Program Coordinator CARE. To be paid from Out of Home Care Funds |

* It is further recommended that these individuals be approved for substitute teaching at the rate of \$200.00 per day and/or \$50.00 an hour rate (not to exceed six hours) as applicable and to include: Professional Development, Saturday School, Site Support Duties, Intervention, and PowerSource, Power Up, ESY

**It is further recommended that the individuals listed in Certificated Salaries for 2023-2024 is approved to instruct in the Intervention Programs. The rate of pay is \$50.00/hour and will be paid from Title I or LCFF Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2023-2024 serve as home school teachers, if needed, for the 2023-2024 school year at a rate of \$50.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2023-2024 school year.

E. Employment of substitutes effective 07/01/2023 for the 2023-2024 school year @ \$200 per day and \$100.00 per half day rate, \$250.00 long term sub rate, and \$50.00 per hour* (not to exceed six hours) as applicable and to include: professional development, Saturday school, site support duties, Saturday School. Intervention, PowerUp, ESY and Power Source.

| | | |
|-----------------------------|-------------------|------------------------|
| Bolanos, Vanessa | Santillan, Ana | Buechler, Cary |
| Venegas, Kristen | Behura, Alexander | Abarcha Hildago, Arely |
| Shupe, Violeta | Villa, Xiomara | Kang, Yisul (Janice) |
| Laws, Paige | Bement, Michael | Hunter, Abigail |
| Villanueva Ramirez, Anthony | Allsman, Kathryn | Craton, Cole |
| Ducoulombier, Jennifer | Russell, Joshua | Valdez, Bob |

F. SUBSTITUTE CHANGE OF PAY

| NAME | EFFECTIVE DATE | END DATE | SITE | COMMENT |
|----------------------|----------------|------------|------|--|
| Carr, Candice | 08/14/2023 | 10/06/2023 | DO | To be paid Long term rate of \$250 daily as sixth grade teacher at MG |
| Carr, Candice | 10/09/2023 | 12/22/2023 | DO | To be paid Long term rate of \$250 daily as sixth grade teacher at MG |
| Shupe, Violetta | 08/21/2023 | 09/25/2023 | DO | To be paid Long term rate of \$250 daily as 4 th grade teacher MG |
| Bukcner, Iris | 08/14/2023 | 05/30/2024 | DO | To be paid Long term rate of \$250 daily as Intervention OL |
| Montemayor, Kathleen | 09/01/2023 | 09/29/2023 | DO | To be paid Long term rate of \$250 daily as Virtual Academy Teacher Macy Elementary |
| Vega, Sandy | 11/30/2023 | 12/15/2023 | DO | To be paid Long term rate of \$250 daily as Special Education Teacher Olita Elementary |
| Sturgill, Berea | 08/21/2023 | 08/25/2023 | DO | To be paid Long daily rate of \$200 daily as First Grade Teacher Meadow Green Elementary |
| Kang, Janice | 09/22/2023 | 09/29/2023 | DO | To be paid daily rate of \$200 daily as Special Education Teacher El Portal Elementary |
| Kang, Janice | 11/27/2023 | 12/22/2023 | DO | To be paid Long term rate of \$250 daily as Special Education Teacher El Portal Elementary |

| | | | | |
|---------------|------------|------------|----|--|
| Kang, Janice | 11/13/2023 | 11/17/2023 | DO | To be paid daily rate of \$200 daily as Special Education Teacher El Portal Elementary |
| Warner, Ellie | 09/20/2023 | 09/28/2023 | DO | To be paid Long term rate of \$250 daily as 2 / 3 combo teacher at Jordan Elementary |

G. CERTIFICATED JOB DESCRIPTIONS

Addition: Board Certified Behavioral Analyst

II. CLASSIFIED EMPLOYEES September 11, 2023

A. MONTHLY – GENERAL FUND

B. HOURLY – GENERAL FUND

| <u>NAME/ EMPLOYEE ID#</u> | <u>EFFECTIVE DATE</u> | <u>END DATE</u> | <u>RANGE/ STEP</u> | <u>SITE</u> | <u>COMMENTS</u> |
|-------------------------------|---------------------------|---------------------|------------------------|-------------|--|
| Abbond, Karey | 8/14/23 | | | RS | Resignation: Cafeteria Worker |
| Allsman, Katelyn | 8/16/23 | | R16/S2 | RS | Step Increase : Instructional Aide |
| Allsman, Marcella | 8/16/23 | | R14/S5 | OL | Step Increase : Instructional Aide |
| Allstun, Brenda | 8/31/23 | | | RS | Retirement : Instructional Aide SE/MOD |
| Anaya, Arlene | 8/10/23 | | R14/S2 | EP | Promotion: Instructional Aide to Instructional Aide Early Learning TK 3.75 hours/5 days/ 10 months |
| Anaya, Arlene | 8/16/23 | | R14/S2 | EP | Step Increase : Instructional Aide |
| Aparicio, Gina | 8/16/23 | | R15/S2 | MG | Step Increase : Instructional Aide |
| Armijo, Jessica | 8/7/23 | | R21/S8 | RS | Step Increase: Day Custodian |
| Barahona, Krystina | 8/3/23 | | R18/S8 | MA | Step Increase: Night Custodian |
| Brena, Lisa | 8/5/23 | | R23/S6 | MG | Step Increase : Office Manager |
| Brown, Matthew | 8/16/23 | | | JO | Longevity : 10 years Classified |
| Brown, Matthew | 8/16/23 | | | JO | Step Increase : Day Custodian |

| | | | | |
|----------------------|------------|----------------|----|--|
| Cacioppo, Sherrie | 8/14/23 | R7/S7 | MG | Step Increase: Cafeteria Worker |
| Cantrell, Kristen | 8/1/23 | | MA | Resignation: Noon Duty Aide |
| Cardenas, Eva | 8/15/23 | R14/S2 | JO | Promotion: Substitute Instructional Aide to DLI Instructional Aide 3.75 hours/5 days/10 months |
| Cardenas, Lauren | 8/15/23 | R14/S1 | MA | Promotion: Café Worker to Child Development Assistant |
| Cardenas, Marina | 8/29/23 | CONF N/S7 | DO | Step Increase: Administrative Assistant – Administrative Services/CL Personnel |
| Castro, Claudia | 8/10/23 | R16/S2 | JO | Step Increase: Clerk Typist |
| Coelho, Julie | 8/15/23 | R18/S2 | OL | Reclass: Expanded Learning Site Coordinator |
| Connolly, Luz | 7/31/23 | | DO | Additional Assignment: Substitute Bilingual Instructional Aide |
| Coronado, Jessica | 6/2/23 | | JO | Resignation: Child Development Assistant |
| Costello, Jennifer | 8/17/23 | | MG | Step Increase: Satellite Cafeteria Worker |
| Costello, Jennifer | 8/11/23 | | DO | Additional Assignment: Substitute Expanded Learning Site Coordinator |
| Coutts, Carrie | 7/27/23 | | DO | Additional Assignment: Substitute Health Tech |
| Coutts, Carrie | 08/15/2023 | R16/S1 | EP | Promotion: Noon Duty Aide to Instructional Aide ABA |
| Cramer, Samantha | 8/8/23 | R20/S2 | JO | Step Increase : Preschool Teacher |
| Cunningham, Susan | 7/27/23 | | DO | Resignation: Substitute Noon Duty Aide |
| Daleo-DeSmith, Janet | 08/20/23 | | DO | Resignation: Substitute Noon Duty Aide |
| Del Cid, Maria | 8/17/23 | R15/S4 | JO | Step Increase: Instructional Aide |
| Delorbe, Ruth | 8/14/23 | R18/S3 | RS | Promotion: Café Worker to Cafeteria Manager |
| Dominguez, Martin | 8/1/23 | R18/S6 | JO | Step Increase : Night Custodian |
| Dorling, Jane | 8/14/23 | R20/S3 | RS | New Hire: Library Media Technician 8 hours/5 days/11 months |
| Espinoza, Karina | 8/14/23 | R18/S1 | EP | New Hire: Expanded Learning Site Coordinator |
| Espinoza, Karina | 8/15/23 | R15/S1 | EP | Resignation: Expanded Learning Site Coordinator |
| Fonti, Caitlian | 8/2/23 | | DO | Additional Assignment: Substitute Instructional Aide |
| Fonti, Caitlian | 8/16/23 | R14/S1 | MA | Promotion: Substitute Noon Duty Aide to Permanent Noon Duty Aide 1.50 hours/5 days/ 10 months |
| Garica, Melissa | 8/16/23 | R7/S6 | JO | Step Increase: Cafeteria Worker |
| Garcia, Olivia | 7/27/23 | | MG | Resignation : Instructional Aide SE/MOD |
| Gaitan, Wendy | 8/15/23 | CL MG R7/S2 | OL | Step Increase: Site Supervisor/Preschool Teacher Preschool |

| | | | | |
|-------------------------------|---------|----------------|----|---|
| Gomez-Longo, Stephanie | 8/15/23 | R14/S1 | EP | Promotion: Noon Duty Aide to Instructional Aide Early Learning TK 3.75 hours/5 days/10 months |
| Gonzalez, Kayla | 8/14/23 | R20/S3 | OL | New Hire: Preschool Teacher 8 hours/5 days/10 months |
| Hernandez, Frances | 8/18/23 | R18/23 | MG | Step Increase : Clerk Typist |
| Hernandez, Frances | 8/9/23 | R23/S1 | JO | Long Term Sub: Office Manger |
| Hoffman, Tabatha | 8/3/23 | | OL | Resignation: Instructional Aide SH/MOD |
| Hoffman, Tabatha | 8/28/23 | R14/S1 | DO | Rehire as Substitute Instructional Aide SESA |
| Kim, Elizabeth | 8/22/23 | | DO | Additional Assignments: Substitute Instructional Aide |
| Kim, Hannah | 8/9/23 | R16/S2 | OL | Promotion: Substitute Clerk Typist to Permanent Clerk Typist 3.75 hours/ 5 days/10 months |
| Kennedy, Joelle | 8/7/23 | | OL | Resignation : Instructional Aide SESA |
| Lord, Dixie | 8/7/23 | R23/S7 | RS | Step Increase : Office Manger |
| Lujano Arteaga, Jose Raul | 8/22/23 | | MA | Longevity : 10 years Classified |
| Marquez, Francisco | 8/15/23 | R15/S2 | OL | Promotion: Substitute Instructional Aide to Permanent Instructional Aide SE/MOD |
| Martin, Jordan | 8/12/23 | CL MG R4/S7 | DO | Step Increase : Occupational Therapist |
| Mize, Kelly | 8/14/23 | R14/S7 | EP | Step Increase: Instructional Aide |
| Mora, Jill | 8/16/23 | R14/S2 | JO | Step Increase : Instructional Aide |
| Mularkey, Elaine | 8/16/23 | R14/S2 | OL | Step Increase : Instructional Aide |
| Munoz, Rae-Lynn | 8/16/23 | R14/S2 | MA | Step Increase : Instructional Aide |
| Nunez, Marie | 8/15/23 | R14/S2 | JO | New Hire: Child Development Assistant 3.75 hours/5 days/10 months |
| Ortiz, Irene | 8/22/23 | | DO | Additional Assignments: Substitute Instructional Aide |
| Osorio, Diego Leon Carmona | 8/26/23 | | OL | Longevity : 10 years Classified |
| Padilla, Yvette | 8/7/23 | | DO | Resignation : Substitute Instructional Aide |
| Pardo, Cristian | 8/16/23 | CL MGNT/S5 | DO | New Hire: Network & Data Systems Technology Supervisor 8 hours/5 days/12 months |
| Paz, Carrie | 8/16/23 | R15/S2 | MG | Step Increase: Health Tech |
| Perez, Shari | 8/17/23 | R14/S3 | OL | Step Increase: Instructional Aide |

| | | | | |
|--------------------------|---------|------------|----|--|
| Perez, Stephanie | 8/1/23 | CL MGNT/S1 | MA | New Hire: Site Supervisor/Preschool Teacher |
| Qureshi, Lovely | 8/16/23 | R15/S2 | OL | Step Increase: Health Tech |
| Ramirez, Donald | 8/2/23 | | DO | Additional Assignment: Substitute Expanded Learning Site Coordinator |
| Rodia, Susan | 8/29/23 | | OL | Longevity : 20 years Classified |
| Rodriguez, Sierra | 8/16/23 | R14/S1 | OL | New Hire: Child Development Assistant 3.75 hours/5 days/10 months |
| Sainz, Geana | 8/15/23 | R16/S4 | EP | New Hire: Instructional Aide ABA 3.75 hours/5 days/ 10 months |
| Sanchez, Alexandra | 8/16/23 | R14/S2 | MA | Step Increase : Instructional Aide |
| Sanchez, Kris | 8/14/23 | R14/S6 | MA | Step Increase: Satellite Cafeteria Worker |
| Sanford-Williams, Carol | 8/29/23 | | OL | Longevity : 20 years Classified |
| Sato, Kay | 8/16/23 | R14/S2 | MA | Step Increase : Instructional Aide |
| Schafer, Michelle | 8/15/23 | R14/S2 | MA | New Hire: Instructional Aide SESA 3.75 hours/5 days/10 months |
| Scott, Susan | 8/29/23 | | OL | Longevity : 20 years Classified |
| Solorzano Fonseca, Casta | 8/16/22 | R14/S2 | RS | Step Increase: Instructional Aide |
| Spurgeon, Tamera | 8/16/23 | R14/S3 | MG | Step Increase: Instructional Aide |
| Straffon, Santy | 8/15/23 | R15/S8 | JO | Change of Assignment: Instructional Aide SESA to Early Learning Instructional Aide DLI |
| Vazquez, Maricela | 8/12/23 | R16/S6 | RS | Step Increase: Instructional Aide |
| Vibanco, Andrea | 8/14/23 | R20/S3 | MA | New Hire: Preschool Teacher 8 hours/5 days/ 10 months |
| Villarino, Pilar | 8/15/23 | R15/S5 | MA | Change of Assignment: Instructional Aide SE/MOD and increase in FTE 5.5 hours |
| Westerhold, Paul | 8/15/23 | R14/S2 | RS | Promotion: Substitute Instructional Aide to Permanent Instructional Aide SE/MOD |
| Winik, Rebecca | 8/29/23 | | RS | Longevity : 20 years Classified |
| Yamamoto, Yumi | 8/12/23 | | JO | Longevity : 10 years Classified |
| Zarate, Laurie | 8/15/23 | R14/S8 | JO | New Hire: Child Development Assistant 3.75 hours/5 days/10 months |
| Zepeda, Jennifer | 8/11/23 | | DO | Additional Assignment: Substitute Instructional Aide |

C. CLASSIFIED JOB DESCRIPTIONS
Addition: Revised Cafeteria Manager Job Description (Reduced to 5 hours)



LOWELL JOINT SCHOOL DISTRICT BOARD CERTIFIED BEHAVIOR ANALYST



DEFINITION

Under direction of the Director of Special Education, provides and coordinates consultation, support and advisory services to District personnel regarding the planning, designing, and monitoring of the implementation of positive behavior interventions and supports for all students within the District, including students with behavior needs that are receiving special education and related services through an Individualized Education Program (IEP). Provide training and support in appropriate behavior intervention management techniques, Applied Behavior Analysis (ABA), data collection and analysis and support strategies.

REPRESENTATIVE DUTIES

Develop, implement, coordinate, monitor, revise, document, evaluate and provide consultation and technical assistance to faculty and staff with the development and implementation of behavior plans, ABA programs and other appropriate programs for all students that present behavior/learning challenges; Conduct functional behavior assessments (FBA) of behaviors for students with complex and/or severe behaviors; Coordinate, plan, revise and oversee the development and implementation of programs, policies, and best practices related to instruction using the principles of PBIS, ABA, and Evidenced-Based Practices for all students receiving special education services, as well as students on 504 plans and general education students.

Perform a variety of specialized duties in the monitoring, analysis, and treatment of identified students with behavioral challenges; assure programs meet the intensive and changing needs of students; establish and maintain behavioral goals and objectives for individual students; Participate, interpret, evaluate, and write detailed and concise Behavior Support Plans (BSP), Behavioral Intervention Plans (BIP's) and Individualized Educational Programs (IEP's) to meet individual student needs, strategies, goals and objectives; prepare and maintain various records and reports related to assigned activities.

Conduct classroom observations, collect data, and prepare a variety of reports for the purpose of documenting case history, need for services, and progress towards goals. Observe and analyze student behavior in the classroom; assess classroom structure, and existing behavior management systems; develop and implement treatment plans according to individual student behavioral challenges, needs and issues. Develop, implement, train, and monitor appropriate behavior management plans and crisis prevention and intervention plans for students. Coordinate, Plan, develop and implement procedures and best practices with the implementation of response to intervention.

Manage assaultive behavior. Provide Crisis Prevention Institute (CPI) and/or other evidenced-based methodologies related to addressing the needs of students with behavior difficulties; Design and deliver behavior intervention plan training and other related in-service programs, including student-specific intervention training to staff; prepare and deliver oral presentations; prepare and distribute related training and informational materials. Provide behavioral assessments and reports for individual students. Develop materials and provide professional learning to administrators, educators, paraprofessionals, and parent's/guardians in Applied Behavior Analysis (ABA).

Participate in the development and implementation of behavior management communication systems, methodologies, theories, and techniques; assist in evaluating and developing curriculum standards to meet student needs. Provide technical information and assistance to the Director regarding assigned functions and related needs and issues; assist in the formulation and development of policies, procedures, and

programs. Communicate with District personnel, outside agencies, families and the public to exchange information, coordinate activities and resolve issues or concerns.

OTHER RESPONSIBILITIES

- Participate in faculty meetings and committees
- Work in a collaborative setting within the school setting
- Perform other related duties as assigned

KNOWLEDGE OF

- Federal and state laws that apply to the assessment of students referred due to disruptive or assaultive behaviors; IDEA and Behavior Analyst Certification Board (BACB) guidelines to address behavior and develop positive behavioral support plans.
- General Education and Special Education classroom environments and standards of learning.
- Non-violent crisis intervention techniques, including verbal de-escalation and physical interventions.
- Characteristics of various special education eligibilities, and possible social, emotional or behavioral manifestations of specific disabilities.
- Principles of behavioral management and Applied Behavior Analysis (ABA).

ABILITY TO

- Conduct assessments that conform to the IDEA and Behavior Analyst Certification Board (BACB) to address behavior, including functional analysis assessments, and functional behavior assessments.
- Provide recommendations to the IEP team based on the findings of each assessment and specific to the identified disability of the student as it relates to the classroom performance and ability for the student to access the core curriculum.
- Collaborate professionally with administrators, teachers, paraprofessionals, parents and other team members.
- Develop, implement, and conduct in-services and training sessions.
- Provide consultation and technical assistance concerning behavior management strategies.
- Perform clerical duties related to assessment, preparing reports, and maintaining records.
- Effectively work independently with little direction and as a member of a team.
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations.
- Communicate effectively both orally and in writing.
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment.
- Perform the essential duties of the job with or without reasonable accommodation

EDUCATION/EXPERIENCE QUALIFICATIONS:

- Possession of a Master's Degree or higher from an accredited institution of higher learning.
- BCBA Certification Required.
- Experience working in K-12 educational setting within the specialized field of Applied Behavior Analysis, with increasing levels of responsibility.
- Possession of California Pupil Personnel Services Credential or Education Specialist Credential preferred.
- Must have a valid California Driver's License and a reliable means of transportation.



LOWELL JOINT SCHOOL DISTRICT
BOARD CERTIFIED BEHAVIOR ANALYST



PRE-EMPLOYMENT REQUIREMENTS:

- Current and valid Tuberculosis (TB) clearance.
- Fingerprint clearance for school personnel.
- Appearance, grooming, and personality which establish a desirable example for students

PHYSICAL STANDARDS

The work environment and physical demands of the position as described is representative of those that must be met by an employee to successfully perform the essential functions under this position. The information is not an exhaustive list of duties performed, additional duties may be assigned. These physical standards are generic in nature and tasks may vary dependent on school site, department area or specialized department as assigned. Reasonable accommodations may be made to enable individuals with differing abilities to perform the essential functions.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. The employee's primary responsibility is working with students in the office, a classroom, and/or resource/pull-out environment. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to noisy.

PHYSICAL DEMANDS

The physical demands of this position include frequent sitting and standing for extended periods of time. Dependent on class/student assignment, the employee may occasionally lift, push, pull, and/or move up to 50 pounds. Repetitive bending at the waist, as well as kneeling, stooping, crouching to assist students is also required. Employees may reach overhead, above the shoulders, and horizontally. Dexterity of hands and fingers to demonstrate activities or run equipment is required as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of a sound. Seeing to read a variety of materials and monitor student activities is also required.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule

PERIOD OF SERVICE

Work Calendar as adopted by the Board of Trustees. 187 days of the year with the option of an additional 30 days of service at the position daily rate.



**LOWELL JOINT SCHOOL DISTRICT
CAFETERIA MANAGER**

Classified Salary Schedule
Range 18

JOB SUMMARY: Under general supervision of the Director of Nutrition Services, using highly significant food service related skills to coordinate food production and distribution to school sites of all meals from the central kitchen. Manage the daily operation of the central kitchen and assist in the preparation of meals.

ESSENTIAL FUNCTIONS:

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

- Ensures that all meals served in the school nutrition program meet the current nutrition standards and meal pattern requirements including children with special needs diets.
- Maintains integrity and accountability of the school nutrition program through compliance with all Federal, State, and local regulations.
- Responsible for portion control as established by the Federal and State Nutrition Guidelines.
- Provide leadership to ensure a safe work environment.
- Responsible for skilled preparation of food items on the menu.
- Interprets and reconstructs standardized recipes.
- Responsible for receiving, storing, rotating and care of food supplies and equipment.
- Responsible for preparation and packaging of foods to be used in satellite schools.
- Responsible for scheduling, preparing, and serving food for nutrition break at the intermediate school.
- Requisitions food, supplies, and equipment. Orders food and supplies from approved vendors.
- Prepares and maintains written records on amounts of food planned and served to be used during SNP coordinated reviews.
- Prepares and follows work schedules that promote organized workflow and development of employee skills.
- With assistance from the Director of Nutrition Services, trains and provides input for personnel evaluations.
- Maintain accurate records of student accounts. Generate computerized reports upon request.
- Collects and counts money. Prepares cash reports and enters data into sales record keeping.
- Supervises and trains student helpers and volunteers.
- Conducts short training sessions to keep employees informed of school events as well as to develop employee knowledge and skills.
- Performs related duties as assigned.

QUALIFICATION GUIDELINES:

Knowledge of:

- Current USDA nutrition standards that apply to meals served in the SNP (School Nutrition Program).
- Importance of the marketplace's influence on food trends and availability and how they relate to menu planning.
- Appropriate system for documenting staff development and training.
- Use of technology as an SNP management tool.
- Use of commodities to manage food costs.
- Principles of Hazard Analysis and Critical Control Point (HACCP) system.
- Principles of preplanning, planning and scheduling food production to maximize efficient use of time and equipment and minimize production challenges.
- Safe use, care and cleaning methods of equipment in the school cafeteria.
- The importance of cross-training to enhance employee productivity and a more efficient workplace
- Procedures involved in ordering, receiving and storing of food services supplies.
- Health and safety rules and regulations that pertain to the operation of a school food service program.
- Methods of assessing the skill level needs of the SNP personnel as well as self-evaluation.

Ability to:

- Follow the menu planning guide and other appropriate USDA resources for SNP when involved with menu planning.
- Create promotional activities that motivate and support student selection of meals that promote good health.
- Prepare reports and keep records making simple arithmetical computations.
- Enforce rules of health, cleanliness, personal habits, and proper clothing to ensure clean and healthy food handlers.
- Operate machines found in a school kitchen, including a POS computer.
- Maintain a safe work environment and follow District procedures for reporting accidents and injuries.
- Maintain appropriate storage areas according to Federal, State and local guidelines.
- Interpret data and sales history of food items for ordering and forecasting production.
- Administer food preference surveys and analyze resulting data.
- Implement methods for increasing productivity and decrease waste.
- Encourage cooperation between food service staff and teaching staff in promoting higher student participation in lunch, breakfast and other supporting food programs.
- Establish and maintain cooperative and effective working relationships with others.
- Lift and move items weighing up to 25 pounds.

Education/Training/Experience:

Equivalent to completion of high school or General Education Diploma (GED). Minimum of two to three years' experience and/or training in school or institutional food services; completion of Food Safety Manager Certification and California School Nutrition Association (CSNA) courses related to the food service program in public schools. At least one year in a lead or supervisory capacity.



LOWELL JOINT SCHOOL DISTRICT
CAFETERIA MANAGER

Classified Salary Schedule
Range 18

PHYSICAL STANDARDS AND WORKING CONDITIONS:

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

Physical Demands:

Physical demands of this position include standing for extended periods of time. The employee is required to frequently walk, stand or stoop, bend at the waist and reach at or below the shoulders. Continuously uses hand strength to grasp objects and tools and operate nutrition service equipment. The employee must lift and/or move items weighing up to 25 pounds. These objects include bags of milk or juice, cases of fruit, pans of food, etc. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. Employees may use vision to monitor food quality and quantity and may also serve students, order supplies, collect money, etc. Also required are hearing and speaking abilities to exchange information.

Mental Demands:

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

Work Environment:

While performing the duties of this job, the employee regularly works in an indoor kitchen environment with exposure to heat from ovens, hot foods and steamers and cleaning chemicals, fumes, equipment, and metal objects. Employees also work around knives, dicers, mixers, slicers and other sharp objects. Work surfaces may be slippery. The noise level in the work environment is usually moderate but may be loud dependent on specific work site and/or equipment operation.

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

WORK PERIOD:

10 months per year, 5 days per week, 5 hours per day

Board Approved: October 2007; May 7, 2012;
Revised: March 2012; June 2023

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the 2022-2023 Classified Management Salary Schedule, Effective August 1, 2023, with the Addition of the Network and Data Systems Technology Supervisor Position ACTION/
(RATIFICATION)

The 2022-2023 Classified Management salary schedule, effective August 1, 2023, with the addition of the Network and Data Systems Technology Supervisor position is submitted for Board approval.

It is recommended that the 2022-2023 Classified Management salary schedule, effective August 1, 2023, with the addition of the Network and Data Systems Technology Supervisor position, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

JC/me

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT 2022/2023 CLASSIFIED MANAGEMENT SALARY SCHEDULE

Effective July 1, 2022, employees shall receive a 3.50% increase to base salary earnings (excluding stipends and other remuneration)
 Effective September 1, 2022 New Director's Salary Schedule and New Assistant Director Salary Schedule
 Effective November 7, 2022 New Assistant Superintendent Salary Schedule
 Effective December 12, 2022 New Maintenance and Operations Supervisor Salary Schedule
 Effective March 6, 2023 New Nutrition Services Supervisor Salary Schedule
 Effective August 1, 2023 New Network and Data Systems Technology Supervisor

| MANAGEMENT POSITIONS | RANGE 1 | RANGE 2 | RANGE 3 | RANGE 4 | RANGE 5 | RANGE 6 | RANGE 7 | RANGE 8 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|
| Assistant Superintendent of Business Services | 13,789 | 14,516 | 15,279 | 16,043 | 16,845 | 17,687 | 18,571 | 19,499 |
| Assistant Superintendent of Administrative Services | 13,097 | 13,752 | 14,439 | 15,163 | 15,921 | 16,717 | 17,553 | 18,430 |
| Director of Educational & Information Technology | 12,360 | 12,552 | 12,743 | 12,934 | 13,126 | 13,316 | 13,509 | 13,705 |
| Director of Fiscal Services | 12,360 | 12,522 | 12,743 | 12,934 | 13,126 | 13,316 | 13,509 | 13,705 |
| Assistant Director of Fiscal Services | 9,888 | 10,042 | 10,195 | 10,348 | 10,501 | 10,653 | 10,807 | 11,348 |
| Bond Contracts and Accounting Compliance Manager | 6,736 | 7,005 | 7,269 | 7,574 | 7,892 | 8,223 | 8,560 | 8,905 |
| Coordinator of Early Childhood Program | 9,755 | 9,939 | 10,106 | 10,272 | 10,457 | 10,623 | 10,808 | X |
| Occupational Therapist (11 months) | 6,923 | 7,268 | 7,633 | 8,016 | 8,416 | 8,838 | 9,279 | 9,743 |
| Supervisor Positions | | | | | | | | |
| Network and Data Systems Technology Supervisor | 5,610 | 5,938 | 6,285 | 6,653 | 7,042 | 7,454 | 7,980 | 8,352 |
| Maintenance & Operations Supervisor | 5,100 | 5,399 | 5,715 | 6,050 | 6,404 | 6,779 | 7,176 | 7,176 |
| Nutrition Services Supervisor | 4,636 | 4,868 | 5,111 | 5,367 | 5,635 | 5,917 | 6,213 | 6,524 |
| Site Supervisor Teacher - Preschool | 3,946 | 4,144 | 4,351 | 4,567 | 4,797 | 5,036 | X | X |

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

LONGEVITY

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

| | |
|----------|---------|
| 5 Years | \$4,000 |
| 10 Years | \$5,000 |
| 15 Years | \$6,000 |
| 20 Years | \$7,000 |

J. G. G...
11/1/23

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of the 2022-2023 Certificated Management and Supervisory Salary Schedule, Including the Addition of the Board Certified Behavioral Analyst position, effective September 1, 2023.

ACTION/
(RATIFICATION)

The 2022-2023 Certificated Management and Supervisory salary schedule effective July 1, 2022, is submitted for Board approval. The Certificated Management and Supervisory salary schedule includes the addition of the Board Certified Behavioral Analyst position, effective September 1, 2023.

It is recommended that the 2022-2023 Certificated Management and Supervisory salary schedule effective July 1, 2022, including the addition of the Board Certified Behavioral Analyst position, effective September 1, 2023, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

JC/me

Superintendent's Comment:

APPROVAL RECOMMENDED.

**LOWELL JOINT SCHOOL DISTRICT
2022/23 CERTIFICATED MANAGEMENT AND SUPERVISORY SALARY SCHEDULE**

Effective July 1, 2022

*Effective July 1, 2022, employees shall receive a 3.5% increase to base salary earnings (excluding stipends and other remuneration).
Effective September 1, 2023 New Board Certified Behavioral Analyst (BCBA) Position Added to Salary Schedule*

| MANAGEMENT POSITIONS | DAYS | COLUMN 1 | COLUMN 2 | COLUMN 3 | COLUMN 4 | COLUMN 5 | COLUMN 6 | COLUMN 7 |
|--|------|----------|----------|----------|----------|----------|----------|----------|
| Assistant Superintendent of Educational Services | 248 | 174,278 | 176,980 | 179,674 | 182,374 | 185,069 | 187,760 | 190,462 |
| Intermediate Principal | 217 | 138,828 | 140,979 | 143,124 | 145,276 | 147,423 | 149,567 | 151,718 |
| Elementary Principal | 200 | 124,826 | 126,789 | 128,754 | 130,719 | 132,679 | 134,647 | 136,609 |
| Assistant Principal | 204 | 117,056 | 119,273 | 121,268 | 123,263 | 125,480 | 127,476 | 129,693 |
| Director of Special Education | 217 | 148,324 | 150,625 | 152,919 | 155,214 | 157,513 | 159,801 | 162,103 |
| Director of Educational Services | 217 | 148,324 | 150,625 | 152,919 | 155,214 | 157,513 | 159,801 | 162,103 |

SUPERVISORY POSITIONS

| | | | | | | | | |
|---|-----|---------|---------|---------|---------|---------|---------|---------|
| Psychologist / Board Certified Behavioral Analyst (BCBA) | 187 | 105,277 | 107,238 | 109,205 | 111,175 | 113,118 | 115,100 | 118,273 |
| Coordinator of Early Childhood Program | 204 | 117,056 | 119,273 | 121,268 | 123,263 | 125,480 | 127,476 | 129,693 |
| Coordinator of Expanded Learning Opportunities Program | 204 | 117,056 | 119,273 | 121,268 | 123,263 | 125,480 | 127,476 | 129,693 |
| Coordinator for Grants and Educational Initiatives-Research | 204 | 117,056 | 119,273 | 121,268 | 123,263 | 125,480 | 127,476 | 129,693 |
| Program Specialist | 205 | 117,677 | 119,765 | 121,862 | 123,960 | 126,055 | 128,155 | 130,256 |

| Management | | Supervisory | |
|------------|---------|-------------|---------|
| 5 years | \$4,000 | 5 years | \$2,500 |
| 10 years | \$5,000 | 10 years | \$3,000 |
| 15 years | \$6,000 | 15 years | \$3,500 |
| 20 years | \$7,000 | 20 years | \$4,000 |

Management Employees and Supervisory Employees who have served in that capacity the following number of years will receive amounts as listed, in addition to their annual salary:

*9/11/23
D. Cameron*

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Franchise Consulting/Derek Francis to Provide Professional Development during 2023-2024 School Year to Rancho-Starbuck Staff ACTION

Franchise Consulting/Derek Francis will provide a total of three sessions of Professional Development during the 2023-2024 school year to the staff of Rancho Starbuck. The first session is on September 11, 2023 titled "Understanding Race and Identity and Building Cross Cultural Relationships With Humility." The second session to be presented on October 16, 2023 titled "Combating Bias in School Education and Proactive Inclusion Strategies." The third session will be presented on February 5, 2024 titled "Talking about Race and Racism With Students and The Community." This Professional Development series will be provided at a cost not to exceed \$17,000.00 and will be covered by Rancho Starbuck Site funds.

It is recommended that the contract with Franchise Consulting/Derek Francis be approved and the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-D1-1

LOWELL JOINT SCHOOL DISTRICT

September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Shane Twamley to
Provide Intervention and Saturday School Sessions
during 2023-2024 School Year to Rancho-Starbuck

ACTION/
(RATIFICATION)

Shane Twamley will provide Intervention and Saturday School sessions to Rancho-Starbuck students during the 2023-24 school year. Shane's contract amount is \$3,000.00 per month at a cost not to exceed \$30,000.00 and will be covered by ESSER funds.

It is recommended that the contract with Shane Twamley be approved and the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-D2-1

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with Summer Davis to provide “Digging with Mrs. Davis” Gardening/Science Enrichment Classes for PowerSource during the 2023-24 School Year ACTION

Arrangements were made with Summer Davis to provide Gardening & Science Enrichment PowerSource Classes for the 2023-24 school year. These classes will be provided at various Lowell Joint elementary sites on a rotation basis, beginning with Olita and Macy Elementary Schools. Summer Davis’s contract amount is \$35.00 per hour, not to exceed \$3000.00. Funding for this expenditure will be covered by Fund 12 ELOP funds.

It is recommended that the consultant agreement for Summer Davis to provide Gardening & Science Enrichment for the PowerSource Expanded Learning for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$3,000.00 to be paid by Fund 12 ELOP funds, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.

X-D3-1

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Ratification of Agreement #14082
with Thinking Maps Inc. to Provide Professional
Development During the 2023-24 School Year

ACTION/
(RATIFICATION)

Thinking Maps Inc. provided a full day of on-site Professional Development on August 14, 2023 per Agreement #14082. The original contract was for in-person training for a cost of \$3,500.00. The session had to be changed to a virtual training with Ms. Lisa Pagano providing the training. The fee for virtual training is less therefore the cost is \$1,800.00. Funding for this expenditure will be covered by LCAP Supplemental.

It is recommended that the agreement with Thinking Maps Inc. to provide on-site Professional Development during the 2023-24 school year at a cost NTE \$1,800 per Agreement #14082 be ratified and approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-D4-1

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement #14179 with Thinking Maps Inc. to ACTION
Provide Professional Development on November 1, 2023

Arrangements have been made with Thinking Maps Inc. to provide a full day of on-site Professional Development on November 1, 2023 per Agreement #14179. Lauren Loper of Thinking Maps will provide the training for a cost not to exceed \$2,200.00. Funding for this expenditure will be covered by LCAP Supplemental.

It is recommended that the agreement with Thinking Maps Inc. to provide an on-site Professional Development on November 1, 2023 per Agreement #14179 be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-D5-1

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Short Term Rental Agreement with
Whittier College

ACTION

Arrangements have been made with Whittier College for the use of their facilities for Rancho Starbuck's Christmas Programs on December 14, 2023, 5:00pm - 9:00pm at a cost of \$3,400.00. The contract also allows for Dress Rehearsal on December 13th from 9:00am – 3:00pm. A 10% deposit of \$340.00 is due immediately and the balance of \$3,060 is due after completion of the performance. Funding for this expenditure will be covered by 6762 – Arts & Music Block Grant.

It is recommended that the Short Term Agreement with Whittier College at a total cost of \$3,400 be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-D6-1

LOWELL JOINT SCHOOL DISTRICT
September 11, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with All American Officials
to Provide Referee Services for After School Sports
Programs

ACTION/
(RATIFICATION)

A contract is needed to provide referee services for the After School Sports Program at Rancho Starbuck for the 2023/2024 school year.

It is recommended that the agreement with All American Officials for Referee Services be approved at the rate not to exceed \$5,000, and that the Superintendent or designee be authorized to execute the necessary documents.

CE/mc

Superintendent's Comment:

APPROVAL RECOMMENDED.