

REGULAR MEETING OF THE BOARD OF TRUSTEES
June 26, 2023 – 6:30 p.m.

AGENDA

- I. Call to Order 6:30 p.m.
- A. Comments from the Public INFORMATION
1. Board Agenda Items: Any member of the audience may speak to any agenda item by submitting a “Presentation Card” (supply located on the table near double exit doors). Please hand the completed card to the secretary. When the item is considered by the Board, individuals submitting presentation cards will be called upon prior to Board action. Speakers must limit their comments to three (3) minutes. The Board shall limit the total time for public input on each item to 30 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard.

In compliance with Government Code 54953, the Board will use teleconference for closed session in order to allow President to the Board of Trustees Karen Shaw to participate in Closed Session. Any votes taken, as part of the teleconference, will be by roll call and reported out in open session. Ms. Shaw will post this meeting agenda at her location, 361 South Dexford Drive La Habra, CA 90631.
 2. Topics Not on Agenda: Anyone in attendance may address any issue by following the same identification process as shown in I-A-1 above. Since the Board cannot take action on items which are not on the agenda, such items will be referred to the Superintendent for handling. Individuals interested in speaking to items which are not on the agenda will be called upon under Item IV.
- B. Closed Session 6:30 p.m.
1. Pupil Personnel Matters/Advice from Legal Counsel – Existing and Anticipated Litigation (Disclosure of Case Name Would Jeopardize Potential Settlement Negotiations)/Real Property/Liability Claims/Negotiations/ Public Employee Appointments – Discipline – Dismissal – Release (Government Code Section 54957)/ Employer/Employee Relations
 2. Public Employee Negotiations – Certificated School Employees Association (LJEA)/ Classified School Employees Association (CSEA); Agency Negotiator: Mr. Coombs
 3. Superintendent’s Evaluation (Pursuant to Government Code Section 54957)
- C. Regular Session Approximately

7:30 p.m.

In compliance with Government Code 54953, the Board will use teleconference for open session in order to allow President to the Board of Trustees Karen Shaw to participate in Open Session. Any votes taken, as part of the teleconference, will be by roll call and reported out in open session. Ms. Shaw will post this meeting agenda at her location, 361 South Dexford, La Habra CA 90631.

II. Preliminary Procedural – Board President

A. Salute to the Flag

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

C. Introductions and Welcome of Guests

D. Comments from the Public

INFORMATION

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

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

E. Acknowledgement of Correspondence to the Board

INFORMATION

F. Approval of Agenda

ACTION

G. Approval of Minutes from the June 12, 2023, Regular Board Meeting

ACTION

III. Reports

INFORMATION

A. Timely Information from Board and Superintendent – Board President

IV. Topics Not on the Agenda

V. General – Jim Coombs

A. Submission of Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter April 1 – June 30, 2023 ACTION

B. Appointment of the Citizens Bond Oversight Committee ACTION

VI. Educational Services – Sheri McDonald

A. Approval of District Local Control Accountability Plan (LCAP) ACTION/
(SECOND READING)

B. Approval of Local Indicators Rating for submission to the California Dashboard INFORMATION/
(ACTION)

C. Resolution 2022/23 No 898 Renewal of CSPP Contract and Authorization of Signatures ACTION/
(RESOLUTION)

D. Approval of Winter Submission of the 2022/23 Consolidated Application INFORMATION

VII. Human Resources – Jim Coombs

No Items Except on Consent

VIII. Business Services – David Bennett

A. Adoption of the Proposed Budget for the 2023-24 School Year ACTION

B. Approval of Extended Professional Services Agreement, Fieldman, Rolapp & Associates Inc., DBA Applied Best Practices, Financial Advisory Services, District Wide (Bond Fund) ACTION

C. Approval of Extended Professional Services Agreement with Hancock Park & DeLong, State Facilities Program Consulting, District Wide (Special Reserve for Capital Outlay) ACTION

D. Approval of Professional Services Agreement, Hauffe Company Inc., (HCI) Program Management Services, District Wide (Capital Outlay Projects Fund) ACTION

E. Ratification of Agreement with Huntington Hardware Co., Inc. to Furnish Door Hardware for New Portable Classrooms at the Maybrook Campus for Rancho Starbuck ACTION/
(RATIFICATION)

F. Ratification of Additive Change Order, Elite Modular and Sales, Additional Portable Classroom Shuttle Services, Maybrook Phase II for Rancho Starbuck ACTION/
(RATIFICATION)

- G. Ratification of Agreement Extension with Haulaway Storage Containers, Inc. for the One (1) Year Rental, Installation, 2, 40 Foot Storage Containers at Maybrook Elementary School Campus for Rancho Starbuck ACTION/
(RATIFICATION)

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 Paul Luna to Provide Graphic Design Work for District Communication of Programs and Facilities For the 2023-2024 School Year ACTION
2. Approval of Consultant Agreement with Summer Davis to provide support for the Lowell Sustainable Science Literacy Garden at the Maybrook Campus during 2023-2024 School Year ACTION
3. Approval of Consultant Agreement with Mrs. Linda Takacs to Serve as the Director, Lowell Joint Induction Program for the 2023-2024 School Year ACTION
4. Approval of Consultant Agreement with Mrs. Sharon Hensley to Serve as the Coordinator, C.A.R.E. Counseling and Psychologist Intern Program for the 2023-2024 School Year ACTION
5. Approval of Educational Fieldwork Agreement with University of La Verne, effective July 1, 2023 through June 30, 2028 ACTION
6. Approval of Educational Student Teaching Agreement with Western Governors University, effective July 1, 2023 through June 30, 2028 ACTION
7. Approval of Memorandum of Understanding Between Lowell Joint School District and Concordia University Irvine, effective July 1, 2023 through June 30, 2028 ACTION
8. Approval of Agreement with *Downey-Montebello SELPA and Montebello Unified School District* to Provide Deaf and Hard of Hearing ACTION/
(RATIFICATION)

Services for a district student placed at Sussman Middle School for the 2023/2024 School Year

9. Approval of Agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a Nonpublic Nonsectarian Agency, to Provide Occupational Therapy Services for a district student placed at Sussman Middle School for the 2023/2024 School Year ACTION/
(RATIFICATION)
 10. Approval of Agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a Nonpublic Nonsectarian Agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2023/2024 School Year ACTION/
(RATIFICATION)
- B. Business Services – David Bennett
1. Purchase Order Report 2022/23 #12 ACTION/
(RATIFICATION)
 2. Consolidated Check Register Listing Report 2022/23 #12 ACTION/
(RATIFICATION)
 3. Approval of Amended Agreement Numbers 50622, Amendment #3 and 50623 Amendment #3 with the Orange County Department of Education (OCDE) for Software Support Services ACTION
- C. Human Resources – Jim Coombs
1. Employer-Employee Relations/Personnel Report 2022/23 #12 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees ACTION/
(RATIFICATION)
- D. Education Services – Sheri McDonald
1. Approval of Agreement with Orange County Department of Education for GATE Certification Training during the 2023-24 School Year ACTION
 2. Approval of Consultant Agreement with Cori Close to Provide Professional Development to all staff on August 14, 2023 entitled “Building Champions in the Classroom” ACTION
 3. Approval of Before and After School Childcare Services with Boys & Girls Club La Habra Effective August 16, 2023, through May 31, 2024, at Various Sites in Lowell Joint School District ACTION
 4. Approval of Consultant Agreement with Marie Madeline Neavez to be a Vocal Director for the Lowell Joint Youth Theater for the 2023/24 ACTION

School Year

- 5. Approval of Consultant Agreement with Brennan Logan to be a Choreographer for the Lowell Joint Youth Theater for the 2023-24 School Year ACTION
- 6. Approval of Consultant Agreement with Christine Logan to be Assistant Director for the Lowell Joint Youth Theater for the 2023-24 School Year ACTION

E. Administrative Services – Carl Erickson

- 1. Purchasing Group School Districts/Agency Bids for Food and Supplies for the 2023/24 School Year ACTION

XI. Board Member/Superintendent Comments INFORMATION

XII. Adjournment ADJOURNMENT

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

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

The next scheduled Lowell Joint School District Board of Trustees Meeting is Monday, August 7, 2023.

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

MINUTES REGULAR MEETING OF THE BOARD OF TRUSTEES
June 12, 2023

Call to Order	President Shaw called the meeting to order at 6:30 p.m., in compliance with Government Code 54953, the Board used teleconference for closed session in order to allow Vice President to the Board of Trustees Anastasia Shackelford to participate in Closed Session. Any votes taken, as part of the teleconference, were by roll call and reported out in open session.
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 7:42 p.m., in compliance with Government Code 54953, the Board used teleconference for open session in order to allow Vice President to the Board of Trustees Anastasia Shackelford to participate in Open Session, any votes taken, as part of the teleconference, were by roll call, at Lowell Joint School District, 11019 Valley Home Avenue, Whittier, CA 90603.
	The flag salute was led by Mr. 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; David Bennett, Assistant Superintendent of Business Services; and Carl Erickson, Assistant Superintendent of Administrative Services
	Staff Absent: None.
Reporting out Action (if any) Taken in Closed Session	None.
Introduction / Welcome	President Shaw welcomed the many guests in attendance, staff members present, guests, LJEa president, Allison Fonti, LJEa lead negotiator, Leslie Mangold and CSEA President, Darleene Pullen.
Acknowledgement of Correspondence	None.

Approval of Agenda	It was moved, seconded, and carried by unanimous roll call vote, (5 – 0) to approve the June 12, 2023, Board Agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous roll call vote, (5 – 0) to approve the minutes from the May 1, 2023, Regular Board Meeting.
Timely Information Board and Superintendent – Board President	None.
Topics Not on the Agenda	<p>Darleene Pullen, CSEA President: The California School Employees Association and its Lowell Joint Chapter 294 (CSEA) in accordance with "Article 29 - Duration" of our current bargaining agreement, notifies the Lowell Joint School District (District) of CSEA's intent to modify or amend the contract and negotiate a successor agreement. CSEA desires to alter or amend the following articles as indicated and presents our proposals for public discussion in accordance with Government Code §3547:</p> <p>Article 9 - PAY AND ALLOWANCES</p> <ul style="list-style-type: none">• CSEA has an interest in modifying current language in Article 9.3 regarding when employees are paid <p>Article 11- PERFORMANCE EVALUATION</p> <ul style="list-style-type: none">• CSEA has an interest in modifying language in Appendix "D" PERFORMANCE RECOGNITION INCREASE (PRI)• CSEA has an interest in modifying Appendix "F" PERFORMANCE EVALDATION FORMS <p>Article 14-HOLIDAYS</p> <ul style="list-style-type: none">• CSEA has an interest in ensuring Paid Holidays are consistent with current law.• CSEA has an interest in adding an additional floating holiday. 14.1 <p>Article 21 - EMPLOYEE BENEFITS</p> <ul style="list-style-type: none">• CSEA has an interest in modifying and including within the contract the breakdown of pro-rated contributions for employees working less than eight (8) hours, but at least five and one-half (5 1/2) hours. <p>Article 22- LAYOFF AND REEMPLOYMENT</p> <ul style="list-style-type: none">• CSEA has an interest in modifying language as it relates to Assembly Bill 438.
Public Hearing for Proposed 2023/2024 Annual Budget	<p>Mr. Bennett presented the 2023-2024 proposed annual budget. Education Code 42103 requires that the Board of Trustees conduct a Public Hearing of the proposed 2023/2024 Budget. Final approval of the Budget is scheduled for June 26, 2023.</p> <p>In submitting the 2023/2024 Adopted Budget, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years.</p>

As required by Education Code, a three year projection is included for stakeholder information, county office and state evaluation. Because enrollment numbers are not yet known, and the state budget is not yet approved, a prudent budget proposal is presented for consideration.

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

Public hearing open at 8:10 p.m. and closed at 8:15 p.m. with the following comments from the public:

Mrs. Leslie Mangold, Meadow Green teacher, commented regarding her experience in teaching and that the student seat attendance has been having more students going on vacation and being absent at all times during the school year.

Resolution 2022/23 No. 895
To Establish Temporary Inter-Fund Transfers of Special or Restricted Funds

It was moved, seconded, and carried by a unanimous roll call vote, (5 – 0) to adopt Resolution 2022/23 No. 895 To Establish Temporary Inter-Fund Transfers of Special or Restricted Funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2022/23 No. 896
Recognizing Expenditures of the Education Protection Account for the 2023-24 School Year

It was moved, seconded, and carried by a unanimous roll call vote, (5 – 0) to adopt Resolution 2022/23 No. 896 Recognizing Expenditures of the Education Protection Account for the 2023-24 School Year, and that the Superintendent or designee be authorized to execute the necessary documents.

Award Meadow Green Elementary School Slope Bank Restoration Project to Forma Engineering and Contracting, Inc. (Bid #2223-03)

It was moved, seconded, and carried by a unanimous roll call vote, (5 – 0) to approve the agreement with Forma Engineering and Contracting, Inc., in an amount not to exceed \$1,099,429, which includes a \$150,000 contingency, Funds 14.0 Deferred Maintenance and/or 40.0 Special Reserve for Capital Outlay Projects for these expenditures, and that the Superintendent or designee be authorized to execute the necessary documents.

Ratification of Additive Change Order, Elite Modular and Sales, Additional Portable Classroom Shuttle Services, Maybrook Phase I

It was moved, seconded, and carried by a unanimous roll call vote, (5 – 0) to ratify an Additive Change Order for an amount not to exceed \$22,023.00 with Elite Modular Leasing & Sales, Inc., for the additional relocation services provided during the Maybrook Phase I project, Financial Impact: \$23,023.00, Funding Source: Measure LL General Obligation Fund – Fund 21.0, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2022/23 No. 897
Approving the Guaranteed Maximum Price of

It was moved, seconded, and carried by a unanimous roll call vote, (5 – 0) to adopt Resolution 2022/23 No. 897 Approving the Guaranteed Maximum Price of \$12,212,234, and the Lease-Leaseback Contract with Erickson Hall Construction

\$12,212,234, and the Lease-
Leaseback Contract with
Erickson Hall Construction
Company for the HVAC,
Roof Replacement, Fire
Alarm, and Related Work at
Rancho Starbuck Intermediate
School

Company for the HVAC, Roof Replacement, Fire Alarm, and Related Work at Rancho Starbuck Intermediate School, Funding Source:Measure LL General Obligation Fund – Fund 21.0, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Professional
Services Agreement, RMA
Group, Inspection and Testing
Services, Rancho Starbuck
Intermediate School

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to approve Professional Services Agreement, RMA Group, Inspection and Testing Services, Rancho Starbuck Intermediate School, effective June 12, 2023 through June 13, 2024, not to exceed \$116,640.00 (21.0-00000-0-00000-85000-6282-0110000) Measure LL (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

District Local Control
Accountability Plan

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

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

Education Code Section 52062(b)(1) requires that the Board of Trustees conduct a Public Hearing on the District’s Local Control Accountability Plan. A copy of the LCAP is posted on the District’s website with an invitation for public feedback.

This is the third year of the three-year LCAP cycle (2023-2024). The LCAP includes the Annual Update for the 2022-2023 school-year as well as the Budget Overview for Parents.

This is a first reading, public hearing.
Public Hearing opened at 8:41 p.m. closed at 8:42 p.m. with no comments from the public.

Revision of Independent Study
BP 6158, AR 6158

As required under the recent passing of AB181, districts may offer an Independent Study program as an alternative to classroom instruction consistent with a school district’s course of study based on state content standards. Independent study may be available to students from Transitional Kindergarten through Eighth grade.

This Board Policy update is necessary to clarify legal requirements for Independent Study along with the corresponding Administrative Regulations

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to adopt Revision of Independent Study BP 6158, AR 6158, and that the Superintendent or designee be authorized to execute the necessary documents.

Consent Calendar

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

Approval to Pay the La Habra Chamber of Commerce Annual Membership for the 2023/2024 School Year

Approved membership dues totaling \$360.00 for the 2023/2024 school year for the La Habra Chamber of Commerce, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval to Pay the Whittier Area Chamber of Commerce Annual Membership for the 2023/2024 School Year

Approved membership dues totaling \$539.00 for the 2023/2024 school year for the Whittier Area Chamber of Commerce, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval to Pay the Orange County School Boards Association Annual Membership for the 2023/2024 School Year

Approved membership dues totaling \$250.00 be paid to the Orange County School Boards Association for the 2023/2024 school year, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Behavior and Education Inc., a Nonpublic Nonsectarian Agency, to Provide additional direct Behavioral Intervention Services for select district students for the 2023/2024 School Year.

Approved the Agreement with Behavior and Education Inc., a nonpublic nonsectarian agency, to provide additional direct Behavioral Intervention Services for a select District Students for the 2023/2024 school year, at the rate of \$60.00 and \$80.00 per hour, not to exceed \$100,000.00, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement with Didi Hirsh Mental Health Services to Provide Professional Development During the 2023-24 School Year

Approved the agreement with Didi Hirsch Mental Health Services to provide on-site Professional Development during the 2023-24 school year at a cost of \$750.00, at a cost NTE \$750.00, funding for this expenditure will be covered under fund 6500, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with Downey-Montebello SELPA and Montebello Unified School District to Provide Visual

Approved the agreement with *Downey-Montebello SELPA and Montebello Unified School District* to provide direct visual impairment services for a district student placed at Sussman Middle School for the 2023/2024 school year, at the rate of \$94.85 per hour, not to exceed \$5,000.00, and the Superintendent or

Impairment Services for a district student placed at Sussman Middle School for the 2023/2024 School Year

designee be authorized to execute the agreement.

Approval of Agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy, a Nonpublic Nonsectarian Agency, to Provide Occupational Therapy Services for a district student placed at Sussman Middle School for the 2023/2024 School Year*

Approved the agreement with Mary Kay Gallagher, Gallagher Pediatric Therapy, a nonpublic nonsectarian agency, to provide Occupational Therapy Services for a district student placed at Sussman Middle School for the 2023/2024 school year, at the rate of \$94.85 per hour, not to exceed \$5,000.00, and the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement with Leader Services, Inc. for Medi-Cal LEA Billing Option Claiming Services for the 2023/2024 School Year

Approved the agreement with Leader Services, Inc. to provide services related to the District's claiming for reimbursement for the Medi-Cal LEA Billing Program, for the 2023/2024 school year at a rate not to exceed 10% of funds generated, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Memorandum of Understanding Between Downey-Montebello SELPA and Lowell Joint School District for the school year 2023/2024

Approved the Memorandum of Understanding between Downey-Montebello SELPA and Lowell Joint School District for the period of July 1, 2023 through June 30, 2024, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Memorandum of Understanding (MOU) Between Lowell Joint School District and *Orange County Superintendent of Schools* for the 2023/2024 School Year

Approved the MOU with *Orange County Superintendent of Schools* and Lowell Joint School District for the 2023/2024 school year, effective for the period beginning July 1, 2023 and ending June 30, 2024, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Participation Agreement with the Orange County Superintendent of Schools, Region 9 Local Educational Consortium (LEC) for Processing Lowell Joint School District's School-Based Medi-Cal Administrative Activities (SMAA) Program for the 2023-2024 school year

Approved the Participation Agreement with the Orange County Superintendent of Schools for Processing District's School-Based Medi-Cal Administrative Activities (SMAA) Program for the 2023-2024 school year, and that the Superintendent or designee be authorized to execute the agreement.

Approval of Agreement with Orange County Department of Education to Provide Translation Services during the 2023/2024 school year

Approved the Agreement with Orange County Department of Education to Provide Translation Services during the 2023/2024 school year, hourly rate for oral translation is \$150.00 per hour (minimum 3 hours) and written translation is \$0.35 per word, total cost for all translation services will not exceed \$10,000.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Independent Contract with Southern California Sensory Screening, Inc. for the 2023-2024 School Year

Approved the independent consultant agreement with Southern California Sensory Screening, Inc. for hearing screening services for the 2023-2024 School Year, for an estimated cost not to exceed \$4,000.00, to be paid for with Medi-Cal Funds, and that the Superintendent or designee be authorized to execute the agreement.

Purchase Order Listing Report/Check Register 2022/2023 #11

Approved Purchase Order Report 2022-23 #11, as attached, which lists all warrants issued April 1, 2023 through April 30, 2023.

Consolidated Check Register Listing Report 2022/2023 #11

Approved Consolidated Check Register Listing Report 2022/23 #11, as attached, which lists all warrants issued April 1, 2023 through April 30, 2023.

Acceptance of Notice of Completion, Erickson-Hall Construction, Fire Alarm Upgrade work only at Meadow Green Elementary School

Accepted a Notice of Completion, Erickson-Hall Construction Company, Meadow Green Elementary School, Fire Alarm Upgrade, \$429,800, Measure LL Bond Fund, Financial Impact:\$429,800, Funding Source: Measure LL General Obligation Fund – Fund 21.0, and that the Superintendent or designee be authorized to execute the necessary documents.

Employer-Employee Relations/Personnel Report 2022/23 #11 Which Includes Hiring, Resignations, Contract Adjustments, and Retirements for Certificated, Classified, and Confidential Employees

Ratified Employer-Employee Relations/Personnel Report 2022/23 #11, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of the 2022-2023 Certificated Management and Supervisory Salary Schedule, Including the Addition of the Coordinator for Grants and Educational Initiatives Research Position, Effective July 1, 2023

Approved the 2022-2023 Certificated Management and Supervisory salary schedule effective July 1, 2022, including the addition of the Coordinator for Grants and Educational Initiatives Research position, effective July 1, 2023, and that the Superintendent or designee be authorized to execute the necessary documents

Approval of Agreement with Active Education to provide services for Expanded

Approved the Agreement with Active Education to provide services during the 2023/24 school year at an amount not to exceed \$77,760.00, and that the Superintendent or designee be authorized to execute the necessary documents.

Learning Opportunities
Program during the 2023/24
School Year

Approval of Agreement with
Code Ninjas to provide
services for Expanded
Learning Opportunities
Program during the 2023/24
School Year

Approved the Agreement with Code Ninjas to provide after school programming and educational enrichment services during the 2023/24 school year, Funding for this program to be paid by the ELOP funds and is not to exceed \$73,000, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with
Addiction Treatment
Technologies LLC dba Care
Solace to provide Services
During the 2023-2024 School
Year

Approved the Agreement with Addiction Treatment Technologies LLC dba Care Solace, this service is not to exceed \$8,000 and will be covered by LCAP Supplemental funds, and the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with
Muckenthaler Cultural Center
to provide services for
Expanded Learning
Opportunities Program during
the 2023/24 School Year

Approved the Agreement with Muckenthaler Cultural Center to provide after school educational enrichment services during the 2023/24 school year, not to exceed \$110,220.00, funding will be covered by 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 Nancy J.
Kemp to Provide Consultation
for Data Support at Rancho-
Starbuck Intermediate School
for the 2023/24 School Year

Approved the consultant agreement with Nancy J. Kemp to provide data support during the 2023/24 school year at Rancho-Starbuck Intermediate School, at an amount not to exceed \$5000.00, funding for this expenditure will be covered by Rancho-Starbuck's Site Funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant
Agreement with Shane
Twamley to Provide
Professional Development to
Grade 7-8 ELA Teachers
during the 2023/24 School
Year

Approved the consultant agreement with Shane Twamley to Provide Professional Development to Grade 7-8 ELA Teachers during the 2023/24 School Year, at an amount not to exceed \$3,500.00, funding for this expenditure will be covered by Rancho Starbuck Site Account, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Agreement with
YMCA to provide services for
Expanded Learning
Opportunities Program during
the 2023/24 School Year

Approved the Agreement with YMCA Whittier and La Habra to provide After School Learning Opportunities during the 2023/24 school year at an amount not to exceed \$691,882.15 (\$12 per student per day) to be paid by the ELO-P funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Board Member/Superintendent Comments	Mrs. Shackelford thanked everyone for the accommodation of her joining the meeting via zoom. Ms. Shaw mentioned the work that went into the meeting was duly noted. Mr. Coombs mentioned the number of details that goes into the budget is enormous and the credit goes to the fiscal services department and Mr. Bennett. He also stated that only 5 or 6 LCAP meetings are required and that Dr. McDonald goes beyond that and meets with every single staff group and other input groups to make sure everyone has a chance to speak each year.
Adjournment	President Shaw declared the meeting adjourned at 8:46 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 2022-23 NO. 895

**A RESOLUTION OF THE BOARD OF TRUSTEES
OF THE LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
TO ESTABLISH TEMPORARY INTERFUND TRANSFERS
OF SPECIAL OR RESTRICTED FUND MONIES**

WHEREAS, the governing board of any school may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by education code section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW THEREFORE, BE IT RESOLVED, that the Board of Education of the Lowell Joint School District, in accordance with the provisions of Education Code Section 42603 adopts the following authorization for fiscal year 2023-24 to temporarily transfer funds between the following funds provided that all transfers are approved by the Assistant Superintendent, Business Service or his/her designee:

General Fund	Deferred Maintenance Fund
Capital Facilities Fund	School Facilities Fund
Special Reserve/Capital Outlay Fund	Debt Service Fund
Insurance-Workers Compensation Fund	

APPROVED AND ADOPTED this 12th day of June, 2023.

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

NOES: None

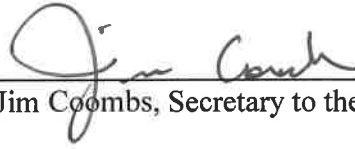
ABSENT: None

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 12th day of June, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 12th day of June, 2023.

A handwritten signature in cursive script, appearing to read "Jim Coombs", is written above a horizontal line.

Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2022-23 NO. 896

**A RESOLUTION OF THE BOARD OF TRUSTEES
OF THE LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
RECOGNIZING EXPENDITURES FOR THE EDUCATION
PROTECTION ACCOUNT (EPA) FUNDS**

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the voters approved Proposition 55 on November 8, 2016, which extended the Proposition 30 temporary income tax increase on high income earners by twelve years through 2030;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED, that the monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Lowell Joint School District;

BE IT FURTHER RESOLVED, that in compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lowell Joint School District has determined to spend the monies received from the Education Protection Act as attached.

Approved, passed and adopted by the Board of Trustees of the Lowell Joint School District on the 12th day of June, 2023:

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

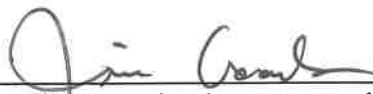
NOES: None

ABSTAIN: None

ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 12th day of June, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 12th day of June, 2023.



Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2022/23 NO. 897

**A RESOLUTION OF THE BOARD OF TRUSTEES
OF THE LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
RESOLUTION APPROVING GUARANTEED MAXIMUM PRICE (GMP)
FOR THE RANCHO STARBUCK INTERMEDIATE SCHOOL PROJECT
TO ERICKSON-HALL CONSTRUCTION**

WHEREAS, the Lowell Joint School District (“District”) plans to perform HVAC, roof replacement, fire alarm, ADA, and related work at Rancho Starbuck Intermediate School (“Project”) utilizing the lease-leaseback construction delivery method, whereby the District will lease the site that it owns to a contractor who will construct improvements thereon and lease the Project and the underlying site back to the District;

WHEREAS, Education Code Section 17406 authorizes the governing board of a school district to let to any person, firm or corporation any real property belonging to the District if the instrument by which the property is let requires the lessee therein to construct on the demised premises, or provide for the construction thereon of, a building or buildings for the use of the school district during the term of the lease, and provides that title to that building shall vest in the school district at the expiration of that term;

WHEREAS, the selection of any lease-leaseback proposer pursuant to Education Code section 17406 shall be based on a competitive solicitation process and a contract shall be awarded to the proposer providing the “best value” to the school district, taking into consideration the proposer’s demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required;

WHEREAS, pursuant to Education Code section 17400(b)(1), “best value” means a competitive procurement process whereby the selected proposer is selected on the basis of objective criteria for evaluating the qualifications of proposers with the resulting selection representing the best combination of price and qualifications;

WHEREAS, on September 9, 2019, the District’s Board of Education adopted the Resolution approving the Pre-construction Services Agreement and the Request for Proposals (“RFP”) for the Projects setting forth the criteria and scoring of the proposals, including relevant experience, safety record, price proposal, and other criteria specified by the District;

WHEREAS, the RFP previously approved by the Board included the form Lease-Leaseback Agreement;

WHEREAS, a Proposal Evaluation Committee evaluated the qualifications of the proposals based upon the criteria and evaluation methodology set forth in the RFP, assigned scores to each proposal, and once the evaluation process was complete, the District determined the proposer with the best value score;

WHEREAS, based on the Proposal Evaluation Committee's assessment of proposals, Erickson-Hall construction ("Contractor") achieved the highest best value score;

WHEREAS, the District desires the Contractor to perform Pre-construction Services at Rancho Starbuck Intermediate School; and

WHEREAS, in order to construct the Project using the lease-leaseback construction delivery method, it is necessary that the District enter into a site lease, in which the site will be leased to the Contractor; which provides for the sublease of the site and the lease of the Project by the Contractor back to the District; and a construction services agreement that contains construction provisions with which Contractor shall comply with respect to the construction of the Project (collectively, "Lease-Leaseback Agreement").

NOW, THEREFORE, THE BOARD OF EDUCATION OF THE LOWELL JOINT SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:

Section 1. Recitals. All of the recitals herein contained are true and correct.

Section 2. Determination of Best Value Contractor. The Lowell Joint School District implemented a RFP process and in accordance with Education Code section 17406, determined that Contractor was responsive and received the best value score based on the evaluation of objective criteria contained in the RFP.

Section 3. Award of Pre-construction Services Agreement. The District's Board of Education hereby awards Pre-construction Services Agreements included in the RFP to Contractor for Meadow Green Elementary School, for an amount not to exceed \$18,500.

Section 4. Award of Lease-Leaseback Agreement. The District's Board of Education hereby awards lease-leaseback contract to Contractor for the Project. The Lease-Leaseback Agreement which includes the Sublease, Site Lease and Construction Services Agreement were included in the RFP.

Section 5. Guaranteed Maximum Price. After pre-construction services were completed, and subcontractors selected by the Contractor for the Projects, the guaranteed maximum price shall be \$5,732,107 for the Project. The District's Board of Education must approve the final guaranteed maximum price prior to the start of any construction work on any Project. Pre-construction services shall be provided pursuant to a Pre-construction Services Agreement approved by the District's Board of Education.

Section 6. Other Acts; Delegation. The District's Board of Education hereby approves a delegation of authority and appoints its Superintendent, or his or her designee, who is hereby authorized and directed to negotiate and finalize the Pre-construction Services Agreements and Lease-Leaseback Agreements, and to carry out the intent of this Resolution. All actions taken pursuant to this delegation of authority shall be subject to ratification of the Board. Said delegation shall be valid until otherwise rescinded by the Board.

Section 7. Effective Date. This Resolution shall take effect upon adoption.

APPROVED, PASSED AND ADOPTED by the Board of Education of the Lowell Joint School District this 12th day of June, 2023, by the following vote:

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

NOES: None

ABSTAIN: None

ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 12th day of June, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 12th day of June, 2023.



Jim Coombs, Secretary to the Board of Trustees



LOWELL JOINT SCHOOL DISTRICT

Proposed 2023-24 Budget

Prepared by:

David Bennett

Assistant Superintendent, Business Services

June 12, 2023

G = General
Ledger Data; S =
Supplemental
Data

Data Supplied For:			
Form	Description	2022-23 Estimated Actuals	2023-24 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		

51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		
CB	Budget Certification		
CC	Workers' Compensation Certification		
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	
L	Lottery Report	G	

MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	G	G

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	33,359,234.00	0.00	33,359,234.00	35,414,827.00	0.00	35,414,827.00	6.2%
2) Federal Revenue		8100-8299	0.00	3,954,571.00	3,954,571.00	0.00	3,026,539.00	3,026,539.00	-23.5%
3) Other State Revenue		8300-8599	579,336.00	6,327,753.00	6,907,089.00	587,450.00	665,034.00	1,252,484.00	-81.9%
4) Other Local Revenue		8600-8799	521,757.00	3,191,153.00	3,712,910.00	257,002.00	3,413,973.00	3,670,975.00	-1.1%
5) TOTAL, REVENUES			34,460,327.00	13,473,477.00	47,933,804.00	36,259,279.00	7,105,546.00	43,364,825.00	-9.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	14,087,791.00	3,387,988.00	17,475,779.00	13,956,594.00	4,256,346.00	18,212,940.00	4.2%
2) Classified Salaries		2000-2999	3,373,207.00	2,780,496.00	6,153,703.00	3,347,402.00	2,917,724.00	6,265,126.00	1.8%
3) Employee Benefits		3000-3999	8,037,135.00	2,659,251.00	10,696,386.00	7,622,062.00	3,017,202.00	10,639,264.00	-0.5%
4) Books and Supplies		4000-4999	1,640,422.00	3,092,396.00	4,732,818.00	959,651.00	1,932,763.00	2,892,414.00	-38.9%
5) Services and Other Operating Expenditures		5000-5999	2,495,441.00	4,612,537.00	7,107,978.00	2,394,165.00	1,194,192.00	3,588,357.00	-49.5%
6) Capital Outlay		6000-6999	48,000.00	0.00	48,000.00	101,699.00	0.00	101,699.00	111.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	21,525.00	468,822.00	490,347.00	21,525.00	474,397.00	495,922.00	1.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(205,314.00)	49,014.00	(156,300.00)	(205,314.00)	49,014.00	(156,300.00)	0.0%
9) TOTAL, EXPENDITURES			29,498,207.00	17,050,504.00	46,548,711.00	28,197,784.00	13,841,638.00	42,039,422.00	-9.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			4,962,120.00	(3,577,027.00)	1,385,093.00	8,061,495.00	(6,736,092.00)	1,325,403.00	-4.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			863,521.00	521,572.00	1,385,093.00	3,755,883.00	(2,430,480.00)	1,325,403.00	-4.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
2) Ending Balance, June 30 (E + F1e)			13,193,847.00	2,328,383.00	15,522,230.00	16,949,730.00	(102,097.00)	16,847,633.00	8.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	30,000.00	0.00	30,000.00	30,000.00	0.00	30,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,104,958.00	3,104,958.00	0.00	2,075,654.00	2,075,654.00	-33.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	11,116,632.00	0.00	11,116,632.00	New
d) Assigned									
Other Assignments		9780	10,801,859.00	0.00	10,801,859.00	0.00	0.00	0.00	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,354,795.00	0.00	2,354,795.00	2,354,795.00	0.00	2,354,795.00	0.0%
Unassigned/Unappropriated Amount		9790	7,193.00	(776,575.00)	(769,382.00)	3,448,303.00	(2,177,751.00)	1,270,552.00	-265.1%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	14,013,548.00	0.00	14,013,548.00	15,489,162.00	0.00	15,489,162.00	10.5%
Education Protection Account State Aid - Current Year		8012	5,135,623.00	0.00	5,135,623.00	6,167,307.00	0.00	6,167,307.00	20.1%
State Aid - Prior Years		8019	(5,507.00)	0.00	(5,507.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	33,644.00	0.00	33,644.00	33,644.00	0.00	33,644.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	2,597,749.00	0.00	2,597,749.00	2,547,476.00	0.00	2,547,476.00	-1.9%
County & District Taxes									
Secured Roll Taxes		8041	7,666,798.00	0.00	7,666,798.00	7,442,798.00	0.00	7,442,798.00	-2.9%
Unsecured Roll Taxes		8042	225,057.00	0.00	225,057.00	225,057.00	0.00	225,057.00	0.0%
Prior Years' Taxes		8043	120,953.00	0.00	120,953.00	0.00	0.00	0.00	-100.0%
Supplemental Taxes		8044	664,811.00	0.00	664,811.00	120,953.00	0.00	120,953.00	-81.8%
Education Revenue Augmentation Fund (ERAF)		8045	2,503,606.00	0.00	2,503,606.00	634,811.00	0.00	634,811.00	-74.6%
Community Redevelopment Funds (SB 617/699/1992)		8047	370,013.00	0.00	370,013.00	2,403,606.00	0.00	2,403,606.00	549.6%
Penalties and Interest from Delinquent Taxes		8048	32,939.00	0.00	32,939.00	350,013.00	0.00	350,013.00	962.6%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			33,359,234.00	0.00	33,359,234.00	35,414,827.00	0.00	35,414,827.00	6.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			33,359,234.00	0.00	33,359,234.00	35,414,827.00	0.00	35,414,827.00	6.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	655,687.00	655,687.00	0.00	655,687.00	655,687.00	0.0%
Special Education Discretionary Grants		8182	0.00	22,496.00	22,496.00	0.00	22,496.00	22,496.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		407,885.00	407,885.00		441,413.00	441,413.00	8.2%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		152,617.00	152,617.00		153,584.00	153,584.00	0.6%
Title III, Part A, Immigrant Student Program	4201	8290		5,252.00	5,252.00		5,252.00	5,252.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		52,370.00	52,370.00		53,078.00	53,078.00	1.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		72,611.00	72,611.00		78,580.00	78,580.00	8.2%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,585,653.00	2,585,653.00	0.00	1,616,449.00	1,616,449.00	-37.5%
TOTAL, FEDERAL REVENUE			0.00	3,954,571.00	3,954,571.00	0.00	3,026,539.00	3,026,539.00	-23.5%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	242,681.00	242,681.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	98,770.00	0.00	98,770.00	106,884.00	0.00	106,884.00	8.2%
Lottery - Unrestricted and Instructional Materials		8560	480,566.00	189,400.00	669,966.00	480,566.00	189,400.00	669,966.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	5,895,672.00	5,895,672.00	0.00	475,634.00	475,634.00	-91.9%
TOTAL, OTHER STATE REVENUE			579,336.00	6,327,753.00	6,907,089.00	587,450.00	665,034.00	1,252,484.00	-81.9%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	28,508.00	0.00	28,508.00	0.00	0.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	311,011.00	0.00	311,011.00	77,753.00	0.00	77,753.00	-75.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	182,238.00	155,909.00	338,147.00	179,249.00	89,123.00	268,372.00	-20.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		3,035,244.00	3,035,244.00		3,324,850.00	3,324,850.00	9.5%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			521,757.00	3,191,153.00	3,712,910.00	257,002.00	3,413,973.00	3,670,975.00	-1.1%
TOTAL, REVENUES			34,460,327.00	13,473,477.00	47,933,804.00	36,259,279.00	7,105,546.00	43,364,825.00	-9.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	12,199,541.00	2,717,512.00	14,917,053.00	12,056,084.00	3,462,589.00	15,518,673.00	4.0%
Certificated Pupil Support Salaries		1200	391,021.00	272,623.00	663,644.00	396,239.00	266,359.00	662,598.00	-0.2%
Certificated Supervisors' and Administrators' Salaries		1300	1,497,229.00	397,853.00	1,895,082.00	1,504,271.00	527,398.00	2,031,669.00	7.2%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			14,087,791.00	3,387,988.00	17,475,779.00	13,956,594.00	4,256,346.00	18,212,940.00	4.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	416,293.00	1,226,071.00	1,642,364.00	434,495.00	1,217,173.00	1,651,668.00	0.6%
Classified Support Salaries		2200	724,033.00	1,203,637.00	1,927,670.00	707,920.00	1,256,232.00	1,964,152.00	1.9%
Classified Supervisors' and Administrators' Salaries		2300	563,881.00	61,084.00	624,965.00	634,699.00	139,214.00	773,913.00	23.8%
Clerical, Technical and Office Salaries		2400	1,463,848.00	58,352.00	1,522,200.00	1,427,639.00	49,105.00	1,476,744.00	-3.0%
Other Classified Salaries		2900	205,152.00	231,352.00	436,504.00	142,649.00	256,000.00	398,649.00	-8.7%
TOTAL, CLASSIFIED SALARIES			3,373,207.00	2,780,496.00	6,153,703.00	3,347,402.00	2,917,724.00	6,265,126.00	1.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,605,953.00	702,977.00	3,308,930.00	2,582,951.00	918,484.00	3,501,435.00	5.8%
PERS		3201-3202	603,977.00	541,586.00	1,145,563.00	647,286.00	588,472.00	1,235,758.00	7.9%
OASDI/Medicare/Alternative		3301-3302	451,601.00	233,980.00	685,581.00	455,646.00	251,894.00	707,540.00	3.2%
Health and Welfare Benefits		3401-3402	3,639,625.00	1,061,885.00	4,701,510.00	3,272,350.00	1,152,640.00	4,424,990.00	-5.9%
Unemployment Insurance		3501-3502	85,340.00	28,241.00	113,581.00	12,262.00	4,111.00	16,373.00	-85.6%
Workers' Compensation		3601-3602	277,639.00	90,582.00	368,221.00	278,567.00	101,601.00	380,168.00	3.2%
OPEB, Allocated		3701-3702	373,000.00	0.00	373,000.00	373,000.00	0.00	373,000.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			8,037,135.00	2,659,251.00	10,696,386.00	7,622,062.00	3,017,202.00	10,639,264.00	-0.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	197,413.00	197,413.00	0.00	189,400.00	189,400.00	-4.1%
Books and Other Reference Materials		4200	3,794.00	0.00	3,794.00	140.00	0.00	140.00	-96.3%
Materials and Supplies		4300	1,586,994.00	2,570,658.00	4,157,652.00	914,223.00	1,728,363.00	2,642,586.00	-36.4%
Noncapitalized Equipment		4400	49,634.00	324,325.00	373,959.00	45,288.00	15,000.00	60,288.00	-83.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,640,422.00	3,092,396.00	4,732,818.00	959,651.00	1,932,763.00	2,892,414.00	-38.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	146,634.00	146,634.00	0.00	151,825.00	151,825.00	3.5%
Travel and Conferences		5200	54,637.00	41,986.00	96,623.00	44,975.00	43,472.00	88,447.00	-8.5%
Dues and Memberships		5300	32,317.00	0.00	32,317.00	30,240.00	0.00	30,240.00	-6.4%
Insurance		5400 - 5450	340,000.00	0.00	340,000.00	352,036.00	0.00	352,036.00	3.5%
Operations and Housekeeping Services		5500	835,302.00	0.00	835,302.00	864,871.00	0.00	864,871.00	3.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	237,892.00	0.00	237,892.00	241,394.00	0.00	241,394.00	1.5%
Transfers of Direct Costs		5710	202,910.00	326,310.00	529,220.00	(295,919.00)	295,919.00	0.00	-100.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	690,290.00	4,097,607.00	4,787,897.00	954,897.00	702,976.00	1,657,873.00	-65.4%
Communications		5900	102,093.00	0.00	102,093.00	201,671.00	0.00	201,671.00	97.5%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,495,441.00	4,612,537.00	7,107,978.00	2,394,165.00	1,194,192.00	3,588,357.00	-49.5%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	48,000.00	0.00	48,000.00	101,699.00	0.00	101,699.00	111.9%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			48,000.00	0.00	48,000.00	101,699.00	0.00	101,699.00	111.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	195,195.00	195,195.00	0.00	195,195.00	195,195.00	0.0%
Payments to County Offices		7142	21,525.00	273,627.00	295,152.00	21,525.00	279,202.00	300,727.00	1.9%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			21,525.00	468,822.00	490,347.00	21,525.00	474,397.00	495,922.00	1.1%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(49,014.00)	49,014.00	0.00	(49,014.00)	49,014.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(156,300.00)	0.00	(156,300.00)	(156,300.00)	0.00	(156,300.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(205,314.00)	49,014.00	(156,300.00)	(205,314.00)	49,014.00	(156,300.00)	0.0%
TOTAL, EXPENDITURES			29,498,207.00	17,050,504.00	46,548,711.00	28,197,784.00	13,841,638.00	42,039,422.00	-9.7%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	33,359,234.00	0.00	33,359,234.00	35,414,827.00	0.00	35,414,827.00	6.2%
2) Federal Revenue		8100-8299	0.00	3,954,571.00	3,954,571.00	0.00	3,026,539.00	3,026,539.00	-23.5%
3) Other State Revenue		8300-8599	579,336.00	6,327,753.00	6,907,089.00	587,450.00	665,034.00	1,252,484.00	-81.9%
4) Other Local Revenue		8600-8799	521,757.00	3,191,153.00	3,712,910.00	257,002.00	3,413,973.00	3,670,975.00	-1.1%
5) TOTAL, REVENUES			34,460,327.00	13,473,477.00	47,933,804.00	36,259,279.00	7,105,546.00	43,364,825.00	-9.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction		1000-1999	20,067,354.00	12,573,969.00	32,641,323.00	18,846,178.00	9,326,858.00	28,173,036.00	-13.7%
2) Instruction - Related Services		2000-2999	3,774,194.00	233,921.00	4,008,115.00	3,723,902.00	412,467.00	4,136,369.00	3.2%
3) Pupil Services		3000-3999	883,990.00	1,709,215.00	2,593,205.00	911,505.00	1,458,243.00	2,369,748.00	-8.6%
4) Ancillary Services		4000-4999	11,500.00	0.00	11,500.00	0.00	0.00	0.00	-100.0%
5) Community Services		5000-5999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration		7000-7999	2,774,653.00	55,007.00	2,829,660.00	2,670,766.00	55,219.00	2,725,985.00	-3.7%
8) Plant Services		8000-8999	1,906,419.00	2,009,570.00	3,915,989.00	1,974,135.00	2,114,454.00	4,088,589.00	4.4%
9) Other Outgo		9000-9999	21,525.00	468,822.00	490,347.00	21,525.00	474,397.00	495,922.00	1.1%
10) TOTAL, EXPENDITURES			29,439,635.00	17,050,504.00	46,490,139.00	28,148,011.00	13,841,638.00	41,989,649.00	-9.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,020,692.00	(3,577,027.00)	1,443,665.00	8,111,268.00	(6,736,092.00)	1,375,176.00	-4.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			922,093.00	521,572.00	1,443,665.00	3,805,656.00	(2,430,480.00)	1,375,176.00	-4.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
2) Ending Balance, June 30 (E + F1e)			13,252,419.00	2,328,383.00	15,580,802.00	16,999,503.00	(102,097.00)	16,897,406.00	8.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	30,000.00	0.00	30,000.00	30,000.00	0.00	30,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted									
		9740	0.00	3,104,958.00	3,104,958.00	0.00	2,075,654.00	2,075,654.00	-33.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	11,116,632.00	0.00	11,116,632.00	New
d) Assigned									
Other Assignments (by Resource/Object)		9780	10,801,859.00	0.00	10,801,859.00	0.00	0.00	0.00	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,354,795.00	0.00	2,354,795.00	2,354,795.00	0.00	2,354,795.00	0.0%
Unassigned/Unappropriated Amount		9790	7,193.00	(776,575.00)	(769,382.00)	3,448,303.00	(2,177,751.00)	1,270,552.00	-265.1%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	620,541.00	620,541.00
3310	Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	10,539.00	10,539.00
3315	Special Ed: IDEA Preschool Grants, Part B, Sec 619	3,383.00	3,383.00
5640	Medi-Cal Billing Option	21,754.00	21,754.00
6053	Child Dev: Universal Prekindergarten (UPK) Planning and Implementation Grant Program - Universal Prekindergarten Planning Grants	113,148.00	113,148.00
6266	Educator Effectiveness, FY 2021-22	126,781.00	0.00
6547	Special Education Early Intervention Preschool Grant	567,768.00	860,795.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	242,681.00	242,681.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	82,998.00	24,444.00
7435	Learning Recovery Emergency Block Grant	1,196,960.00	59,964.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	46,896.00	46,896.00
9010	Other Restricted Local	71,509.00	71,509.00
Total, Restricted Balance		3,104,958.00	2,075,654.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,400,000.00	1,400,000.00	0.0%
4) Other Local Revenue		8600-8799	265,335.00	264,000.00	-0.5%
5) TOTAL, REVENUES			1,665,335.00	1,664,000.00	-0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	541,261.00	662,559.00	22.4%
2) Classified Salaries		2000-2999	100,060.00	601,632.00	501.3%
3) Employee Benefits		3000-3999	249,949.00	393,000.00	57.2%
4) Books and Supplies		4000-4999	42,792.00	43,015.00	0.5%
5) Services and Other Operating Expenditures		5000-5999	533,910.00	552,808.00	3.5%
6) Capital Outlay		6000-6999	31,000.00	32,097.00	3.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	110,500.00	110,500.00	0.0%
9) TOTAL, EXPENDITURES			1,609,472.00	2,395,611.00	48.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			55,863.00	(731,611.00)	-1,409.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			55,863.00	(731,611.00)	-1,409.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	100,000.00	155,863.00	55.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			100,000.00	155,863.00	55.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			100,000.00	155,863.00	55.9%
2) Ending Balance, June 30 (E + F1e)			155,863.00	(575,748.00)	-469.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	17,835.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	155,230.00	155,230.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(17,202.00)	(730,978.00)	4,149.4%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,400,000.00	1,400,000.00	0.0%
TOTAL, OTHER STATE REVENUE			1,400,000.00	1,400,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	264,000.00	264,000.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,335.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			265,335.00	264,000.00	-0.5%
TOTAL, REVENUES			1,665,335.00	1,664,000.00	-0.1%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	541,261.00	541,291.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	121,268.00	New
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			541,261.00	662,559.00	22.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	42,705.00	262,523.00	514.7%
Classified Support Salaries		2200	0.00	39,335.00	New
Classified Supervisors' and Administrators' Salaries		2300	0.00	120,103.00	New
Clerical, Technical and Office Salaries		2400	0.00	122,316.00	New

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries		2900	57,355.00	57,355.00	0.0%
TOTAL, CLASSIFIED SALARIES			100,060.00	601,632.00	501.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	133,700.00	32,622.00	-75.6%
PERS		3201-3202	33,698.00	139,558.00	314.1%
OASDI/Medicare/Alternative		3301-3302	19,735.00	46,869.00	137.5%
Health and Welfare Benefits		3401-3402	45,262.00	160,864.00	255.4%
Unemployment Insurance		3501-3502	4,127.00	914.00	-77.9%
Workers' Compensation		3601-3602	13,427.00	12,173.00	-9.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			249,949.00	393,000.00	57.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	35,792.00	36,015.00	0.6%
Noncapitalized Equipment		4400	7,000.00	7,000.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			42,792.00	43,015.00	0.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	533,910.00	552,808.00	3.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			533,910.00	552,808.00	3.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	31,000.00	32,097.00	3.5%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			31,000.00	32,097.00	3.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	110,500.00	110,500.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			110,500.00	110,500.00	0.0%
TOTAL, EXPENDITURES			1,609,472.00	2,395,611.00	48.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,400,000.00	1,400,000.00	0.0%
4) Other Local Revenue		8600-8799	265,335.00	264,000.00	-0.5%
5) TOTAL, REVENUES			1,665,335.00	1,664,000.00	-0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,420,262.00	1,813,601.00	27.7%
2) Instruction - Related Services	2000-2999		100.00	116,266.00	116,166.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		141,000.00	416,533.00	195.4%
8) Plant Services	8000-8999		48,000.00	49,097.00	2.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,609,362.00	2,395,497.00	48.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			55,973.00	(731,497.00)	-1,406.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			55,973.00	(731,497.00)	-1,406.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	100,000.00	155,863.00	55.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			100,000.00	155,863.00	55.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			100,000.00	155,863.00	55.9%
2) Ending Balance, June 30 (E + F1e)			155,973.00	(575,634.00)	-469.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	17,835.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	155,230.00	155,230.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(17,202.00)	(730,978.00)	4,149.4%

	Resource	Description	2022-23	2023-24
			Estimated Actuals	Budget
	2600	Expanded Learning Opportunities Program	17,835.00	0.00
Total, Restricted Balance			17,835.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,970,782.00	1,970,782.00	0.0%
3) Other State Revenue		8300-8599	134,479.00	134,479.00	0.0%
4) Other Local Revenue		8600-8799	75,865.00	74,145.00	-2.3%
5) TOTAL, REVENUES			2,181,126.00	2,179,406.00	-0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	573,658.00	697,935.00	21.7%
3) Employee Benefits		3000-3999	208,434.00	214,813.00	3.1%
4) Books and Supplies		4000-4999	900,461.00	932,334.00	3.5%
5) Services and Other Operating Expenditures		5000-5999	24,031.00	24,886.00	3.6%
6) Capital Outlay		6000-6999	80,000.00	107,832.00	34.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	45,800.00	45,800.00	0.0%
9) TOTAL, EXPENDITURES			1,832,384.00	2,023,600.00	10.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			348,742.00	155,806.00	-55.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			348,742.00	155,806.00	-55.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,524,071.00	1,872,813.00	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,524,071.00	1,872,813.00	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,524,071.00	1,872,813.00	22.9%
2) Ending Balance, June 30 (E + F1e)					
			1,872,813.00	2,028,619.00	8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,872,914.00	2,028,825.00	8.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	(101.00)	(206.00)	104.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		
4) Due from Grantor Government					
		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,970,782.00	1,970,782.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,970,782.00	1,970,782.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	134,479.00	134,479.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			134,479.00	134,479.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	69,500.00	69,500.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,500.00	4,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,865.00	145.00	-92.2%
TOTAL, OTHER LOCAL REVENUE			75,865.00	74,145.00	-2.3%
TOTAL, REVENUES			2,181,126.00	2,179,406.00	-0.1%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	437,058.00	556,915.00	27.4%
Classified Supervisors' and Administrators' Salaries		2300	88,467.00	92,887.00	5.0%
Clerical, Technical and Office Salaries		2400	48,133.00	48,133.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			573,658.00	697,935.00	21.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	95,649.00	99,331.00	3.8%
OASDI/Medicare/Alternative		3301-3302	37,088.00	46,655.00	25.8%
Health and Welfare Benefits		3401-3402	65,451.00	58,664.00	-10.4%
Unemployment Insurance		3501-3502	2,409.00	303.00	-87.4%
Workers' Compensation		3601-3602	7,837.00	9,860.00	25.8%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			208,434.00	214,813.00	3.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	116,400.00	120,519.00	3.5%
Noncapitalized Equipment		4400	60,000.00	62,124.00	3.5%
Food		4700	724,061.00	749,691.00	3.5%
TOTAL, BOOKS AND SUPPLIES			900,461.00	932,334.00	3.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,600.00	2,693.00	3.6%
Dues and Memberships		5300	300.00	311.00	3.7%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	3,480.00	3,605.00	3.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,000.00	5,177.00	3.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	12,651.00	13,100.00	3.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			24,031.00	24,886.00	3.6%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	80,000.00	82,832.00	3.5%
Equipment Replacement		6500	0.00	25,000.00	New
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			80,000.00	107,832.00	34.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	45,800.00	45,800.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			45,800.00	45,800.00	0.0%
TOTAL, EXPENDITURES			1,832,384.00	2,023,600.00	10.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,970,782.00	1,970,782.00	0.0%
3) Other State Revenue		8300-8599	134,479.00	134,479.00	0.0%
4) Other Local Revenue		8600-8799	75,865.00	74,145.00	-2.3%
5) TOTAL, REVENUES			2,181,126.00	2,179,406.00	-0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,635,492.00	1,797,263.00	9.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		45,800.00	45,800.00	0.0%
8) Plant Services	8000-8999		150,991.00	180,432.00	19.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,832,283.00	2,023,495.00	10.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			348,843.00	155,911.00	-55.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			348,843.00	155,911.00	-55.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,524,071.00	1,872,813.00	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,524,071.00	1,872,813.00	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,524,071.00	1,872,813.00	22.9%
2) Ending Balance, June 30 (E + F1e)			1,872,914.00	2,028,724.00	8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,872,914.00	2,028,825.00	8.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(101.00)	(206.00)	104.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1,770,711.00	1,926,622.00
5316	Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	102,203.00	102,203.00
Total, Restricted Balance		1,872,914.00	2,028,825.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	54,853.00	52,000.00	-5.2%
5) TOTAL, REVENUES			54,853.00	52,000.00	-5.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	64,132.00	67,806.00	5.7%
3) Employee Benefits		3000-3999	48,965.00	49,088.00	0.3%
4) Books and Supplies		4000-4999	9,336.00	9,783.00	4.8%
5) Services and Other Operating Expenditures		5000-5999	36,574.00	111,950.00	206.1%
6) Capital Outlay		6000-6999	12,000.00	12,354.00	3.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			171,007.00	250,981.00	46.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(116,154.00)	(198,981.00)	71.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	314,175.00	314,175.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			314,175.00	314,175.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			198,021.00	115,194.00	-41.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,285,660.00	2,483,681.00	8.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,285,660.00	2,483,681.00	8.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,285,660.00	2,483,681.00	8.7%
2) Ending Balance, June 30 (E + F1e)			2,483,681.00	2,598,875.00	4.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	342,198.00	382,198.00	11.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,691,290.00	1,691,290.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	450,193.00	525,387.00	16.7%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
3) Accounts Receivable					
4) Due from Grantor Government					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	40,000.00	40,000.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	12,000.00	12,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,853.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			54,853.00	52,000.00	-5.2%
TOTAL, REVENUES			54,853.00	52,000.00	-5.2%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	64,132.00	67,806.00	5.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			64,132.00	67,806.00	5.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	16,270.00	18,091.00	11.2%
OASDI/Medicare/Alternative		3301-3302	4,938.00	5,221.00	5.7%
Health and Welfare Benefits		3401-3402	26,393.00	24,639.00	-6.6%
Unemployment Insurance		3501-3502	321.00	34.00	-89.4%
Workers' Compensation		3601-3602	1,043.00	1,103.00	5.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			48,965.00	49,088.00	0.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	8,000.00	8,283.00	3.5%
Noncapitalized Equipment		4400	1,336.00	1,500.00	12.3%
TOTAL, BOOKS AND SUPPLIES			9,336.00	9,783.00	4.8%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	30,574.00	105,773.00	246.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	6,000.00	6,177.00	3.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			36,574.00	111,950.00	206.1%
CAPITAL OUTLAY					
Land Improvements		6170	2,000.00	2,000.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	10,000.00	10,354.00	3.5%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			12,000.00	12,354.00	3.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			171,007.00	250,981.00	46.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	314,175.00	314,175.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			314,175.00	314,175.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			314,175.00	314,175.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	54,853.00	52,000.00	-5.2%
5) TOTAL, REVENUES			54,853.00	52,000.00	-5.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		171,007.00	250,981.00	46.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			171,007.00	250,981.00	46.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(116,154.00)	(198,981.00)	71.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	314,175.00	314,175.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			314,175.00	314,175.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			198,021.00	115,194.00	-41.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,285,660.00	2,483,681.00	8.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,285,660.00	2,483,681.00	8.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,285,660.00	2,483,681.00	8.7%
2) Ending Balance, June 30 (E + F1e)			2,483,681.00	2,598,875.00	4.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	342,198.00	382,198.00	11.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,691,290.00	1,691,290.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	450,193.00	525,387.00	16.7%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	342,198.00	382,198.00
Total, Restricted Balance		342,198.00	382,198.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	136,114.00	128,764.00	-5.4%
5) TOTAL, REVENUES			136,114.00	128,764.00	-5.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	88,753.00	96,359.00	8.6%
3) Employee Benefits		3000-3999	42,507.00	45,156.00	6.2%
4) Books and Supplies		4000-4999	14,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	718,370.00	173,614.00	-75.8%
6) Capital Outlay		6000-6999	8,653,122.00	3,755,412.00	-56.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,516,752.00	4,070,541.00	-57.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(9,380,638.00)	(3,941,777.00)	-58.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(9,380,638.00)	(3,941,777.00)	-58.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,379,076.00	8,998,438.00	-51.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,379,076.00	8,998,438.00	-51.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,379,076.00	8,998,438.00	-51.0%
2) Ending Balance, June 30 (E + F1e)			8,998,438.00	5,056,661.00	-43.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	10,600,390.00	10,600,390.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(1,601,952.00)	(5,543,729.00)	246.1%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	128,764.00	128,764.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	7,350.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			136,114.00	128,764.00	-5.4%
TOTAL, REVENUES			136,114.00	128,764.00	-5.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	88,753.00	96,359.00	8.6%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			88,753.00	96,359.00	8.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	22,517.00	25,709.00	14.2%
OASDI/Medicare/Alternative		3301-3302	6,834.00	7,419.00	8.6%
Health and Welfare Benefits		3401-3402	11,268.00	10,412.00	-7.6%
Unemployment Insurance		3501-3502	444.00	48.00	-89.2%
Workers' Compensation		3601-3602	1,444.00	1,568.00	8.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			42,507.00	45,156.00	6.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	14,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			14,000.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	635,420.00	85,600.00	-86.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	82,950.00	88,014.00	6.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			718,370.00	173,614.00	-75.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	8,626,872.00	3,728,233.00	-56.8%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	5,250.00	5,436.00	3.5%
Equipment Replacement		6500	21,000.00	21,743.00	3.5%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			8,653,122.00	3,755,412.00	-56.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			9,516,752.00	4,070,541.00	-57.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	136,114.00	128,764.00	-5.4%
5) TOTAL, REVENUES			136,114.00	128,764.00	-5.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		9,516,752.00	4,070,541.00	-57.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			9,516,752.00	4,070,541.00	-57.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(9,380,638.00)	(3,941,777.00)	-58.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(9,380,638.00)	(3,941,777.00)	-58.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,379,076.00	8,998,438.00	-51.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,379,076.00	8,998,438.00	-51.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,379,076.00	8,998,438.00	-51.0%
2) Ending Balance, June 30 (E + F1e)			8,998,438.00	5,056,661.00	-43.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	10,600,390.00	10,600,390.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(1,601,952.00)	(5,543,729.00)	246.1%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,200.00	20,200.00	0.0%
5) TOTAL, REVENUES			20,200.00	20,200.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	36,288.00	11,389.00	-68.6%
5) Services and Other Operating Expenditures		5000-5999	255.00	264.00	3.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			36,543.00	11,653.00	-68.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(16,343.00)	8,547.00	-152.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(16,343.00)	8,547.00	-152.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	460,020.00	443,677.00	-3.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			460,020.00	443,677.00	-3.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			460,020.00	443,677.00	-3.6%
2) Ending Balance, June 30 (E + F1e)			443,677.00	452,224.00	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	429,288.00	449,288.00	4.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	50,732.00	50,732.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(36,343.00)	(47,796.00)	31.5%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	200.00	200.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	20,000.00	20,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,200.00	20,200.00	0.0%
TOTAL, REVENUES			20,200.00	20,200.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	11,000.00	11,389.00	3.5%
Noncapitalized Equipment		4400	25,288.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			36,288.00	11,389.00	-68.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	255.00	264.00	3.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			255.00	264.00	3.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			36,543.00	11,653.00	-68.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,200.00	20,200.00	0.0%
5) TOTAL, REVENUES			20,200.00	20,200.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		36,288.00	11,389.00	-68.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			36,288.00	11,389.00	-68.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(16,088.00)	8,811.00	-154.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(16,088.00)	8,811.00	-154.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	460,020.00	443,677.00	-3.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			460,020.00	443,677.00	-3.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			460,020.00	443,677.00	-3.6%
2) Ending Balance, June 30 (E + F1e)			443,932.00	452,488.00	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	429,288.00	449,288.00	4.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	50,732.00	50,732.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(36,343.00)	(47,796.00)	31.5%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	429,288.00	449,288.00
Total, Restricted Balance		429,288.00	449,288.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	822,924.00	822,924.00	0.0%
5) TOTAL, REVENUES			822,924.00	822,924.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	23,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	141,875.00	146,897.00	3.5%
6) Capital Outlay		6000-6999	213,008.00	423,345.00	98.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			377,883.00	570,242.00	50.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			445,041.00	252,682.00	-43.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	314,175.00	314,175.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(314,175.00)	(314,175.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			130,866.00	(61,493.00)	-147.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,830,257.00	13,961,123.00	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,830,257.00	13,961,123.00	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,830,257.00	13,961,123.00	0.9%
2) Ending Balance, June 30 (E + F1e)			13,961,123.00	13,899,630.00	-0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	14,112,785.00	14,112,785.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(151,662.00)	(213,155.00)	40.5%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks					
		9120	0.00		
c) in Revolving Cash Account					
		9130	0.00		
d) with Fiscal Agent/Trustee					
		9135	0.00		
e) Collections Awaiting Deposit					
		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	767,924.00	767,924.00	0.0%
Interest		8660	55,000.00	55,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			822,924.00	822,924.00	0.0%
TOTAL, REVENUES			822,924.00	822,924.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	23,000.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			23,000.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	141,875.00	146,897.00	3.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			141,875.00	146,897.00	3.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	238,000.00	New
Buildings and Improvements of Buildings		6200	213,008.00	185,345.00	-13.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			213,008.00	423,345.00	98.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			377,883.00	570,242.00	50.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	314,175.00	314,175.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			314,175.00	314,175.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(314,175.00)	(314,175.00)	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	822,924.00	822,924.00	0.0%
5) TOTAL, REVENUES			822,924.00	822,924.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		377,883.00	570,242.00	50.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			377,883.00	570,242.00	50.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			445,041.00	252,682.00	-43.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	314,175.00	314,175.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(314,175.00)	(314,175.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			130,866.00	(61,493.00)	-147.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,830,257.00	13,961,123.00	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,830,257.00	13,961,123.00	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,830,257.00	13,961,123.00	0.9%
2) Ending Balance, June 30 (E + F1e)			13,961,123.00	13,899,630.00	-0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	14,112,785.00	14,112,785.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(151,662.00)	(213,155.00)	40.5%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	2,824.97	2,821.00	3,024.11	2,814.97	2,811.00	2,946.95
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	2,824.97	2,821.00	3,024.11	2,814.97	2,811.00	2,946.95
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	1.89	1.89	1.89	1.89	1.89	1.89
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	1.89	1.89	1.89	1.89	1.89	1.89
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,826.86	2,822.89	3,026.00	2,816.86	2,812.89	2,948.84
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	35,414,827.00	1.57%	35,972,133.00	1.59%	36,545,144.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	587,450.00	0.72%	591,662.00	0.62%	595,308.00
4. Other Local Revenues	8600-8799	257,002.00	1.12%	259,873.00	0.00%	259,873.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(4,305,612.00)	0.00%	(4,305,612.00)	0.00%	(4,305,612.00)
6. Total (Sum lines A1 thru A5c)		31,953,667.00	1.77%	32,518,056.00	1.77%	33,094,713.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,956,594.00		14,235,726.00
b. Step & Column Adjustment				279,132.00		284,715.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,956,594.00	2.00%	14,235,726.00	2.00%	14,520,441.00
2. Classified Salaries						
a. Base Salaries				3,347,402.00		3,431,087.00
b. Step & Column Adjustment				83,685.00		85,777.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,347,402.00	2.50%	3,431,087.00	2.50%	3,516,864.00
3. Employee Benefits	3000-3999	7,622,062.00	2.10%	7,781,876.00	2.10%	7,945,070.00
4. Books and Supplies	4000-4999	959,651.00	49.38%	1,433,497.00	1.41%	1,453,707.00
5. Services and Other Operating Expenditures	5000-5999	2,394,165.00	30.46%	3,123,515.00	2.61%	3,205,052.00
6. Capital Outlay	6000-6999	101,699.00	2.77%	104,516.00	0.00%	104,516.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	21,525.00	0.00%	21,525.00	0.00%	21,525.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(205,314.00)	0.00%	(205,314.00)	0.00%	(205,314.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,197,784.00	6.13%	29,926,428.00	2.12%	30,561,861.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		3,755,883.00		2,591,628.00		2,532,852.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		13,193,847.00		16,949,730.00		19,541,358.00
2. Ending Fund Balance (Sum lines C and D1)		16,949,730.00		19,541,358.00		22,074,210.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	30,000.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	11,116,632.00				
d. Assigned	9780	0.00		6,808,000.00		5,808,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,354,795.00				
2. Unassigned/Unappropriated	9790	3,448,303.00		12,733,358.00		16,266,210.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		16,949,730.00		19,541,358.00		22,074,210.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,354,795.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,448,303.00		12,733,358.00		16,266,210.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789			1,496,321.00		1,528,093.00
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		5,803,098.00		14,229,679.00		17,794,303.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
MYP is not populating correctly						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	
2. Federal Revenues	8100-8299	3,026,539.00	-51.47%	1,468,905.00	0.00%	1,468,905.00
3. Other State Revenues	8300-8599	665,034.00	0.00%	665,035.00	0.00%	665,035.00
4. Other Local Revenues	8600-8799	3,413,973.00	5.79%	3,611,758.00	3.15%	3,725,456.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	4,305,612.00	0.00%	4,305,612.00	0.00%	4,305,612.00
6. Total (Sum lines A1 thru A5c)		11,411,158.00	-11.92%	10,051,310.00	1.13%	10,165,008.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,256,346.00		4,341,473.00
b. Step & Column Adjustment				85,127.00		86,829.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,256,346.00	2.00%	4,341,473.00	2.00%	4,428,302.00
2. Classified Salaries						
a. Base Salaries				2,917,724.00		2,990,667.00
b. Step & Column Adjustment				72,943.00		74,767.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,917,724.00	2.50%	2,990,667.00	2.50%	3,065,434.00
3. Employee Benefits	3000-3999	3,017,202.00	2.20%	3,083,682.00	2.20%	3,151,644.00
4. Books and Supplies	4000-4999	1,932,763.00	55.79%	3,011,078.00	1.73%	3,063,161.00
5. Services and Other Operating Expenditures	5000-5999	1,194,192.00	3.02%	1,230,257.00	2.64%	1,262,735.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	474,397.00	0.00%	474,397.00	0.00%	474,397.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	49,014.00	0.00%	49,014.00	0.00%	49,014.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		13,841,638.00	9.67%	15,180,568.00	2.07%	15,494,687.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(2,430,480.00)		(5,129,258.00)		(5,329,679.00)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,328,383.00		(102,097.00)		(5,231,355.00)
2. Ending Fund Balance (Sum lines C and D1)		(102,097.00)		(5,231,355.00)		(10,561,034.00)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	2,075,654.00				
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(2,177,751.00)		(5,231,355.00)		(10,561,034.00)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		(102,097.00)		(5,231,355.00)		(10,561,034.00)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Contribution from GF						

Budget, July 1
General Fund
Multiyear Projections
Unrestricted/Restricted

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	35,414,827.00	1.57%	35,972,133.00	1.59%	36,545,144.00
2. Federal Revenues	8100-8299	3,026,539.00	-51.47%	1,468,905.00	0.00%	1,468,905.00
3. Other State Revenues	8300-8599	1,252,484.00	0.34%	1,256,697.00	0.29%	1,260,343.00
4. Other Local Revenues	8600-8799	3,670,975.00	5.47%	3,871,631.00	2.94%	3,985,329.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		43,364,825.00	-1.83%	42,569,366.00	1.62%	43,259,721.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				18,212,940.00		18,577,199.00
b. Step & Column Adjustment				364,259.00		371,544.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,212,940.00	2.00%	18,577,199.00	2.00%	18,948,743.00
2. Classified Salaries						
a. Base Salaries				6,265,126.00		6,421,754.00
b. Step & Column Adjustment				156,628.00		160,544.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,265,126.00	2.50%	6,421,754.00	2.50%	6,582,298.00
3. Employee Benefits	3000-3999	10,639,264.00	2.13%	10,865,558.00	2.13%	11,096,714.00
4. Books and Supplies	4000-4999	2,892,414.00	53.66%	4,444,575.00	1.63%	4,516,868.00
5. Services and Other Operating Expenditures	5000-5999	3,588,357.00	21.33%	4,353,772.00	2.62%	4,467,787.00
6. Capital Outlay	6000-6999	101,699.00	2.77%	104,516.00	0.00%	104,516.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	495,922.00	0.00%	495,922.00	0.00%	495,922.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(156,300.00)	0.00%	(156,300.00)	0.00%	(156,300.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		42,039,422.00	7.30%	45,106,996.00	2.11%	46,056,548.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		1,325,403.00		(2,537,630.00)		(2,796,827.00)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		15,522,230.00		16,847,633.00		14,310,003.00
2. Ending Fund Balance (Sum lines C and D1)		16,847,633.00		14,310,003.00		11,513,176.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	30,000.00		0.00		0.00
b. Restricted	9740	2,075,654.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	11,116,632.00		0.00		0.00
d. Assigned	9780	0.00		6,808,000.00		5,808,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,354,795.00		0.00		0.00
2. Unassigned/Unappropriated	9790	1,270,552.00		7,502,003.00		5,705,176.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		16,847,633.00		14,310,003.00		11,513,176.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,354,795.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,448,303.00		12,733,358.00		16,266,210.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(2,177,751.00)		(5,231,355.00)		(10,561,034.00)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		1,496,321.00		1,528,093.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		3,625,347.00		8,998,324.00		7,233,269.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		8.62%		19.95%		15.71%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s): North Orange County SELPA						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		2,814.97		2,814.97		2,814.97
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		42,039,422.00		45,106,996.00		46,056,548.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)						
		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)						
		42,039,422.00		45,106,996.00		46,056,548.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)						
		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		1,261,182.66		1,353,209.88		1,381,696.44
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)						
		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		1,261,182.66		1,353,209.88		1,381,696.44
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

Erickson Hall Construction Co.**Guaranteed Maximum Price****May 19, 2023**
Erickson-Hall Construction
An Employee Owned Company

	Rancho Starbuck - HVAC, Roofing, & Fire Alarm	Budget
1	Survey	21,579
2	Erosion Control	42,883
3	Final Clean	60,781
4	Striping	5,265
5	Demolition, Abatement, & Earthwork	618,228
6	Concrete	484,481
7	Fencing	40,250
8	Landscaping	130,137
9	Structural Steel	59,361
10	Rough Carpentry	778,521
11	Casework	69,950
12	Insulation	49,205
13	Roofing & Sheet Metal	2,091,436
14	Doors, Frames, & Hardware	133,433
15	Gypsum Board & Plaster	300,735
16	Ceramic Tile	56,724
17	Acoustic Ceilings	107,778
18	Flooring	53,664
19	Painting	331,516
20	Signage	8,900
21	Toilet Accessories	29,731
22	Plumbing & Site Utilities	631,310
23	HVAC	1,146,000
24	Electrical & Fire Alarm	2,076,116
25	Site Specific Conditions	70,173
26	General Conditions	896,175
27	Preconstruction	24,500
28	DSA Allowance	75,000
	SUBTOTAL	10,393,832
	Fee at 4.25%	441,738
	SUBTOTAL	10,835,570
	Insurance at 1%	108,356
	COC Insurance	49,750
	Bond at 1%	108,356
	SUBTOTAL	11,102,031
	Project Contingency at 5%	555,102
	E&O Contingency at 5%	555,102
	Rancho Starbuck Guaranteed Maximum Price	12,212,234

Rancho Starbuck - HVAC, Roof, & Fire Alarm
GMP Clarifications
Dated 5/19/2023

The attached GMP Summary reflects the Erickson-Hall Construction Co. (EHCC) GMP for the Construction of Rancho Starbuck - HVAC, Roof, & Fire Alarm as designed by Ghataode Bannon Architects (GBA)

This GMP is based on the following documents:

Rancho Starbuck Intermediate School HVAC & Fire Alarm Systems Upgrade - Plan Set dated 9/28/2022

Rancho Starbuck Intermediate School HVAC & Fire Alarm Systems Upgrade - Project Manual dated 2/21/2023

Addendum 1 dated 4/11/2023

Addendum 0 dated 4/27/2023

Addendum 2 dated 4/28/2023

Limited Asbestos Assessment prepared by A-Tech Consulting, Inc. dated 5/3/2023

Limited XRF-Lead Assessment prepared by A-Tech Consulting, Inc. dated 5/3/2023

This GMP is based on the following Clarifications:

- 1 COC Insurance & General Liability Insurance are included. COC Insurance is limited to All-Risk. Neither Flood nor Earthquake coverage has been accounted for as it was not required on previous project.
- 2 All utility company, city (easement, right of way, etc.), and health permits are not included.
- 3 Design costs, concrete and soils testing and inspection costs, IOR cost, permit costs, and hazardous material 3rd party inspections will be paid by the district.
- 4 We assume that the campus will not have students present during construction.
- 5 We assume that classroom furniture will be removed prior to the start of construction. We have not accounted for moving or storage fees.
- 6 We have not included the cost of condenser coatings for the hvac equipment which is not required by code. This is only required in coastal areas and would be an additional cost.

- 7 We have included an allowance for additional hazardous material abatement. We feel that the report is incomplete due to the fact that they did not appear to test a number of items that are called for removal during this project. A number of items that were found to be hazardous on previous projects were not tested at this school.
- 8 There is a general note on the plumbing sheets to clean all fixtures to a like new condition. We have not accounted for this as the condition of existing plumbing fixtures are unknown. It is also our understanding that this was not required of us on previous projects in this school district.
- 9 Landscape repair is limited to replacement in kind. We have accounted for repairing grass and irrigation lines that are damaged due to our work. Without new landscape drawings or irrigation asbuilt drawings, we are unable to account for upsizing main lines or adding booster pumps.
- 10 We have accounted for new conduit only for the new primary service to the campus. It is our understanding that So Cal Edison (SCE) will handle pulling wire and making the final connections from the power pole at the south end of the campus to the new utility yard south of Building F. No utility provider fees have been accounted for. Approved SCE drawings were not available at time of bid.
- 11 The set of plans used for this GMP was not approved by DSA. We have included a DSA Allowance to account for any changes that happen during final DSA approval.

END.



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Erosion Control		Total	Erickson-Hall
Erosion Control	\$42,883	\$42,883	
Construction Entrance	incl w/ EHCC	incl	incl
Shaker Plates	incl w/ EHCC	incl	incl
BMP Installation	incl w/ EHCC	incl	incl
Erosion Control Maintenance	incl w/ EHCC	incl	incl
	\$42,883		



Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Final Clean	Total	Clarion	Pacific Coast	Rendy's	Final Cleaning Solutions	Erickson-Hall
Final Clean	\$51,200	\$51,200	\$53,440	\$61,681	\$62,697	-
Clean All Buildings (A-G)	Incl w/ CLA	Incl	Incl	Incl	Incl	-
Additional Mobilization To Clean Relos (1-11)	Incl w/ CLA	Incl	Incl	Incl	Incl	-
Clean Exterior Windows & Frames	Incl w/ CLA	Incl	Incl	Incl	Incl	-
Pressure Wash New Flatwork Around Buildings	Incl w/ CLA	Incl	Incl	Incl	Incl	-
Final Site Clean	\$9,581	-	-	-	-	\$9,581
	\$60,781					



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Striping & Site Signage		Total	Adair	Canon	Lukkes
Striping & Site Signage		\$5,265	\$5,265	\$7,335	\$8,500
Remove Conflicting Striping	incl w/ ADA		incl	incl	incl
Tow-Away Sign	incl w/ ADA		incl	incl	incl
Hatching & Lettering At Parking Lot	incl w/ ADA		incl	incl	incl
Parking Stall Stripes	incl w/ ADA		incl	incl	incl
Accessible Parking Stall Striping	incl w/ ADA		incl	incl	incl
Wheel Stops	incl w/ ADA		incl	incl	incl
Accessible Sign	incl w/ ADA		incl	incl	incl
Loading Zone Sign	incl w/ ADA		incl	incl	incl
Sign Footings	incl w/ ADA		incl	incl	incl
		\$5,265			



Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Demolition, Abatement, & Earthwork	Total	IDR	T3 Contractors	ADEP Precision	Post/Bros	MDB	Erickson-Hall
Building Demolition	\$419,150	\$419,150	\$469,945	\$471,550	-	-	-
Remove Rooftop Conduits & Gas Lines	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Remove Fascia	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Remove Finishes At Classroom Duct Chase	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Remove Tile Walls & Flooring At Restrooms	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Demo Acoustic Ceiling Grid	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Demo Window Assembly	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Remove HVAC Equipment	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Remove Storage Tank	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Remove Boiler	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Abatement	Incl w/ IDR	Incl	Incl	-	-	-	-
Site Demolition	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Sawcut	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Demo Site Concrete	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Demo Curb	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Demo Landscaping	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Demo Fencing	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Cut Dowels Flush At Flatwork Against Building	Incl w/ IDR	Incl	Incl	Incl	-	-	-
Earthwork	\$162,840	-	-	-	\$162,840	\$168,916	-
12" Overex At Flatwork	Incl w/ POST	-	-	-	Incl	Incl	-
8" Scarification At Flatwork	Incl w/ POST	-	-	-	Incl	Incl	-
Grading At Ramps	Incl w/ POST	-	-	-	Incl	Incl	-
Cut Section For New Flatwork	Incl w/ POST	-	-	-	Incl	Incl	-
Finish Grade Flatwork	Incl w/ POST	-	-	-	Incl	Incl	-
Unidentified Abatement Allowance	\$25,000	-	-	-	-	-	\$25,000
Additional Acoustic Ceiling Removal For Trade Access	\$8,088	-	-	-	-	-	\$8,088
Salvage Audio Visual & Low Voltage Devices In Classrooms	\$3,150	-	-	-	-	-	\$3,150
	\$618,228						



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Concrete	Total	Bravo	GBS	DV Contractors	KAR	Upland	Quality	Erickson-Hall
Building Concrete	\$428,532	\$428,532	\$458,202	\$476,973	\$481,770	-	-	-
Mechanical Enclosure Slab	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Housekeeping Pads	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Wall Curbs	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Slab On Grade At Restrooms	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Concrete Footing Extensions	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Doweling At Slab Repair	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Site Concrete	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Concrete Flatwork	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Curb	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Truncated Domes	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Dowels At Flatwork	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Concrete Ramps	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Ramp Wall Footings	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Tall Curbing At Ramps	incl w/ BRAV	incl	incl	incl	incl	-	-	-
Concrete Reinforcing	\$40,868	-	-	incl	incl	\$40,868	\$58,963	-
Reinforcing At Flatwork	incl w/ UPL	-	-	incl	incl	incl	incl	-
Reinforcing At Curb	incl w/ UPL	-	-	incl	incl	incl	incl	-
Hairpin Tie Ins At Canopy Columns	incl w/ UPL	-	-	incl	incl	incl	incl	-
Reinforcing At Restroom Slabs	incl w/ UPL	-	-	incl	incl	incl	incl	-
Reinforcing At Footing Extensions	incl w/ UPL	-	-	incl	incl	incl	incl	-
Site Joint Sealants	\$8,481	-	-	incl	incl	incl	incl	\$8,481
Spoils Removal	\$6,600	-	-	-	-	-	-	\$6,600
	\$484,481							



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Fences & Gates	Total	Team West	Cová	Fence Corp	Erickson-Hall
Fences & Gates	\$36,400	\$36,400	\$45,965	\$56,633	-
Chainlink Fencing	incl w/ TW	incl	incl	incl	-
Chainlink Gates	incl w/ TW	incl	incl	incl	-
Fencing At Mechanical Enclosure	incl w/ TW	incl	incl	incl	-
Fence Footings	incl w/ TW	incl	incl	incl	-
Gate Hardware	incl w/ TW	incl	incl	incl	-
Panic Hardware	incl w/ TW	incl	incl	incl	-
Install Panic HW At Existing Gates As Indicated	incl w/ TW	incl	incl	incl	-
Kick Plates At Existing Gates As Indicated	incl w/ TW	incl	incl	incl	-
Remove & Replace Fencing For Site Access	\$3,850	-	-	-	\$3,850
	\$40,250				



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Landscaping		Total	Erickson-Hall
Landscape & Irrigation Repair		\$117,747	\$117,747
Pedestal Benches		\$6,390	\$6,390
Install Pedestal Benches		\$3,600	\$3,600
Remove & Replace Existing Benches		\$2,400	\$2,400
		\$130,137	



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Structural Steel	Total	Vulcan	Crown Steel	Scrape
C Channel Bracing At Rotted GLBs	\$59,361	\$59,361	\$69,250	\$121,000
7Ga Steel Sheet At Transformer Platform 21/A601	incl w/ VUL	incl	incl	-
Galvanized Metal Railings At Ramps	incl w/ VUL	incl	incl	incl
	\$59,361			



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Rough Carpentry		Total	Abdellatif	Core Contracting	WS Klem	Erickson-Hall
Rough Carpentry		\$668,475	\$668,475	\$767,897	\$956,925	-
Mechanical Unit Support Framing	Incl w/ ABD		Incl	Incl	Incl	-
Mechanical Equipment Platform 13/SO.4	Incl w/ ABD		Incl	Incl	Incl	-
4X12 Sleepers & Plywood At Raised Floor Patching 22/A601	Incl w/ ABD		Incl	Incl	Incl	-
Roof Framing & Sheathing Infills	Incl w/ ABD		Incl	Incl	Incl	-
Kiln Dried Fascia	Incl w/ ABD		Incl	Incl	Incl	-
Cutback And Repair Rotted Glb	Incl w/ ABD		Incl	Incl	Incl	-
Drill & Install C-Channel At Glb	Incl w/ ABD		Incl	Incl	Incl	-
Rework Opening At C-Channel Pass Thru 20/A511	Incl w/ ABD		Incl	Incl	Incl	-
2X Framing At New Exterior Walls	Incl w/ ABD		Incl	Incl	Incl	-
Plywood Sheathing At New Exterior Walls	Incl w/ ABD		Incl	Incl	Incl	-
Shear Walls	Incl w/ ABD		Incl	Incl	Incl	-
Holddown Anchors	Incl w/ ABD		Incl	Incl	Incl	-
Furring Strips At Ceiling Repairs	Incl w/ ABD		Incl	Incl	Incl	-
Blocking	Incl w/ ABD		Incl	Incl	Incl	-
Cut Back Beam Tails For New Caps	Incl w/ ABD		Incl	Incl	Incl	-
Dumpsters	Incl w/ ABD		Incl	Incl	Incl	-
Replace 1000 Lf Of Fascia	Incl w/ ABD		Incl	Incl	Incl	-
Additional Fascia Repair Allowance	\$50,000		-	-	-	\$50,000
Roof Decking Repair Allowance	\$25,000		-	-	-	\$25,000
Alterations For Shear Wall Access	\$31,425		-	-	-	\$31,425
Telco Backing	\$3,621		-	-	-	\$3,621
	\$778,521					



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

	Total	David M. Bertino	Stolo	K&Z
Casework				
Casework	\$69,950	\$69,950	\$89,022	\$97,740
Base Cabinets	incl w/ BER	incl	incl	incl
Plam Countertops	incl w/ BER	incl	incl	incl
Plam Upper Cabinets	incl w/ BER	incl	incl	incl
Full Height Cabinets	incl w/ BER	incl	incl	incl
Teaching Stations	incl w/ BER	incl	incl	incl
Library Reception Desk	incl w/ BER	incl	incl	incl
Plam End Panel	incl w/ BER	incl	incl	incl
Remove & Reinstall Casework As Indicated On Drawings	incl w/ BER	incl	incl	incl
Partial Countertops & Backsplash Replacement	incl w/ BER	incl	incl	incl
	\$69,950			



Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Insulation	Total	Dittmore	Alcal	TruTeam	Alert	Erickson-Hall
R19 At New Exterior Wall Framing Building C	\$33,835 Incl w/ DIT	\$33,835 Incl	\$42,250 Incl	\$47,640 Incl	\$48,900 Incl	-
R19 & R30 At New Bathroom Wall Framing Building A	Incl w/ DIT	Incl	Incl	Incl	Incl	-
R30 At Roof Joists Above All New Ceilings At All Buildings	Incl w/ DIT	Incl	Incl	Incl	Incl	-
R30 At New Hard Lid Restroom Ceilings	Incl w/ DIT	Incl	Incl	Incl	Incl	-
R30 At Roof Joists Above New T-Grid At Building C	Incl w/ DIT	Incl	Incl	Incl	Incl	-
R30 At Roof Joists Above Mechanical Chases	Incl w/ DIT	Incl	Incl	-	Incl	-
R30 Above Mechanical Chase At Multi-Use Room	Incl w/ DIT	Incl	Incl	Incl	Incl	-
R13 At Interior Partition Walls	Incl w/ DIT	Incl	Incl	Incl	Incl	-
Rigid Insulation At Mechanical Curbs	\$12,675	-	-	-	-	\$12,675
Joint Sealants	\$2,695	-	-	-	-	\$2,695
	\$49,205					



Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Erickson-Hall Construction
An Employee-Owned Company

	Total	Letner	Chapman Coast	Best Contracting	Challenger	Atlas	IDR	Erickson-Hall
Roofing & Sheet Metal								
Roofing	\$1,867,905	\$1,867,905	\$1,487,802	\$1,644,650	-	-	-	-
SBS-Modified Bituminous Membrane Roofing	Incl w/ LET	Incl	Incl	Incl	-	-	-	-
Coverboard	Incl w/ LET	Incl	Incl	Incl	-	-	-	-
Rigid Insulation At Mechanical Well	Incl w/ LET	Incl	Incl	Incl	-	-	-	-
Elastomeric Sheet At Mechanical Well	Incl w/ LET	Incl	Incl	Incl	-	-	-	-
Sheet Metal	Incl w/ LET	Incl	-	-	\$259,753	\$261,727	-	-
Flashings To Be Prefinished	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
22Ga Cleat 27/A510, 14/A510, 3/A510, 4/A510	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
24Ga Edge Flashing 27/A510, 23/A510, 14/A510, 3/A510, 4/A510, 5/A510	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Counter Flashing 12/A510, 25/A510	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Brake Metal At New Plaster Wall 5/A010, 9/A010	Incl w/ LET	Incl	-	-	-	Incl	-	-
Beam Tail Caps 14/A510	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Parapet Coping 10/A510	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Continuous Coping Cleat 10/A510	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Flexible Flashing Over Nailer 10/A510	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Sheet Metal Cap At Mech Platform 11/M401, 9/M501, 4/M501	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Flashing At Duct Penetration Through Wall	Incl w/ LET	Incl	-	-	-	Incl	-	-
Gutters & Schedule 40 Downspouts	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Brackets & Installation Of Downspouts	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Galvanize Downspouts	Incl w/ LET	Incl	-	-	Incl	Incl	-	-
Roof Demolition	\$163,903	\$163,903	-	-	-	-	\$333,300	-
Temporary Roof Protection	\$59,628	-	-	-	-	-	-	\$59,628
	\$2,091,436							



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Doors, Frames, & Hardware	Total	Construction Hardware	Meyer	Precision	Erickson-Hall
Doors, Frames, & Hardware	\$125,543	\$125,543	\$128,624	\$129,396	-
Hollow Metal Doors	incl w/ CH	incl	incl	incl	-
Hollow Metal Frames	incl w/ CH	incl	incl	incl	-
Wood Doors	incl w/ CH	incl	incl	incl	-
Door Hardware	incl w/ CH	incl	incl	incl	-
Panic Hardware	incl w/ CH	incl	incl	incl	-
Louvers At Doors	incl w/ CH	incl	-	-	-
Diamond Plate Threshold At Mechanical Well Curb	incl w/ CH	incl	-	-	-
Storefront Doors At Building C Interior Curtainwalls	\$7,890	-	-	-	\$7,890
	\$133,433				



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Drywall & Plaster		Total	Meyer	Caston	Church & Larsen
Drywall	\$300,735	\$212,696	\$300,735	\$325,466	
Drywall At Mechanical Chases	incl w/ CAS	incl	incl	incl	incl
Drywall Repair At Restroom Ceilings	incl w/ CAS	incl	incl	incl	incl
Drywall Infill At Sheathing Removal Classrooms 167 & 169 (8/S4.01)	incl w/ CAS	incl	incl	incl	incl
Moisture Resistant Gypsum Board At Restrooms	incl w/ CAS	incl	incl	incl	incl
Cementitious Backer Board	incl w/ CAS	incl	incl	incl	incl
Suspended Ceiling Edge At Library & Computer Lab	incl w/ CAS	incl	incl	incl	incl
Drywall At Roof Framing Infills	incl w/ CAS	incl	incl	incl	incl
Infill Air Intake Openings 12/A601	incl w/ CAS	incl	incl	incl	incl
Access Panels	incl w/ CAS	incl	incl	incl	incl
Repair Wall Mounted AC Unit Removal	incl w/ CAS	incl	incl	incl	incl
Plaster	incl w/ CAS	incl	incl	incl	incl
Metal Lathe	incl w/ CAS	incl	incl	incl	incl
Weather Barrier	incl w/ CAS	incl	incl	incl	incl
Plaster Repairs At Restroom Exterior Soffit	incl w/ CAS	incl	incl	incl	incl
Plaster Repair At Exterior Restroom Walls	incl w/ CAS	incl	incl	incl	incl
Plaster At Building C Window Infills	incl w/ CAS	incl	incl	incl	incl
Plaster Patch At Downspouts	incl w/ CAS	incl	incl	incl	incl
Plaster Patch At Roof Eave Rework 14/A510	incl w/ CAS	incl	incl	incl	incl
Plaster At Mechanical Well Parapet	incl w/ CAS	incl	incl	incl	incl
Weep Screens	incl w/ CAS	incl	incl	incl	incl
Control Joints And "J" Molds	incl w/ CAS	incl	incl	incl	incl
Patch At C-Channel Pass Thru 20/A511	incl w/ CAS	incl	incl	incl	incl
Dumpsters	incl w/ CAS	incl	incl	incl	incl
	\$300,735				



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Tile	Total	Continental	Inland Pacific	CTW	Progressive	J. Colavin
	\$56,724	\$56,724	\$59,600	\$65,755	\$83,560	\$87,880
Ceramic Tile Floor	incl w/ CON	incl	incl	incl	incl	incl
Ceramic Tile Covered Base	incl w/ CON	incl	incl	incl	incl	incl
Ceramic Wall Tile	incl w/ CON	incl	incl	incl	incl	incl
Marble Thresholds	incl w/ CON	incl	incl	incl	incl	incl
Mortar Bed At Floor Tile	incl w/ CON	incl	incl	incl	incl	incl
Crack Isolation Membrane	incl w/ CON	incl	incl	incl	incl	incl
Thinset At Wall Tile	incl w/ CON	incl	incl	incl	incl	incl
	\$56,724					



Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Acoustical Ceilings		Total	Specialized	Prime	Southcoast	CG Acoustics	Acoustic Works	Erickson-Hall
Acoustic Ceilings		\$65,625	\$65,625	\$71,400	\$78,975	\$113,560	\$134,850	-
12"X12" Acoustic Ceiling Tiles	incl w/ SPE		incl	incl	incl	incl	incl	-
2'X4' Acoustic Ceilings	incl w/ SPE		incl	incl	incl	incl	incl	-
T-Grid	incl w/ SPE		incl	incl	incl	incl	incl	-
12"X12" Ceiling Repairs Per Reflected Ceiling Plans	incl w/ SPE		incl	incl	incl	incl	incl	-
Replace One Tile Width Entire Length Of Mechanical Chases	incl w/ SPE		incl	-	incl	incl	-	-
Additional Ceiling Repair		\$42,153	-	-	-	-	-	\$42,153
		\$107,778						



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

	Total	JJJ	Continental	Hoover	Floor Tech	Progressive	ProSpectra	DFS
Flooring								
VCT Flooring	\$53,664	\$53,664	\$56,675	\$60,080	\$61,856	\$62,520	\$65,985	\$66,188
Carpet Tile Flooring	incl w/ JJJ	incl	incl	incl	incl	incl	incl	incl
Rubber Base	incl w/ JJJ	incl	incl	incl	incl	incl	incl	incl
Entry Floor System Per Carpet Spec	incl w/ JJJ	incl	incl	incl	incl	incl	incl	-
Skirm Coat At VCT Flooring	incl w/ JJJ	incl	incl	incl	incl	incl	incl	-
	\$53,664							



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Painting	Total	D&M Painting	Gramer	ISR	Erickson-Hall
Painting	\$264,607	\$264,607	\$290,700	\$390,780	-
Three Color Band At Exterior	incl w/ D&M	incl	incl	incl	-
Paint Exterior Soffits	incl w/ D&M	incl	incl	incl	-
Paint Glulam Beams At Exterior	incl w/ D&M	incl	incl	incl	-
Paint Doors & Frames	incl w/ D&M	incl	incl	incl	-
Paint Classroom Mechanical Chases	incl w/ D&M	incl	incl	incl	-
Paint Classroom Ceilings	incl w/ D&M	incl	incl	incl	-
Paint Multi-Use Ceilings	incl w/ D&M	incl	incl	incl	-
Paint Structural Steel C-Channels	incl w/ D&M	incl	incl	-	-
Paint New Wood Framing For HVAC Units	incl w/ D&M	incl	incl	incl	-
Paint Fascia	incl w/ D&M	incl	incl	incl	-
Paint New Interior Walls	incl w/ D&M	incl	incl	incl	-
Paint New Exterior Walls	incl w/ D&M	incl	incl	incl	-
Paint Portables	\$39,416	\$39,416	\$28,560	-	-
Paint Lunch Shelter	\$8,900	-	-	-	\$8,900
Sand & Varnish Book-Drop Cart	\$800	-	-	-	\$800
Bondo & Prep Beam Tails	\$4,538	-	-	-	\$4,538
Paint Touch Ups	\$13,255	-	-	-	\$13,255
	\$331,516				



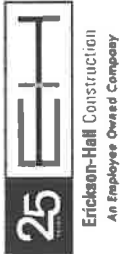
Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Signage	Total	A Good Sign	Sign Pro	Garnett Signs	Division 10	Graphic Specifications*	Erickson-Hall
Signage	\$5,400	\$5,400	\$8,066	\$8,680	\$12,800	\$7,848	-
Room Identification Signage	Incl w/ AGS	Incl	Incl	Incl	Incl	Incl	-
Restroom Signage	Incl w/ AGS	Incl	Incl	Incl	Incl	Incl	-
Assistive Listening Signage	Incl w/ AGS	Incl	-	-	Incl	Incl	-
Exit Signage	Incl w/ AGS	Incl	Incl	Incl	Incl	Incl	-
Installation	Incl w/ AGS	Incl	Incl	Incl	Incl	-	-
Additional Signage Allowance	\$3,500	-	-	-	-	-	\$3,500
	\$8,900						

* No Install



Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Toilet Partitions & Accessories		Total	Choice Builder Solutions	DLG Contractors	Inland Interior
Toilet Partitions	\$29,731	\$29,731	\$29,731	\$32,900	\$46,308
Toilet Accessories	incl w/ CBS	incl	incl	incl	incl
Mirrors	incl w/ CBS	incl	incl	incl	incl
Partition & Accessories Installation	incl w/ CBS	incl	incl	incl	incl
Fire Extinguishers	incl w/ CBS	incl	incl	incl	-
	\$29,731	\$29,731			



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

HVAC	Total	Westland	Franklin	AireMasters	ACH	WR Robbins	Erickson-Hall
	\$1,108,980	\$1,108,980	\$1,127,217	\$1,266,202	\$1,363,500	\$1,545,324	-
Roofop Units	incl w/ WES	incl	incl	incl	incl	incl	-
Exhaust Fans	incl w/ WES	incl	incl	incl	incl	incl	-
Evaporative Cooler	incl w/ WES	incl	incl	incl	incl	incl	-
Split System Condensor Units	incl w/ WES	incl	incl	incl	incl	incl	-
Split System Fan Coils	incl w/ WES	incl	incl	incl	incl	incl	-
Refrigerant Piping	incl w/ WES	incl	incl	incl	incl	incl	-
Ductwork & Registers	incl w/ WES	incl	incl	incl	incl	incl	-
Prefab Roof Curbs	incl w/ WES	incl	incl	incl	incl	incl	-
Angle Iron At Duct Penetration Through Wall	incl w/ WES	incl	incl	incl	incl	incl	-
Fire Barrier Duct Wrap At Grease Exhaust	incl w/ WES	incl	incl	incl	incl	incl	-
Grease Duct	incl w/ WES	incl	incl	incl	incl	incl	-
Smoke/Fire Damper	incl w/ WES	incl	incl	incl	incl	incl	-
Pelican Wireless Thermostats	incl w/ WES	incl	incl	incl	incl	incl	-
Pelican Wireless Gateway	incl w/ WES	incl	incl	incl	incl	incl	-
CO2 Sensors	incl w/ WES	incl	incl	incl	incl	incl	-
Controls Wiring	incl w/ WES	incl	incl	incl	incl	incl	-
Provide Duct Smoke Detectors	incl w/ WES	incl	incl	incl	incl	incl	-
Testing, Adjusting, And Balancing	incl w/ WES	incl	incl	incl	incl	incl	-
Remove & Replace Soffit Framing	incl w/ WES	incl	incl	incl	incl	incl	-
Controls Conduit	\$20,640	-	-	-	-	-	\$20,640
	\$16,380	-	-	-	-	-	\$16,380
	\$1,146,000						



Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Electrical & Low Voltage	Total	Champion	Rancho Pacific	BEC	Red Wave	Erickson-Hall
Building Electrical	\$1,774,438	Incl	\$1,795,094	\$1,905,155	\$2,765,670	-
Unloading & Installation Of Main Switchboard MSB	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
New Panels	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Reconnect Branch Circuits To New Panels	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Power To New HVAC Equipment	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Trenching & Conduit For Primary Service	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Site Distribution	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Conduits For Future Pv & Classrooms	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Pathways For Low Voltage	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Data Cabling	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Reconnect Idfs To Mdf	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
New Cat6A Cabling At CCTV Cameras	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Atlas Horn Public Address Speakers	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Fire Alarm	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Fire Alarm Cabling	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Fire, Smoke, & CO Detectors	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Fire Alarm System At Relos	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Fire Alarm Voice Evac Control Panel	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Remote Annunciator Panel	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Fire Alarm Speakers & Strobes	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Fire Alarm Terminal Cabinets	Incl w/ CHAM	Incl	Incl	Incl	Incl	-
Main Switchboard MSB Purchase Order	\$141,690	-	-	-	-	\$141,690
Unidentified Electrical & Low Voltage Allowance	\$125,000	-	-	-	-	\$125,000
Alterations For Electrical & Fire Alarm Access	\$16,718	-	-	-	-	\$16,718
Spotts Removal	\$18,270	-	-	-	-	\$18,270
	\$2,076,116					



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Site Specific Conditions		Total	Erickson-Hall
Cameras Required By COC Insurance		\$29,075	\$29,075
Additional Temporary Fencing At Track & Field		\$15,240	\$15,240
Laydown Restoration		\$7,858	\$7,858
Landscaping Maintenance		\$18,000	\$18,000
		\$70,173	



Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

Erickson-Hall Construction
An Employee Owned Company

General Conditions		Total	Erickson-Hall
General Conditions		\$896,175	\$896,175
		\$896,175	



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

	Total	Erickson-Hall
Preconstruction	\$24,500	\$24,500
Preconstruction Services	\$24,500	



Erickson-Hall Construction
An Employee Owned Company

Rancho Starbuck - HVAC, Roof, & Fire Alarm

Bid Date: 5/4/2023

DSA Allowance	Total	Erickson-Hall
DSA Allowance	\$75,000	\$75,000
	\$75,000	



Proposal No: 00-231394-P

April 26, 2023

Lowell Joint School District
11537 Grovedale Dr
Whittier, CA 90604

Attention: David Bennett

Subject: Proposal to Provide Construction Inspection and Testing Services
Rancho Starbuck Intermediate School DSA#03-122564
16430 Woodbrier Drive,
Whittier, CA

In response to your request, we propose to provide construction inspection and testing services for the Rancho Starbuck Intermediate - HVAC and Fire Alarm System Upgrade 03-122564 project.

PROJECT UNDERSTANDING

We understand that the project will consist of testing and inspection services. Based on our review of the DSA 103 form, the plans, and specs we understand that construction inspection and testing services will be required during renovation of various buildings including fire alarm systems, roofing, and HVAC.

Therefore we have prepared this proposal to outline the scope of work required to provide compaction testing, concrete testing, and inspection services, in accordance with the project requirements.

SCOPE OF WORK

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

Compaction Testing of Trench Backfill and Street Improvements

Our services will consist of compaction testing of the backfill of the trenches, subgrade and aggregate base for paved areas on site and within the street right of way.

We will provide a technician to perform in place density tests (compaction tests) by either the sand cone method (ASTM D1556) or the nuclear gauge method (ASTM D6938), water content tests, and maximum density optimum moisture tests per ASTM D1557 at locations selected by our representative. Testing would be performed after compaction has been completed by the contractors and observation of compaction methods used by the contractor would not be included in the scope of our work.

Trench backfill compaction tests would be taken at locations and frequencies in accordance to guidelines provided by the governing public agency. If the governing public agency does not have established testing guidelines then the following guidelines would be used. Test locations on the main trenches would be spaced no more than 300 linear feet apart and 20% of the lateral trenches would be tested. Compaction tests would be taken at mid depth in the backfill zone and in the subgrade zone in trenches with depths of 4 feet or less. One half of the tests shall be taken from each depth. Trenches deeper than 4 feet would be tested in each 4 foot lift and the subgrade zone. No tests would be taken in the bedding or pipe zone. Excavating of test holes in excess of 1.0 feet in depth would not be included within the work scope.

Subgrade compaction tests of paved areas on site and within the street right of way would be taken at locations be selected by our technician that represent the surface appearance of the subgrade at the time of testing. Test locations would be spaced no more than 500 linear feet apart.

A written report summarizing the results of all tests performed will be prepared upon completion of the work. The report will not contain a rendering, opinion, certificate, or warranty, of the compaction of the materials tested.

Special Inspection and Testing of Reinforced Concrete Construction

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

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

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

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



Our inspector will provide continuous inspection during the placement of structural concrete to verify proper application techniques. Our inspector will sample fresh concrete and obtain samples for strength testing, perform slump tests and monitor the temperature of the concrete. A set of test cylinders will be made from each 100 cubic yards of concrete or fraction thereof for each class of concrete placed each day. Four test cylinders will be cast for each set.

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

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

Special Inspection and Testing of Post Installed Anchors

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

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

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

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

Special Inspection of Structural Steel Shop Fabrication

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

We will provide an inspector that has been certified by AWS as a special inspector for welding. His work would consist of inspection of all welds made in the shop for compliance of the approved plans and job specifications. He shall make a systematic record of all welds, including a list of defective welds and a manner of correction of defects. The inspector will check the material, equipment, details of construction and procedures, as well as the welds. He would also check the ability of the welder.



Our inspector will perform periodic inspection during fit up and fabrication of structural steel to verify the materials utilized are properly marked and traceable. He will collect mill certifications for the materials and inspect joint details to verify conformance at each connection.

Project Administration, Engineering Oversight, and Reporting

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

TERMS

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

Construction Activity	Estimated Costs		
Compaction Testing of Trench Backfill and Street Improvements	\$36,520.00		
Special Inspection and Testing of Reinforced Concrete Construction	\$30,480.00		
Special Inspection and Testing of Post Installed Anchors	\$35,200.00		
Special Inspection of Structural Steel Shop Fabrication	\$8,800.00		
Project Administration, Engineering Oversight, and Reporting	\$5,640.00		
		TOTAL	\$116,640.00

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

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

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



PROFESSIONAL INSURANCE

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

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

CLOSURE

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

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

Authorized By:

Submitted By:
RMA Group

(Signature)

Slawek Dymerski
President

(Print or Type Name)

(Title)

(Date)

Jalen Madina
Project Manager



ESTIMATE WORKSHEET
Compaction Testing of Trench Backfill and Street Improvements

Item	Quantity	Unit	Unit Price	Total
Soils Engineering Technician	320	HR	\$110.00	\$35,200.00
Pick-up and Delivery of Test Specimens	6	HR	\$75.00	\$450.00
ASTM D1557 Max Density Optimum Moisture	3	EA	\$290.00	\$870.00
Subtotal:				\$36,520.00



ESTIMATE WORKSHEET
Special Inspection and Testing of Reinforced Concrete Construction

Item	Quantity	Unit	Unit Price	Total
Pick-up and Delivery of Test Specimens	40	HR	\$75.00	\$3,000.00
ID Reinforcing or Structural Steel	24	HR	\$110.00	\$2,640.00
ACI Concrete Technician	200	HR	\$110.00	\$22,000.00
ASTM C39 Concrete Cyl Cured or Tested	60	EA	\$40.00	\$2,400.00
ASTM A370 Rebar Tension up to #8	4	EA	\$60.00	\$240.00
ASTM A370 Bend Test Rebar up to #8	4	EA	\$50.00	\$200.00
Subtotal:				\$30,480.00

ESTIMATE WORKSHEET

Special Inspection and Testing of Post Installed Anchors

Item	Quantity	Unit	Unit Price	Total
Special Inspector Post Installed Anchors	160	HR	\$110.00	\$17,600.00
Pull Torque Testing Technician	160	HR	\$110.00	\$17,600.00
Subtotal:				\$35,200.00



ESTIMATE WORKSHEET

Special Inspection of Structural Steel Shop Fabrication

Item	Quantity	Unit	Unit Price	Total
AWS Certified Welding Inspector- Shop	80	HR	\$110.00	\$8,800.00
	Subtotal:			\$8,800.00

ESTIMATE WORKSHEET
Project Administration, Engineering Oversight, and Reporting

Item	Quantity	Unit	Unit Price	Total
Project Manager - Office	8	HR	\$165.00	\$1,320.00
Project Engineer - Office	8	HR	\$190.00	\$1,520.00
Administrative	40	HR	\$70.00	\$2,800.00
Subtotal:				\$5,640.00



Schedule of Fees and General Terms

Personnel Charges - Professional Staff

Product Name	Units	Rate (\$)
Project Engineer - Laboratory	HR	\$190.00
Administrative	HR	\$70.00
Principal Engineer - Office	HR	\$220.00
Principal Engineer - Field	HR	\$220.00
Principal Engineer - Consultation	HR	\$220.00
Principal Engineer - Job Conference	HR	\$220.00
Principal Engineer - Expert Witness	HR	\$500.00
Principal Engineer - Court Appearance	HR	\$600.00
Project Engineer - Office	HR	\$190.00
Project Engineer - Field	HR	\$190.00
Project Engineer - Consultation	HR	\$190.00
Project Engineer - Job Conference	HR	\$190.00
Staff Engineer - Office	HR	\$145.00
Staff Engineer - Field	HR	\$145.00
Drafting	HR	\$110.00
Project Manager - Office	HR	\$165.00
Project Manager - Field	HR	\$165.00
Project Manager - Job Conference	HR	\$165.00
Principal Geologist - Office	HR	\$200.00
Principal Geologist - Field	HR	\$200.00
Principal Geologist - Consultation	HR	\$200.00
Principal Geologist - Job Conference	HR	\$200.00
Principal Geologist - Expert Witness	HR	\$450.00
Principal Geologist - Court Appearance	HR	\$550.00
Project Geologist - Office	HR	\$180.00
Qualified SWPPP Developer QSD	HR	\$160.00
Project Geologist - Consultation	HR	\$180.00
Project Geologist - Field	HR	\$180.00
Project Geologist - Job Conference	HR	\$180.00
Staff Geologist - Office	HR	\$145.00
Staff Geologist - Field	HR	\$145.00
Qualified SWPPP Practitioner QSP	HR	\$150.00

Personnel Charges - Field Staff

Product Name	Units	Rate (\$)
Soils Engineering Technician	HR	\$110.00
Soils Technician Compaction Testing	HR	\$110.00
Soils Technician Rough Grading	HR	\$110.00
Soils Technician Retesting	HR	\$110.00
Public Works Inspector	HR	\$120.00
Public Works Technician	HR	\$110.00
Public Works Inspector - Asphalt Paving	HR	\$110.00
Public Works Inspector - Asphalt Plant	HR	\$110.00
Public Works Inspector - Concrete Paving	HR	\$110.00
Public Works Inspector - Concrete Plant	HR	\$110.00
Public Works Technician - Asphalt	HR	\$110.00
Public Works Technician - Concrete	HR	\$110.00
Laboratory Technician - Field Lab	HR	\$100.00
Lead Roadway and Structures Inspector	HR	\$125.00
Structures Inspector	HR	\$110.00

Lowell Joint School District
 Rancho Starbuck Intermediate - HVAC and Fire Alarm
 System Upgrade 03-122564
 Whittier, CA

RMA Proposal No.00-231394-P
 April 26, 2023



Schedule of Fees and General Terms

Roadway Inspector	HR	\$110.00
Civil Inspector	HR	\$125.00
Building Inspector	HR	\$130.00
Special Inspector (ICC)	HR	\$110.00
Mechanical Electrical Inspector	HR	\$130.00
Special Inspector Reinforced Concrete	HR	\$110.00
Special Inspector Prestressed Concrete	HR	\$110.00
Special Inspector Concrete Batch Plant	HR	\$110.00
ACI Concrete Technician	HR	\$110.00
Pick-up and Delivery of Test Specimens	HR	\$75.00
ID Reinforcing or Structural Steel	HR	\$110.00
Special Inspector Fire Proofing	HR	\$110.00
Special Inspector Post Installed Anchors	HR	\$110.00
Special Inspector Roofing/Waterproofing	HR	\$110.00
Special Inspector Masonry	HR	\$110.00
Special Inspector Masonry (DSA)	HR	\$110.00
Special Inspector Shotcrete	HR	\$110.00
Special Inspector Post Tensioned Concrete	HR	\$110.00
Special Inspector Fire Stopping	HR	\$120.00
AWS Certified Welding Inspector- Field	HR	\$110.00
AWS Certified Welding Inspector- Shop	HR	\$110.00
Special Inspector Structural Steel	HR	\$110.00
Special Inspector High Strength Bolting	HR	\$110.00
Special Inspector Wood Construction	HR	\$130.00
Non Destructive Testing ASNT Level II	HR	\$120.00
Non Destructive Testing ASNT Level III	HR	\$200.00
Coatings Technician	HR	\$120.00
Special Inspector Fiber Wrap	HR	\$110.00
Radiographic Testing Crew	HR	\$450.00
Pull Torque Testing Technician	HR	\$110.00
Project Inspector (IOR)	HR	\$130.00
Asphalt Coring	HR	\$120.00
Concrete Coring	HR	\$120.00
Horizontal Wall Coring	HR	\$110.00
Assistant Wall Coring	HR	\$120.00
Supervising Soil Technician	HR	\$135.00
Supervising Public Works Inspector	HR	\$135.00
Supervising Special Inspector	HR	\$135.00
Quality Control Manager	HR	\$155.00

Laboratory Tests - Steel

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

Lowell Joint School District
 Rancho Starbuck Intermediate - HVAC and Fire Alarm
 System Upgrade 03-122564
 Whittier, CA

RMA Proposal No.00-231394-P
 April 26, 2023

Schedule of Fees and General Terms

ASTM A370 Headed Bar Prod. Lot up to #8	LOT	\$275.00
ASTM A370 Headed Bar Prod. Lot #14	LOT	\$515.00
ASTM A370 Headed Bar Prod. Lot #18	LOT	\$670.00
ASTM A416 Stress-Strain Analysis	EA	\$240.00
ASTM A416 Tensile Test Only	EA	\$175.00
ASTM A370 Tensile Up to 100K lbs (Each)	EA	\$75.00
ASTM A370 Tensile Up to 200K lbs (Each)	EA	\$90.00
ASTM A370 Tensile Up to 300K lbs (Each)	EA	\$100.00
ASTM A370 Tensile Up to 400K lbs (Each)	EA	\$160.00
ASTM A370 Tensile 400K - 500K lbs (Each)	EA	\$365.00
ASTM A370 Tensile Stress-Strain Percent	EA	\$205.00
AWS Weld: Macroetch	EA	\$110.00
AWS Weld: Fracture	EA	\$75.00
AWS Bend Test	EA	\$75.00
ASTM A370 Rockwell Hardness (Each)	EA	\$110.00
Steel Chemical Analysis	EA	\$205.00
ASTM F606 Bolt Axial Tensile to 7/8"	EA	\$60.00
ASTM F606 Bolt Wedge Tensile to 7/8"	EA	\$90.00
ASTM F606 Bolt: Axial 7/8" - 1 1/2"	EA	\$95.00
ASTM F606 Bolt Wedge Tens 7/8" to 1 1/2"	EA	\$110.00
ASTM F606 Bolt: Proof Load up to 7/8"	EA	\$100.00
ASTM F606 Bolt: Proof Load up to 1 1/2"	EA	\$125.00
ASTM F606 Nut: Proof Load up to 7/8"	EA	\$65.00
ASTM F606 Nut: Proof Load up to 1 1/2"	EA	\$100.00

Laboratory Tests - Soil

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

Schedule of Fees and General Terms

ASTM D1633 Compression Test Soil Cement	EA	\$110.00
AASHTO T100 Specific Gravity of Soils	EA	\$275.00

Laboratory Tests - Masonry

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

Laboratory Tests - Concrete

Product Name	Units	Rate (\$)
ASTM C39 Concrete Cyl Cured or Tested	EA	\$40.00
ASTM C42 Compressive Strength, Core	EA	\$100.00
ASTM C39 Cyl Tested out of Sequence	EA	\$50.00
ASTM C495 Lightweight Concrete Strength	EA	\$65.00
ASTM C78 Flexural Strength, Beam	EA	\$125.00
ASTM C1140 Shotcrete Panel Test	SET	\$335.00
ASTM C138 Unit Weight of Concrete	EA	\$90.00
ASTM C649 Concrete Modulus of Elasticity	EA	\$205.00
ASTM C157 Concrete Shrinkage (Set of 3)	SET	\$600.00
ASTM C496 Splitting Tensile Test	EA	\$125.00
ASTM C495 Density - Lightweight Concrete	EA	\$240.00
T 336 Coefficient of Thermal Expansion	EA	\$670.00

Laboratory Tests - Caltrans

Product Name	Units	Rate (\$)
CT202 Sieve Analysis, Combined Agg	EA	\$245.00
CT202 Sieve Analysis, Fine Agg	EA	\$190.00
CT202 Sieve Analysis, Coarse Agg	EA	\$185.00
CT235 Flat and Elongated Particles	EA	\$390.00
CT205 Percentage Crushed Particles	EA	\$205.00
CT206 Specific Gravity, Coarse Aggregate	EA	\$185.00
CT207 Specific Gravity, Fine Aggregate	EA	\$225.00
CT208 Apparent Specific Gravity of Fines	EA	\$275.00
CT234 Angularity & Voids, Fine Agg	EA	\$265.00
CT229 Durability Index	EA	\$405.00
CT211 Abrasion, Los Angeles Rattler	EA	\$335.00
CT227 Cleanness Value	EA	\$390.00

Lowell Joint School District
 Rancho Starbuck Intermediate - HVAC and Fire Alarm
 System Upgrade 03-122564
 Whittier, CA

RMA Proposal No.00-231394-P
 April 26, 2023

Schedule of Fees and General Terms

CT213 Organic Impurities in Sand	EA	\$135.00
CT214 Soundness by Sodium Sulfate	EA	\$510.00
CT226 Moisture Content by Oven Drying	EA	\$45.00
CT217 Sand Equivalent	EA	\$170.00
CT308(A) Core Density Paraffin Coated	EA	\$75.00
CT308(C) Core Density SSD	EA	\$65.00
CT303 Approximate Bitumen Ratio	EA	\$335.00
CT304/308(A) LTMD Kneading Compactor	EA	\$440.00
CT305 Swell of Bituminous Mixtures	EA	\$470.00
CT366 Stabilometer Value	EA	\$365.00
CT308(A)/366 Stability and Density	EA	\$440.00
CT308(C)/366 Stability and Density	EA	\$440.00
CT309 Maximum Theoretical Density	EA	\$275.00
CT370 Moisture Content by Microwave	EA	\$110.00
CT379 Asphalt Content Nuclear Gauge	EA	\$275.00
CT382 Ignition Oven Correction Factor	EA	\$405.00
CT382 Asphalt Content by Ignition	EA	\$255.00
CT371 Tensile Strength Ratio	EA	\$1,470.00
CT302 Film Stripping	EA	\$335.00
CT521 Concrete Cyl Compressive Strength	EA	\$40.00
CT523 Concrete Flexural Strength, Beam	EA	\$125.00
CT531 Length of Drilled Concrete Cores	EA	\$65.00
CT550 Surface Abrasion of Concrete	EA	\$535.00
CT521 Compressive Strength LCB	EA	\$40.00
CT534 Water Retention, Liq Curing Cmpnd	EA	\$570.00
CT524 RSC Flexural Strength, Beam	EA	\$125.00
CT515 Relative Mortar Strength, PCC Sand	EA	\$800.00
CT670 Tensile Strength up to #8	EA	\$75.00
CT670 Tensile Strength #8 - #11	EA	\$110.00
CT670 Tensile Strength #14	EA	\$140.00
CT670 Tensile Strength #18	EA	\$205.00
CT 52-1-08C Slip Test	EA	\$205.00
CT670 Operator Qualification up to #8	LOT	\$470.00
CT670 Operator Qualification #9 - #11	LOT	\$535.00
CT670 Operator Qualification #14	LOT	\$800.00
CT670 Operator Qualification up to #8	EA	\$470.00
CT670 Operator Qualification #18	LOT	\$1,135.00
CT670 Operator Qualification #9 - #11	EA	\$535.00
CT670 Operator Qualification #14	EA	\$800.00
CT670 Production Lot #9 to #11 (Service)	LOT	\$405.00
CT670 Operator Qualification #18	EA	\$1,135.00
CT670 Production Lot up to #8 (Service)	LOT	\$335.00
CT670 Production Lot #14 (Service)	LOT	\$535.00
CT670 Production Lot #18 (Service)	LOT	\$725.00
CT670 Production Lot up to #8 (Ultimate)	LOT	\$405.00
CT670 Production Lot #14 (Ultimate)	LOT	\$740.00
CT670 Production Lot #9 to #11(Ultimate)	LOT	\$470.00
CT670 Production Lot #18 (Ultimate)	LOT	\$1,005.00
CT204 Plasticity Index, Atterberg	EA	\$305.00
CT209 Specific Gravity of Soil	EA	\$275.00
CT216 CA Impact Max Density	EA	\$265.00
CT216 CA Impact, Rock Correction	EA	\$65.00

Schedule of Fees and General Terms

CT301 Resistance R-Value Stabilometer	EA	\$390.00
CT417 Soluble Sulfates	EA	\$135.00
CT422 Chloride Content	EA	\$115.00
CT643 Resistivity and pH	EA	\$135.00

Laboratory Tests - Asphalt

Product Name	Units	Rate (\$)
ASTM D2726 Core Density (SSD)	EA	\$65.00
ASTM D1188 Core Density Parafilm Coated	EA	\$75.00
ASTM D6926 Lab Max Density Marshall	EA	\$335.00
ASTM D6927 Marshal Stability and Flow	EA	\$440.00
ASTM D1561 LTMD Kneading Compactor	EA	\$355.00
ASTM D1560 Hveem Stability and Density	EA	\$440.00
ASTM D1560 Hveem Stability	EA	\$305.00
ASTM D2041 Maximum Theoretical Density	EA	\$265.00
ASTM D6307 Ignition Oven Calibration	EA	\$405.00
ASTM D6307 Asphalt Content by Ignition	EA	\$255.00
ASTM D2172 Asphalt Content by Solvents	EA	\$375.00
ASTM D4125 Asphalt Content Nuclear Gauge	EA	\$335.00
ASTM D5444 Gradation of Extracted Agg	EA	\$275.00
ASTM D244 Emulsion Residue Evaporation	EA	\$240.00
ASTM D244 Emulsion Sieve Analysis	EA	\$165.00
ASTM D3910 Wet Track Abrasion	EA	\$205.00
AASHTO T275 Core Density Paraffin Coated	EA	\$80.00
AASHTO T324 Hamburg Wheel Tracking Test	EA	\$1,100.00
AASHTO T283 Tensile Strength Ratio	EA	\$1,200.00
AASHTO T312/T275 LTMD Gyratory Compactor	EA	\$440.00
AASHTO T308 Asphalt Content by Ignition	EA	\$255.00
AASHTO T209 Theoretical Maximum Density	EA	\$265.00
AASHTO T308A AC Correction Factor	EA	\$470.00
AASHTO T324 Hamburg Wheel Tracking - RHMA	EA	\$1,100.00
AASHTO T283 Tensile Strength Ratio - RHMA	EA	\$1,200.00
AASHTO T312/T275 LTMD Gyratory Comp.- RHMA	EA	\$440.00

Laboratory Tests - Aggregates

Product Name	Units	Rate (\$)
ASTM C40 Organic Impurities in Fine Agg	EA	\$135.00
ASTM C131 Abrasion, Los Angeles Rattler	EA	\$335.00
ASTM C127 Specific Gravity, Coarse Agg	EA	\$205.00
ASTM C128 Specific Gravity, Fine Agg	EA	\$240.00
ASTM C1252 Angularity & Voids, Fine Agg	EA	\$240.00
ASTM C566 Moisture Content by Drying	EA	\$35.00
ASTM C117 Materials Finer than No. 200	EA	\$140.00
ASTM D2419 Sand Equivalent	EA	\$170.00
ASTM C289 Alkali-Silica Reactivity	EA	\$670.00
ASTM D4791 Flat & Elongated Particles	EA	\$375.00
ASTM D5821 Percent Fractured Particles	EA	\$205.00
ASTM C123 Percent Lightweight Particles	EA	\$275.00
ASTM C136 Sieve Analysis, Combined Agg	EA	\$240.00
ASTM C88 Soundness by Sodium Sulfate	EA	\$535.00
ASTM C136 Sieve Analysis, Fine Agg	EA	\$205.00
ASTM C136 Sieve Analysis, Coarse Agg	EA	\$205.00

Schedule of Fees and General Terms

ASTM C142 Clay Lumps & Friable Particles	EA	\$260.00
ASTM C535, Abrasion Large Aggregate	EA	\$335.00
AASHTO T304 Angularity & Voids in Fines	EA	\$225.00
AASHTO T84 Specific Gravity, Fine Agg	EA	\$240.00
AASHTO T85 Specific Gravity, Coarse Agg	EA	\$205.00
AASHTO T96 Abrasion, Los Angeles Rattler	EA	\$335.00
AASHTO T27 Sieve Analysis, Combined Agg	EA	\$240.00
AASHTO T27 Sieve Analysis, Fine Agg	EA	\$205.00
AASHTO T27 Sieve Analysis, Coarse Agg	EA	\$185.00
AASHTO T176 Sand Equivalent	EA	\$170.00
AASHTO T335 Percent Fractured Particles	EA	\$205.00

Equipment Charges

Product Name	Units	Rate (\$)
Portable Drilling Equipment	HR	\$450.00
Mobile Laboratory Trailer Mobilization	EA	\$500.00
Diamond Bit Core Rig and Generator	DAY	\$500.00
Mobile Laboratory Trailer & Testing Equipment	DAY	\$500.00
Stationary Laboratory Trailer & Testing Equipment	MO	\$1,500.00
Mileage	MILE	Quote
Nuclear Density Test Gauge	DAY	\$25.00
Hand Held Turbidity Meter	DAY	\$20.00
Ultrasonic Test Unit and Consumables	DAY	\$50.00
Magnetic Particle Test Unit	DAY	\$50.00
Skidmore	DAY	\$50.00
Drilling Equip Mobilization / De-Mob	EA	\$800.00
Schmidt Hammer	DAY	\$50.00
Torque Wrench	DAY	\$50.00
Proof Load Testing Equipment	DAY	\$100.00
ASTM C1028 Coefficient of Friction	DAY	\$500.00
Holiday Tester	DAY	\$150.00
Mini Environmental Quality Meter	DAY	\$300.00
Inertial Profiler	DAY	\$1,800.00
Materials / Supplies	LS	Quote
VOC Meter	DAY	\$100.00
Misc Permits	LS	Quote
Misc Fees	HR	Quote
Misc Subconsultant	LS	Quote
Set of Aerial Photographs	EA	Quote
Blueprinting	EA	Quote
Bucket Auger Drill Rig with Operator	HR	\$775.00
Dutch Cone Penetrometer with Operator	HR	\$675.00
Hollow Stem Auger Drill Rig w/ Operator	HR	\$675.00
Portable Drilling Equipment w/ Operator	HR	\$450.00
Air Rotary Drill Rig with Operator	HR	\$700.00
Rotary Wash Drill Rig with Operator	HR	\$650.00
Per Diem	DAY	\$100.00

TERMS AND CONDITIONS

GENERAL CHARGES

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

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

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

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

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

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

Rates are valid through June 30, 2023. Rates for personnel will increase by 5% per year on July 1st of each subsequent year.

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

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

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

OVERTIME CHARGES

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

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

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

PER DIEM AND TRAVEL CHARGES

A \$150.00 charge per day will be applied when our personnel are required to stay overnight at remote locations.

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

Mileage for travel outside a 50 mile radius from either the project site or the nearest RMA facility whichever is closest, will be charged at a rate of \$0.60 per mile.

NIGHT WORK

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



**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

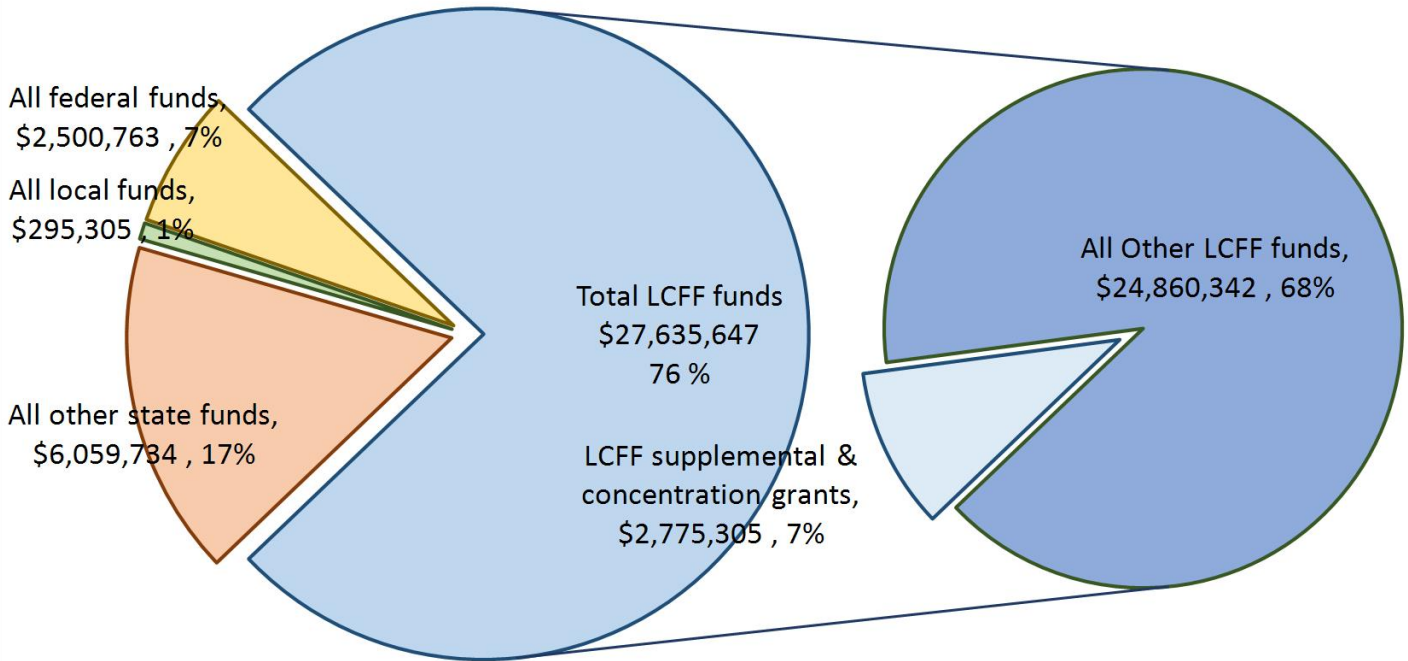
jcoombs@ljsd.org

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

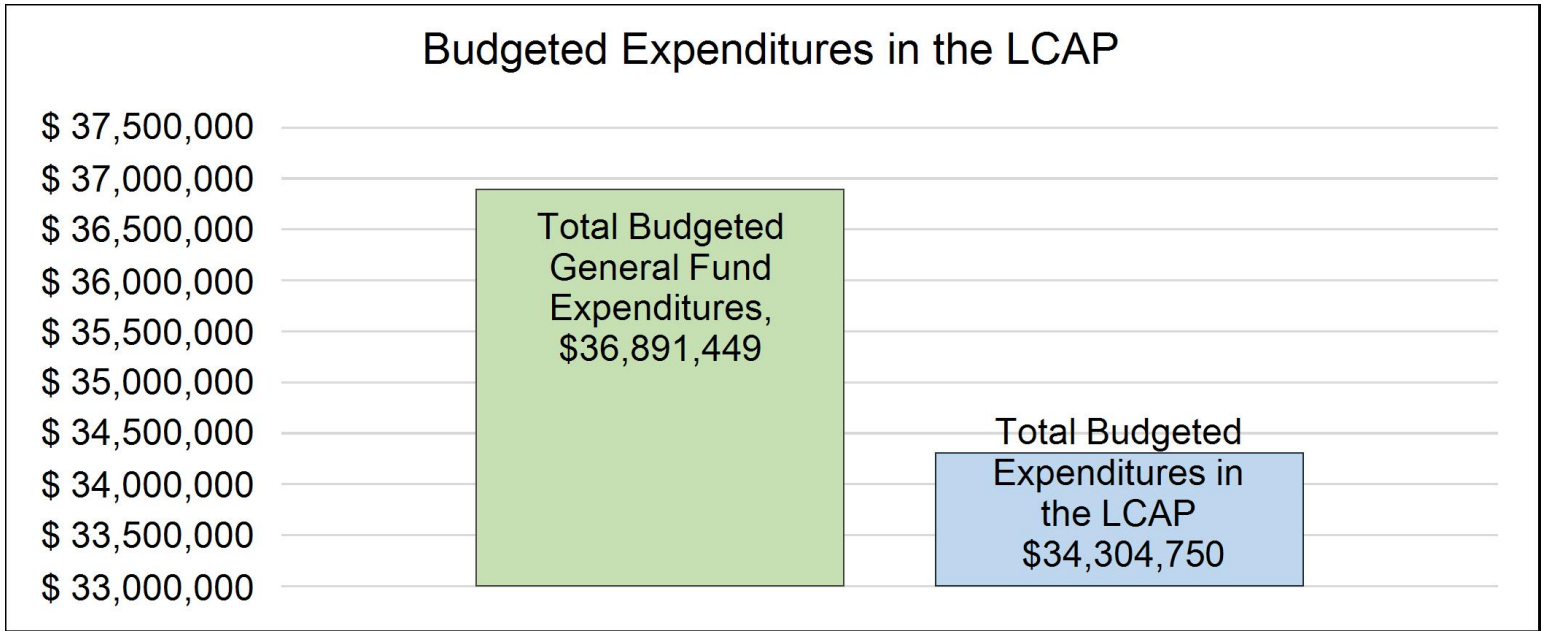


This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lowell Joint School District is \$36,491,449, of which \$27,635,647 is Local Control Funding Formula (LCFF), \$6,059,734 is other state funds, \$295,305 is local funds, and \$2,500,763 is federal funds. Of the \$27,635,647 in LCFF Funds, \$2,775,305 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 \$36,891,449 for the 2023-24 school year. Of that amount, \$34,304,750 is tied to actions/services in the LCAP and \$2,586,699 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

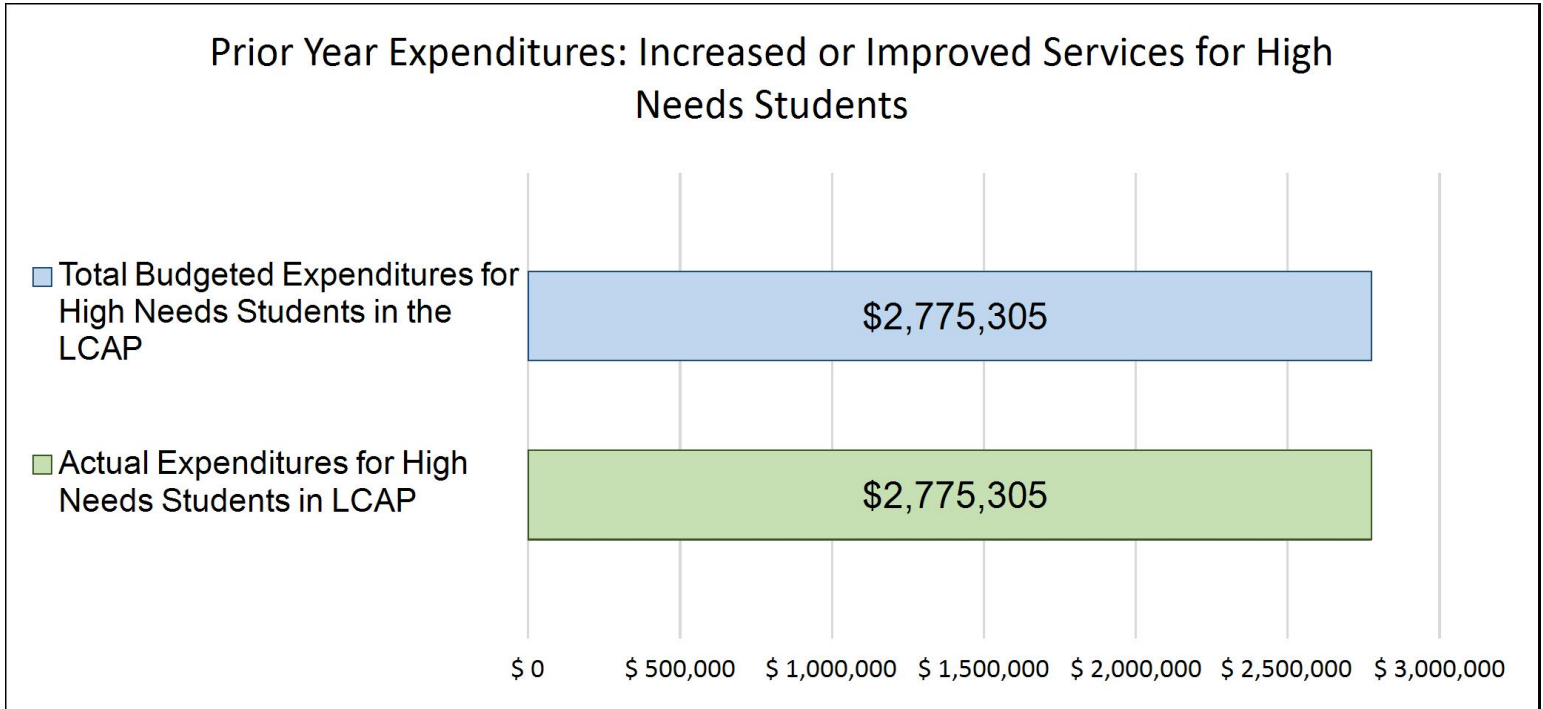
There is just over two million dollars in general fund monies not included in the LCAP. There is approximately \$300,000 in maintenance and custodial expenses with another \$275,000 in insurance costs. The remaining general funds not identified in the LCAP are substitute costs for both certificated and classified, supply budgets for various departments, and some additional licenses and contracts from departments that don't have specific action items identified within an existing goal. There are also some transfers of indirect costs for Fund 12 (Child Development) and Fund 13 (Cafeteria) for \$156,000.

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 \$2775305 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 \$2775305 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 \$2775305 for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent \$2775305 for actions to increase or improve services for high needs students in 2022-23.



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. 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.

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 2021-22 school year related to trauma and the pandemic. Being disconnected from peers and the routines of school life in addition to experiencing the potential traumas associated with the pandemic (loss, food insecurity, change in living situation, unemployment, lack of supervision, etc.) has taken a toll on our students and families. Understandably, there is great concern around reconnecting kids and being sure their mental health and social emotional needs are being met. This was expressed by certificated and classified staff as well as parents in the desire for more counselors and psychologists to support the growing needs of students. It was echoed by students in two questions on their survey where 29% of students responding did not feel like they knew an adult they could talk to if they needed help and 23% do not feel like school is a place where they feel safe. Since 84% feel successful at school and 89% teachers treat them with respect, the connection issues seem to center around issues not entirely related to the academics of school. This is also reflected in the types of visits recorded by counseling interns to receive support related to areas other than academics. 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.		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.	\$16,991,483.00	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).	\$3,172,344.00	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	\$465,378.00	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.	\$2,309,830.00	No
1.5	Basic Utilities	Basic utilities including electrical and water.	\$972,184.00	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>	\$205,770.00	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.	\$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 supports the monitoring of our unduplicated pupils in running queries	\$59,092.00	No

Action #	Title	Description	Total Funds	Contributing
		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	Yes
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 personnel attend meetings to discuss the LCAP in addition to parent	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.	\$3,745,808.00	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.

Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

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 from 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	\$81,582.00	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.	\$291,942.00	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. For the 2022-2023 school year, this will include the addition of Instructional Aides in order to maintain the required 12-1 ratio under Universal Pre-Kindergarten.	\$1,055,582.00	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.

Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed. 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.

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.

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.

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.

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.

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 received a Medium ranking on the CA Dashboard and were 8.7 points above standard in ELA. English Learners were 37.6 below standard. For mathematics, ALL students were Low and 25.4 below standard. English Learners were 58 points below standard.		To close the achievement gap while still raising achievement levels for all students, English learners will need to gain 5% each year with English only students gaining at least 2% in both ELA and mathematics.
Dataquest-Reclassification Rates	19% of students were reclassified in the 2020-2021 school year, which is well above LA county at	We don't have new RFEP rates for 2021-22 from Dataquest at this time. We reclassified 59	DataQuest reports a 2021-22 Reclassification Rate of 15.5%. Based on current ELPAC		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
	8.1% and the state at 8.6%.	students with the potential for a few more in the next few weeks as CAASPP scores become available.	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</p> <p>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</p> <p>August: 14% On Grade Level Most Recent: 21% On Grade Level</p> <p>Total moved from 19% on or above grade level to 48%</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
			<p>Most Recent: 21% scored on grade level Total moved from 21% on or above grade level to 52%</p>		
<p>Professional Development records Classroom Observations</p>	<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 SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism 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>Principals were regularly given</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>Chronic Absentee lists to follow up with students.</p> <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>Attendance rates will continue to be at 96% or higher.</p> <p>The Chronic Absentee rate will be less than 3% overall with significant student groups being no more than 5%.</p> <p>Maintain the drop out rate at less than 1% for middle school students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	We had no drop outs in the 2019-2020 school year.				
CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)	To focus on the specific needs of our Foster Youth, low income (specifically Homeless), and our English learners, support personnel check-in regularly with these students and document contacts and any necessary supports to ensure both student engagement and success. Quarterly reports are generated to summarize the meetings held and review any identified needs.	Support of our Foster Youth, Homeless, and EL students was provided by support personnel through phone calls home, emails, work with students on campus, intervention throughout the school day, counseling, and peer tutoring.	Support 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. 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.		Support staff will continue to meet regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.
Suspension and Expulsion Rates	Due to school closures in March of 2019, there is not a direct comparison point on the CA	There were no expulsions in the 2020-2021 data reported from Dataquest with only 6	There were no expulsions in the 2021-2022 data reported from Dataquest. There		The overall suspension rate for the district will be less than 3% with no significant student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	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.	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.		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 will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time.	\$420,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 done through Las Links as an additional assessment specific to our English learners.	\$243,940.00	Yes
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	\$736,047.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$68,889.00	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
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	\$18,245.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with a primary focus on our English learners, Foster Youth, Homeless, and low income students.		
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.	\$110,000.00	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.	\$87,143.00	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.	\$1,479,434.00	No
4.11	Math Intervention-Rancho Starbuck	Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section).	\$50,518.00	Yes
4.12	Illuminate	Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		gaps for UDPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so Illuminate is an additional resource.		
4.13	Reading Intervention-Rancho Starbuck	Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).	\$40,000.00	Yes
4.14	Coordination of Services	Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UDP) 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.	\$262,491.00	Yes
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.	\$304,980.00	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	\$254,685.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 will be expended in the 2022-23 school year to refresh school libraries with additional titles and replacements where needed.		
4.17	MTSS Coordination and Monitoring of UDPs	District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district.	\$261,571.00	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 system in the 2021-2022 school year, which will necessitate new baseline data for benchmarks as well as training for staff. The data provided from the system will better allow us to assess and monitor our unduplicated students although it will benefit all. The Dashboard will allow for filtering based on high need student groups so that English learners, Foster Youth and low income students can be readily identified in terms of both need and targeted supports. This is funding for a two-year implementation along with some one-time professional development costs.	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$268,036.00	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	<p>The Creative Response to Emotional and Educational Wellness or C.R.E.W. has been an overwhelming success. During the pandemic, counseling and psych interns were able to check in and connect with students, provide social emotional lessons during class sessions, and support the overall mental health of students. This has continued during the 2021-22 school year. The counselor and interns monitor the 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,</p>	\$945,788.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
4.22	Nurse and Nursing Assistant	Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UDPs (partial funding for the District Nurse). Offsetting the cost for support to these students along with other local funds has allowed us to hire a nursing assistant who checks in with Foster Youth 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 has been created to support the district and adjustments have been made to the Health Tech position for the 2022-23 school year.	\$311,554.00	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.

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.

Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

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

Overall, students are making progress.

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	\$15,000.00	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.	\$169,919.00	No
5.4	Technology Integration-21st Century Skills	Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for 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	\$269,190.00	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.

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.

Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

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)
\$2,775,305	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.00%	0.00%	\$0.00	10.00%

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

Required Descriptions

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

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

English Learners

A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research. Guidelines 1 and 5 are related to essential components of literacy and oral language development, which are addressed through both first, best instruction in the classroom and intervention with Lingual Learning materials through small group instruction during intervention as part of the overall MTSS program. Guideline 2, "effective instruction for English learners is similar to effective instruction for native speakers" and Guideline 7, "well prepared teachers" are addressed in the research chart for all students. This is also true for 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 of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched- based, best practices in Strategies for Closing the Achievement Gap.

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

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

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

Goal 2, Action 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 2022-23 is 10%. The actions and services developed in the LJSD LCAP will be principally directed toward unduplicated student groups through Supplemental funding for the 2022-23 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 UDPs
Goal 4, Action 18: Assessment System
Goal 4, Action 19: Classified Staff-Custodial Support
Goal 4, Action 21: Creative Response to Emotional and Educational Wellness
Goal 4, Action 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.

We did not receive an additional concentration grant add-on.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$27,635,647.00	\$6,059,734.00	\$295,305.00	\$2,500,763.00	\$36,491,449.00	\$34,451,796.00	\$2,039,653.00

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	\$14,772,239.00	\$1,821,856.00	\$0.00	\$397,388.00	\$16,991,483.00
1	1.2	Certificated Staffing-Administration and other Support Staff	All	\$1,713,857.00	\$1,102,997.00	\$0.00	\$355,490.00	\$3,172,344.00
1	1.3	Classified Staffing-Technology Department	All	\$465,378.00	\$0.00	\$0.00	\$0.00	\$465,378.00
1	1.4	Classified Staffing-Custodial, Maintenance, and Grounds	All	\$2,170,076.00	\$139,754.00	\$0.00	\$0.00	\$2,309,830.00
1	1.5	Basic Utilities	All	\$972,184.00	\$0.00	\$0.00	\$0.00	\$972,184.00
1	1.6	Instructional Materials-Textbooks and Software	All	\$205,770.00				\$205,770.00
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	\$59,092.00	\$0.00	\$0.00	\$0.00	\$59,092.00
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 Low Income	\$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	\$2,807,364.00	\$912,995.00	\$0.00	\$25,449.00	\$3,745,808.00
2	2.1	Early Literacy Teacher on Special Assignment (TOSA)	English Learners Foster Youth Low Income	\$10,000.00	\$0.00	\$62,380.00	\$9,202.00	\$81,582.00
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	\$1,000.00	\$89,019.00	\$201,923.00		\$291,942.00
2	2.5	Transitional Kindergarten	English Learners Foster Youth Low Income	\$1,055,582.00	\$0.00	\$0.00	\$0.00	\$1,055,582.00
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	\$167,826.00	\$56,114.00	\$0.00	\$20,000.00	\$243,940.00
4	4.4	Dual Immersion Program	English Learners	\$395,601.00	\$0.00	\$0.00	\$340,446.00	\$736,047.00
4	4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	English Learners Low Income	\$68,889.00	\$0.00	\$0.00	\$0.00	\$68,889.00

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	\$9,040.00	\$0.00	\$0.00	\$9,205.00	\$18,245.00
4	4.8	Intervention Support During the Day	English Learners				\$110,000.00	\$110,000.00
4	4.9	Teacher Planning/Choir Teacher	All	\$87,143.00				\$87,143.00
4	4.10	Classified Staff-Instructional Assistants & Special Ed Support Aides	Students with Disabilities	\$117,414.00	\$527,120.00	\$0.00	\$834,900.00	\$1,479,434.00
4	4.11	Math Intervention-Rancho Starbuck	English Learners Foster Youth Low Income	\$50,518.00				\$50,518.00
4	4.12	Illuminate	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
4	4.13	Reading Intervention-Rancho Starbuck	English Learners Foster Youth Low Income	\$40,000.00				\$40,000.00
4	4.14	Coordination of Services	English Learners Foster Youth Low Income	\$179,625.00	\$0.00	\$0.00	\$82,866.00	\$262,491.00
4	4.15	ABA Class and Program Specialist Position	All	\$0.00	\$304,980.00	\$0.00	\$0.00	\$304,980.00
4	4.16	Learning Hubs-Libraries	English Learners Foster Youth Low Income	\$87,225.00	\$167,460.00	\$0.00	\$0.00	\$254,685.00
4	4.17	MTSS Coordination and Monitoring of UDPs	English Learners Foster Youth Low Income	\$203,116.00	\$0.00	\$0.00	\$58,455.00	\$261,571.00
4	4.18	Assessment System	English Learners Foster Youth Low Income		\$160,000.00			\$160,000.00
4	4.19	Classified Staff-Custodial Support	English Learners Foster Youth	\$260,279.00	\$7,757.00	\$0.00	\$0.00	\$268,036.00

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	\$535,010.00	\$410,778.00	\$0.00	\$0.00	\$945,788.00
4	4.22	Nurse and Nursing Assistant	Foster Youth Low Income	\$23,207.00	\$170,904.00	\$0.00	\$117,443.00	\$311,554.00
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	\$15,000.00				\$15,000.00
5	5.3	STEAM Enrichment	All	\$0.00	\$45,000.00	\$0.00	\$124,919.00	\$169,919.00
5	5.4	Technology Integration-21st Century Skills	English Learners Foster Youth Low Income	\$169,190.00	\$100,000.00	\$0.00	\$0.00	\$269,190.00

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
\$27,742,766	\$2,775,305	10.00%	0.00%	10.00%	\$3,816,108.00	0.00%	13.76 %	Total:	\$3,816,108.00
								LEA-wide Total:	\$3,261,100.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$555,008.00

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 (%)
1	1.12	School Site Council and DELAC	Yes	LEA-wide	English Learners Low Income	All Schools	\$0.00	
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	\$1,000.00	
2	2.5	Transitional Kindergarten	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary sites Transitional Kindergarten	\$1,055,582.00	
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	

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	4.3	Progress Monitoring and Support of English Learners	Yes	LEA-wide	English Learners	All Schools	\$167,826.00	
4	4.4	Dual Immersion Program	Yes	Schoolwide	English Learners	Specific Schools: Jordan Elementary TK-3rd grade	\$395,601.00	
4	4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	Yes	Schoolwide	English Learners Low Income	Specific Schools: Rancho 7th and 8th grade	\$68,889.00	
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	\$9,040.00	
4	4.8	Intervention Support During the Day	Yes	LEA-wide	English Learners	All Schools		
4	4.11	Math Intervention-Rancho Starbuck	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck 7th and 8th	\$50,518.00	
4	4.12	Illuminate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
4	4.13	Reading Intervention-Rancho Starbuck	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck 7th and 8th	\$40,000.00	
4	4.14	Coordination of Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$179,625.00	
4	4.16	Learning Hubs-Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,225.00	
4	4.17	MTSS Coordination and Monitoring of UDPs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,116.00	
4	4.18	Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	4.19	Classified Staff-Custodial Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,279.00	
4	4.21	Creative Response to Emotional and Educational Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$535,010.00	
4	4.22	Nurse and Nursing Assistant	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$23,207.00	
5	5.2	GATE Identification	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
5	5.4	Technology Integration-21st Century Skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$169,190.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$36,491,449.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Certificated Staffing-Teachers	No	\$16,991,483.00	
1	1.2	Certificated Staffing-Administration and other Support Staff	No	\$3,172,344.00	
1	1.3	Classified Staffing-Technology Department	No	\$465,378.00	
1	1.4	Classified Staffing-Custodial, Maintenance, and Grounds	No	\$2,309,830.00	
1	1.5	Basic Utilities	No	\$972,184.00	
1	1.6	Instructional Materials-Textbooks and Software	No	\$205,770.00	
1	1.7	Site Technology Allocation	No	\$45,000.00	
1	1.8	Instructional Supplies-Per Pupil Site Allocation	No	\$287,375.00	
1	1.9	Maintenance of Chromebooks	No	\$0.00	
1	1.10	Classified Staffing-Data Systems Analyst	No	\$59,092.00	

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Professional Development (District-wide)	Yes	\$420,000.00	
4	4.2	Professional Development- English Learners	Yes	\$35,000.00	
4	4.3	Progress Monitoring and Support of English Learners	Yes	\$243,940.00	
4	4.4	Dual Immersion Program	Yes	\$736,047.00	
4	4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	Yes	\$68,889.00	
4	4.6	Before and After School Intervention	Yes	\$80,000.00	
4	4.7	Intervention Coordinators	Yes	\$18,245.00	
4	4.8	Intervention Support During the Day	Yes	\$110,000.00	
4	4.9	Teacher Planning/Choir Teacher	No	\$87,143.00	
4	4.10	Classified Staff-Instructional Assistants & Special Ed Support Aides	No	\$1,479,434.00	
4	4.11	Math Intervention-Rancho Starbuck	Yes	\$50,518.00	
4	4.12	Illuminate	Yes	\$25,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.13	Reading Intervention-Rancho Starbuck	Yes	\$40,000.00	
4	4.14	Coordination of Services	Yes	\$262,491.00	
4	4.15	ABA Class and Program Specialist Position	No	\$304,980.00	
4	4.16	Learning Hubs-Libraries	Yes	\$254,685.00	
4	4.17	MTSS Coordination and Monitoring of UDPs	Yes	\$261,571.00	
4	4.18	Assessment System	Yes	\$160,000.00	
4	4.19	Classified Staff-Custodial Support	Yes	\$268,036.00	
4	4.20	Attendance Monitoring	No	\$12,000.00	
4	4.21	Creative Response to Emotional and Educational Wellness	Yes	\$945,788.00	
4	4.22	Nurse and Nursing Assistant	Yes	\$311,554.00	
5	5.1	Professional Development-GATE Certification	No	\$108,000.00	
5	5.2	GATE Identification	Yes	\$15,000.00	
5	5.3	STEAM Enrichment	No	\$169,919.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Technology Integration-21st Century Skills	Yes	\$269,190.00	

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)
	\$3,816,108.00	\$0.00	\$0.00	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)
1	1.12	School Site Council and DELAC	Yes	\$0.00			
2	2.1	Early Literacy Teacher on Special Assignment (TOSA)	Yes	\$10,000.00			
2	2.4	Early Literacy-Preschool Program and Learning Link	Yes	\$1,000.00			
2	2.5	Transitional Kindergarten	Yes	\$1,055,582.00			
4	4.1	Professional Development (District-wide)	Yes	\$420,000.00			
4	4.2	Professional Development-English Learners	Yes	\$20,000.00			
4	4.3	Progress Monitoring and Support of English Learners	Yes	\$167,826.00			
4	4.4	Dual Immersion Program	Yes	\$395,601.00			
4	4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	Yes	\$68,889.00			
4	4.6	Before and After School Intervention	Yes	\$80,000.00			
4	4.7	Intervention Coordinators	Yes	\$9,040.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.8	Intervention Support During the Day	Yes				
4	4.11	Math Intervention-Rancho Starbuck	Yes	\$50,518.00			
4	4.12	Illuminate	Yes	\$25,000.00			
4	4.13	Reading Intervention-Rancho Starbuck	Yes	\$40,000.00			
4	4.14	Coordination of Services	Yes	\$179,625.00			
4	4.16	Learning Hubs-Libraries	Yes	\$87,225.00			
4	4.17	MTSS Coordination and Monitoring of UDPs	Yes	\$203,116.00			
4	4.18	Assessment System	Yes				
4	4.19	Classified Staff-Custodial Support	Yes	\$260,279.00			
4	4.21	Creative Response to Emotional and Educational Wellness	Yes	\$535,010.00			
4	4.22	Nurse and Nursing Assistant	Yes	\$23,207.00			
5	5.2	GATE Identification	Yes	\$15,000.00			
5	5.4	Technology Integration-21st Century Skills	Yes	\$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)
\$26,213,095		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Instruction**Independent Study**

The Board of Trustees authorizes independent study as an optional alternative instructional strategy by which students in grades TK-8 may reach curriculum objectives. Independent study offers a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting.

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in person instruction. (Education Code 51747)

The Superintendent or designee shall determine that the prospective independent study student understands and is prepared to meet the district's requirements for independent study. Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved. Independent study may be offered only to students who can achieve in this program as well as or better than they would in the regular classroom.

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall obtain a signed written agreement for long-term independent study (the Virtual Academy) before the commencement of the first day of instruction of independent study. For a student who is scheduled for fewer than 15 days, the agreement shall be signed within 10 school days of the commencement of the first day of the Independent Study. A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703) The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement. The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course. A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5) The minimum period of time for any independent study option shall be five consecutive school days.

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for students who are not: generating attendance for more than 10 percent of the instructional time over four consecutive weeks, participating in the required synchronous instruction offered more than 50 percent of the time, or who are in violation of their written agreement. For pupils in TK – 3, inclusive, daily synchronous instruction for all pupils throughout the school year is required. For pupils in grades 4 to 8, inclusive for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year is required.

This requirement only applies to students participating in long-term independent study (the Virtual Academy) for 15 school days or more. The procedures may include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

An evaluation may be conducted to determine whether it is in a student's best interest to remain in long-term independent study (the Virtual Academy) whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Instruction

Independent Study (continued)

Home Schooling Through Independent Study

The Superintendent or designee encourages parents/guardians desiring to teach their children at home to enroll their children in independent study. Such enrollment allows continued contact and cooperation between the school system and home-based student.

Legal Reference:

EDUCATION CODE

17289 Exemption for building

44865 Qualifications for home teachers and teachers in special classes and schools; consent to assignment

46300-46300.6 Methods of computing ADA

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48917 Suspension of expulsion order

51225.3 Requirements for high school graduation

51745-51749.3 Independent study programs

52000 Improvement of elementary and secondary education: legislative intent

52015 School improvement plans: components of plan

52017 Secondary schools: additional plan components

56026 Individual with exceptional needs

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

Policy Adopted: March 23, 1987

Policy Revised: January 10, 2005; September 26, 2005; February 27, 2006;
August 9, 2021, October 2, 2022, June 12, 2023

Instruction

Independent Study

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

The district shall not provide independent study students and their parents/ guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Educational Opportunities

The district shall offer both long-term independent study (Virtual Academy) and short-term independent study (less than 15 days) to meet the educational needs of students as specified in Education Code 51745 (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to:

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
6. Individualized study for a student whose health, would be put at risk by in-person instruction

Instruction

Independent Study

Eligibility for Independent Study

Students are eligible for independent study (including long-term independent study through the Virtual Academy) as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

No student shall be required to participate in independent study. (Education Code 51747)

Students enrolling in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3) The Virtual Academy for long-term independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

No individual with disabilities, as defined in Education Code 56026, may participate in independent study unless his/her Individualized Education Program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

No temporarily disabled student may receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Instruction

Independent Study

Criteria for Participation

Parents who are interested in short-term independent study for their students should contact their school principal. For long-term independent study (the Virtual Academy), parents should contact the district office. Approval for participation shall be based on the following criteria:

1. Evidence that the student will work independently to complete the program.
2. Availability of experienced certificated staff with adequate time to supervise the student effectively.

Written Agreements and Assignments

The written independent study agreement for each participating student should include, but not be limited to, all of the following: (Education Code 51747)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and personnel, that will be made available to the student.
4. The district's independent study policy describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, the agreement shall also include the statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Instruction

Independent Study

The curriculum and methods of study specified in the written agreement shall be consistent with the Governing Board's policies, administrative regulations and procedures for curriculum and instruction. (5 CCR 11702)

(cf. 6143 - Courses of Study)

The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.

Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student under 18 years of age, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747)

The agreement shall state that the parent/guardian's signature confers his/her permission for the student's independent study as specified in the agreement.

Student Rights and Responsibilities

Students participating in long-term independent study (the Virtual Academy) shall have the right to enter or return to the regular classroom mode of instruction.

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian, as appropriate.
2. A special meeting between the student and the teacher and/or counselor.
3. A meeting between the student and the administrator, including the parent/guardian if appropriate.
4. An increase in the amount of time the student works under direct supervision.

When the student has missed the number of assignments specified in Board policy as precipitating an evaluation (three assignments), the Superintendent or designee may conduct an evaluation which may result in termination of the independent study agreement, with the student's return to a regular classroom or alternative instructional program.

Instruction

Independent Study

(cf. 1312 - Complaints Concerning the Schools)
(cf. 1312.1 - Complaints Concerning District Employees)

Administration of Independent Study

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

Responsibilities of Independent Study Administrator

The responsibilities of the Independent Study Administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's Independent Study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

Supervising Teachers

The Superintendent or designee shall approve the assignment of any teachers who directly supervise long-term independent study (the Virtual Academy) on a regular basis. The principal may recommend teachers or students for short-term independent study. The teacher may be the student's regular classroom teacher for periods less than 15 days.

Instruction

Independent Study

Independent study teachers shall:

1. Complete designated portions of the written agreement and add additional information to the written agreement when appropriate.
2. Supervise and approve coursework, including regularly meeting with the student to discuss the student's progress.
3. Design all lesson plans and assignments and provide direct instruction. Maintain records of student assignments showing the date the assignment is given and the date the assignment is due.
4. Assess all student work and assigning grades or other approved measures of achievement.
5. Personally judge the time value of assigned work or work products completed and submitted by the student.
6. Select and save with each agreement representative samples of the student's completed and evaluated assignments on a weekly basis.
7. Sign and complete the agreement when the student has reached his/her objectives or the agreement is terminated.
8. Maintain any required records and files on a current basis including attendance
9. Determine and assign grades or other approved measures of achievement.
10. Document each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided.
 - For pupils in transitional Kindergarten and grades 1 to 3, inclusive, a plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year.
 - For pupils in grades 4 to 8, inclusive, a plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Instruction

Independent Study

Records

District records shall identify all students participating in independent study and shall specify the grade level, program placement and school in which each of these students is enrolled. (Education Code 51748)

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 06/12/2023

FROM 04/01/2023 TO 04/30/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99B0038	ORANGE COUNTY CLERK-RECORDER	50.00	50.00	2121-0000-0-6252-0000-8500-011-00000000	Other Soft Costs
S99B0040	RED WAVE COMMUNICATIONS & ELEC	930,000.00	930,000.00	2121-0000-0-6230-0000-8500-115-00000000	Construction
S99B0041	SPEC. CONSTRUCTION CO. INC	874,700.00	874,700.00	2121-0000-0-6230-0000-8500-115-00000000	Construction
S99B0042	MPI MILLER PLUMBING INC	523,687.50	523,687.50	2121-0000-0-6230-0000-8500-115-00000000	Construction
S99B0043	POST BROS. CONSTRUCTION CO.	323,729.00	323,729.00	2121-0000-0-6230-0000-8500-115-00000000	Construction
S99B0044	HAULAWAY STORAGE CONTAINERS	1,471.60	1,471.60	2121-0000-0-5620-0000-8500-008-00000000	Lease/Portables
S99B0045	SOUTHERN CALIFORNIA NEWS GROUP	919.73	919.73	2121-0000-0-5830-0000-8500-011-00000000	Advertisement
S99B0046	GHATAODE BANNON ARCHITECTS	20,783.55	20,783.55	2121-0000-0-6210-0000-8500-006-00000000	Architect Fees/Reimbursables
S99B0047	SOUTHERN CALIFORNIA NEWS GROUP	948.27	948.27	2121-0000-0-5830-0000-8500-115-00000000	Advertisement
S99B0048	DIVISION OF THE STATE ARCHITEC	8,243.46	8,243.46	2121-0000-0-6217-0000-8500-004-00000000	DSA Fees
S99B0049	MONOPRICE INC.	712.98	712.98	2121-0000-0-4300-0000-8500-115-00000000	Materials and Supplies
S99F0090	THE HOME DEPOT PRO INSTITUTION	686.74	686.74	0101-0000-0-4300-0000-8110-025-00000000	Materials and Supplies
S99F0091	THE HOME DEPOT PRO INSTITUTION	655.49	655.49	0101-0000-0-4300-0000-8110-011-00000000	Materials and Supplies
S99F0092	COASTLINE TERMITE & PEST CONTR	595.00	595.00	0101-0000-0-5630-0000-8110-011-00000000	Repairs or Maintenance
S99F0093	BACKFLOW TESTING SERVICE	11,529.00	992.00	0101-0000-0-5630-0000-8110-001-00000000	Repairs or Maintenance
			464.00	0101-0000-0-5630-0000-8110-004-00000000	Repairs or Maintenance
			928.00	0101-0000-0-5630-0000-8110-006-00000000	Repairs or Maintenance
			5,875.00	0101-0000-0-5630-0000-8110-009-00000000	Repairs or Maintenance
			3,270.00	0101-0000-0-5630-0000-8110-011-00000000	Repairs or Maintenance
S99F0094	EAST WHITTIER GLASS & MIRROR	515.00	515.00	0101-0000-0-5630-0000-8110-006-00000000	Repairs or Maintenance
S99F0095	EAST WHITTIER GLASS & MIRROR	979.00	979.00	0101-0000-0-5630-0000-8110-001-00000000	Repairs or Maintenance
S99M0288	AMERICAN EXPRESS	55.10	55.10	0101-6501-0-4300-5760-1110-012-00000000	Materials and Supplies
S99M0289	AMERICAN EXPRESS	148.65	148.65	0101-9564-0-4300-5760-1190-008-00000000	Materials and Supplies
S99M0290	AMERICAN EXPRESS	66.12	39.68	0101-9564-0-4300-5760-1110-009-00000000	Materials and Supplies

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 06/12/2023

FROM 04/01/2023 TO 04/30/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99M0290	*** CONTINUED ***		26.44	0101-9564-0-4300-5760-1190-009-00000000	Materials and Supplies
S99M0291	AMERICAN EXPRESS	213.13	213.13	0101-9564-0-4300-5760-3145-412-00000000	Materials and Supplies
S99M0293	AMERICAN EXPRESS	228.91	228.91	0101-9564-0-4300-5760-1110-011-00000000	Materials and Supplies
S99M0295	AMERICAN EXPRESS	313.12	313.12	0101-0511-0-4300-1110-1030-011-00000108	Materials and Supplies
S99M0296	AMERICAN EXPRESS	373.04	373.04	0101-9564-0-4300-5760-1110-006-00000000	Materials and Supplies
S99M0297	AMERICAN EXPRESS	1,411.43	1,411.43	0101-4035-0-5200-0000-2110-612-00000401	Travel and Conferences
S99M0298	AMERICAN EXPRESS	4,410.00	4,410.00	1212-2600-0-4300-1126-1026-665-00000000	Materials and Supplies
S99M0299	AMERICAN EXPRESS	98.77	98.77	0101-0511-0-4300-0000-2700-011-00000108	Materials and Supplies
S99M0300	AMERICAN EXPRESS	396.67	396.67	0101-9564-0-4300-5760-1110-001-00000000	Materials and Supplies
S99M0301	AMERICAN EXPRESS	115.72	115.72	0101-9564-0-4300-5760-1190-011-00000000	Materials and Supplies
S99M0302	AMERICAN EXPRESS	106.39	106.39	0101-0511-0-4300-1110-1030-011-00000108	Materials and Supplies
S99M0303	BUENA PARK PLAQUE & TROPHY	16.54	16.54	0101-0000-0-4300-0000-0000-0000-00000000	Materials and Supplies
S99M0304	AMERICAN EXPRESS	70.51	70.51	0101-9564-0-4300-5760-3145-412-00000000	Materials and Supplies
S99M0305	AMERICAN EXPRESS	38.63	38.63	0101-0000-0-4300-0000-7200-012-00000000	Materials and Supplies
S99M0306	AMERICAN EXPRESS	70.95	70.95	0101-9564-0-4300-5760-1110-009-00000000	Materials and Supplies
S99M0307	AMERICAN EXPRESS	93.63	93.63	0101-9564-0-4300-5760-1190-011-00000000	Materials and Supplies
S99M0309	AMERICAN EXPRESS	105.11	105.11	0101-9564-0-4300-5760-1110-011-00000000	Materials and Supplies
S99M0310	AMERICAN EXPRESS	80.34	80.34	0101-0059-0-4300-0000-2700-009-00000108	Materials and Supplies
S99M0311	AMERICAN EXPRESS	989.21	989.21	0101-0511-0-4300-1110-1030-011-00000108	Materials and Supplies
S99M0312	AMERICAN EXPRESS	4,000.00	4,000.00	0101-0000-0-5200-0000-7100-112-00000000	Travel and Conferences
S99M0313	AMERICAN EXPRESS	319.00	319.00	0101-0000-0-4300-0000-0000-0000-00000000	Materials and Supplies
S99M0314	AMERICAN EXPRESS	110.13	110.13	0101-9564-0-4300-5760-3120-009-00000000	Materials and Supplies

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 06/12/2023

FROM 04/01/2023 TO 04/30/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99M0315	AMERICAN EXPRESS	435.71	435.71	0101-0911-0-4300-1110-1030-011-00000000	Materials and Supplies
S99M0316	AMERICAN EXPRESS	1,816.00	1,816.00	0101-0911-0-5200-1110-1030-011-00000000	Travel and Conferences
S99M0317	AMERICAN EXPRESS	57.00	57.00	0101-0000-0-5200-0000-7100-112-00000000	Travel and Conferences
S99M0318	AMERICAN EXPRESS	5,800.00	5,800.00	0101-4035-0-5200-0000-2110-612-00000401	Travel and Conferences
S99M0319	AMERICAN EXPRESS	550.00	550.00	0101-0000-0-5200-0000-7200-012-00000000	Travel and Conferences
S99M0320	AMERICAN EXPRESS	750.00	750.00	0101-0000-0-5200-0000-7100-112-00000000	Travel and Conferences
S99M0321	AMERICAN EXPRESS	900.00	900.00	0101-0000-0-5200-0000-7100-112-00000000	Travel and Conferences
S99M0322	AMERICAN EXPRESS	900.00	900.00	0101-0000-0-5200-0000-7100-112-00000000	Travel and Conferences
S99M0324	AMERICAN EXPRESS	2,131.87	2,131.87	0101-0000-0-4300-1710-1030-011-00000000	Materials and Supplies
S99M0325	AMERICAN EXPRESS	5,700.00	5,700.00	0101-4035-0-5200-0000-2110-612-00000401	Travel and Conferences
S99M0326	AMERICAN EXPRESS	898.71	898.71	0101-0000-0-4300-1710-1030-011-00000000	Materials and Supplies
S99M0327	AMERICAN EXPRESS	266.05	151.72	0101-9564-0-4300-5760-1110-009-00000000	Materials and Supplies
			114.33	0101-9564-0-4300-5760-1110-011-00000000	Materials and Supplies
S99M0328	AMERICAN EXPRESS	140.92	140.92	0101-9564-0-4300-5760-1110-009-00000000	Materials and Supplies
S99M0330	AMERICAN EXPRESS	147.40	147.40	0101-9564-0-4300-5760-1110-006-00000000	Materials and Supplies
S99M0331	AMERICAN EXPRESS	900.00	900.00	0101-0000-0-5200-0000-7100-112-00000000	Travel and Conferences
S99M0332	AMERICAN EXPRESS	102.55	102.55	0101-0058-0-4300-1110-1000-008-00000107	Materials and Supplies
S99M0333	AMERICAN EXPRESS	13.77	13.77	0101-9564-0-4300-5760-1110-001-00000000	Materials and Supplies
S99M0334	AMERICAN EXPRESS	1,141.09	1,141.09	0101-0000-0-4300-0000-2100-012-00000000	Materials and Supplies
S99M0335	AMERICAN EXPRESS	302.29	75.58	0101-0888-0-4300-1110-1000-001-00000000	Materials and Supplies
			50.38	0101-0888-0-4300-1110-1000-006-00000000	Materials and Supplies
			50.38	0101-0888-0-4300-1110-1000-008-00000000	Materials and Supplies
			50.38	0101-0888-0-4300-1110-1000-009-00000000	Materials and Supplies
			50.38	0101-0888-0-4300-1110-1000-011-00000000	Materials and Supplies

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 06/12/2023

FROM 04/01/2023 TO 04/30/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99M0335	*** CONTINUED ***		25.19	0101-0888-0-4300-1110-1000-012-00000000	Materials and Supplies
S99M0336	AMERICAN EXPRESS	2,500.00	2,500.00	0101-6266-0-5200-0000-2110-612-00000000	Travel and Conferences
S99M0337	AMERICAN EXPRESS	196.04	196.04	0101-9564-0-4300-5760-3145-412-00000000	Materials and Supplies
S99M0338	AMERICAN EXPRESS	188.13	188.13	0101-6500-0-4300-5760-1110-012-00000000	Materials and Supplies
S99M0339	AMERICAN EXPRESS	551.25	551.25	1212-0000-0-4300-0001-1002-604-00000204	Materials and Supplies
S99M0340	AMERICAN EXPRESS	551.25	551.25	1212-0000-0-4300-0001-1002-609-00000204	Materials and Supplies
S99M0341	AMERICAN EXPRESS	103.92	103.92	0101-0000-0-4300-0000-7200-012-00000000	Materials and Supplies
S99M0342	AMERICAN EXPRESS	11,576.25	11,576.25	0101-6266-0-4300-0000-2150-612-00000000	Materials and Supplies
S99N0026	BERNIER REFRIGERATION GENERATI	29,110.00	29,110.00	1313-5310-0-6400-0000-3700-038-00000000	Equipment
S99N0027	BERNIER REFRIGERATION GENERATI	36,205.00	36,205.00	1313-5310-0-6400-0000-3700-038-00000000	Equipment
S99N0028	MAC'S LIFT GATE INC.	1,102.33	1,102.33	1313-5310-0-5631-0000-3700-030-00000000	Repairs/Vehicles
S99R0415	GRAINGER	51.88	51.88	0101-0000-0-4300-0000-8110-025-00000000	Materials and Supplies
S99R0416	ABLENET INC	744.19	452.03	0101-5640-0-4300-5760-1110-008-00000000	Materials and Supplies
			292.16	0101-5640-0-4300-5760-1190-009-00000000	Materials and Supplies
S99R0417	ROCHESTER 100 INC.	411.67	411.67	0101-0059-0-4300-1110-1000-009-00000108	Materials and Supplies
S99R0418	THE LIBRARY STORE INC.	135.16	135.16	0101-0059-0-4300-1110-1000-009-00000108	Materials and Supplies
S99R0419	SOUTHWEST SCHOOL SUPPLY	4,410.00	4,410.00	1212-2600-0-4300-1126-1026-665-00000000	Materials and Supplies
S99R0420	LA HABRA AREA CHAMBER OF COMME	1,000.00	1,000.00	0101-0000-0-5200-0000-2100-012-00000000	Travel and Conferences
S99R0421	SAY IT RIGHT	206.37	206.37	0101-9564-0-4300-5760-1190-001-00000000	Materials and Supplies
S99R0422	VEX ROBOTICS	1,490.12	1,490.12	0101-0911-0-4300-1110-1030-011-00000000	Materials and Supplies
S99R0423	STEMFINITY LLC	2,996.63	2,996.63	0101-0709-0-4300-1110-1027-008-00000503	Materials and Supplies
S99R0424	CDW GOVERNMENT INC.	102.52	102.52	0101-0058-0-4300-0000-2700-008-00000108	Materials and Supplies

**LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT**

BOARD OF TRUSTEES MEETING 06/12/2023

FROM 04/01/2023 TO 04/30/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99R0425	CITY OF WHITTIER	378.00	378.00	0101-0000-0-5630-0000-8110-004-00000000	Repairs or Maintenance
S99R0426	SCHOLASTIC THE TEACHERS STORE	176.88	176.88	1212-2600-0-4300-1126-1026-665-00000000	Materials and Supplies
S99R0427	WALNUT VALLEY UNIFIED SCHOOL D	36,500.00	36,500.00	0101-0000-0-4300-0000-0000-0000000000	Materials and Supplies
S99R0428	CONCORDIA UNIVERSITY IRVINE	10,500.00	10,500.00	0101-0912-0-5200-0000-0000-0000000000	Travel and Conferences
S99R0429	FREEDOM SCIENTIFIC BLV GROUP L	3,627.23	3,627.23	0101-6501-0-4300-5001-1110-012-00000000	Materials and Supplies
S99R0430	A & D TRANSPORTATION L.P.	375.00	375.00	0101-0991-0-5800-1110-4200-011-00000000	Prof/ConsultingServ&Oper Exp
S99R0431	CA DEPARTMENT OF JUSTICE	416.00	416.00	0101-0000-0-5800-0000-7100-112-00000000	Prof/ConsultingServ&Oper Exp
S99R0432	SCHOOL SERVICES OF CALIFORNIA	550.00	550.00	0101-0000-0-5200-0000-7200-012-00000000	Travel and Conferences
S99R0433	CURRICULUM ASSOCIATES	494.75	494.75	0101-9564-0-4300-5760-3120-412-00000000	Materials and Supplies
S99R0434	DECKER EQUIPMENT	1,164.95	1,164.95	0101-0000-0-4300-0000-8110-011-00000000	Materials and Supplies
S99R0435	RMH DANCE & PRODUCTIONS	1,000.00	1,000.00	0101-0911-0-4300-1110-1030-011-00000000	Materials and Supplies
S99R0436	SOUTHERN CALIFORNIA SENSORY SC	3,000.00	3,000.00	0101-0000-0-4300-0000-3140-012-00000000	Materials and Supplies
S99R0437	PAR INC	429.10	315.54	0101-9564-0-4300-5760-3120-011-00000000	Materials and Supplies
			113.56	0101-9564-0-4300-5760-3120-412-00000000	Materials and Supplies
S99R0438	ARAMARK	171.85	171.85	0101-0000-0-5200-0000-7100-112-00000000	Travel and Conferences
S99R0439	ARAMARK	236.31	236.31	0101-6500-0-4300-5760-1110-012-00000000	Materials and Supplies
S99R0440	FED EX	128.02	128.02	0101-0888-0-5900-0000-7200-012-00000000	Communications Services
S99R0441	ICS SERVICE COMPANY	501.40	501.40	0101-0000-0-5630-0000-8110-015-00000000	Repairs or Maintenance
S99R0442	THINKING MAPS	1,850.00	1,850.00	0101-4035-0-5810-1110-1000-012-00000000	Licenses/Technology
S99R0443	JONES SCHOOL SUPPLY COMPANY	121.48	121.48	0101-0054-0-4300-1110-1000-004-00000108	Materials and Supplies
S99R0445	MYSTERY SCIENCE	1,395.00	1,395.00	0101-0709-0-5810-1110-1027-004-00000503	Licenses/Technology
S99R0446	SENTRY SIGNS & PRINTING	1,085.97	259.09	0101-0054-0-4300-1110-1000-004-00000108	Materials and Supplies
			826.88	0101-0054-0-4300-0000-2700-004-00000108	Materials and Supplies

LOWELL JOINT SD
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FROM 04/01/2023 TO 04/30/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99R0447	HUNTINGTON HARDWARE CO. INC.	14,253.58	14,253.58	2121-0000-0-4300-0000-8500-0115-00000000	Materials and Supplies
S99R0448	CERTIFIED TRANSPORTATION SERVI	2,265.50	2,265.50	0101-0511-0-5630-1720-1030-0111-00000108	Repairs or Maintenance
S99R0449	TURF STAR INC.	1,718.41	1,718.41	0101-0000-0-5630-0000-8111-0225-00000000	Repairs or Maintenance
S99R0450	ICS SERVICE COMPANY	6,662.32	6,662.32	0101-0000-0-4400-0000-8110-0115-00000000	Non Capitalized Equipment
S99R0451	ORBIT EVENT RENTALS	5,364.00	5,364.00	0101-0000-0-5610-0000-8110-0111-00000000	Rentals & Leases
S99R0452	SCHOLASTIC MAGAZINES	276.85	276.85	0101-9564-0-4300-5760-1110-006-00000000	Materials and Supplies
S99R0453	RIFTON EQUIPMENT	183.30	183.30	0101-6501-0-4300-5001-1110-012-00000000	Materials and Supplies
S99R0454	TURF STAR INC.	1,333.14	1,333.14	0101-0000-0-5630-0000-8111-0225-00000000	Repairs or Maintenance
S99R0455	TURF STAR INC.	829.20	829.20	0101-0000-0-5630-0000-8111-0225-00000000	Repairs or Maintenance
S99R0456	GOVCONNECTION INC.	1,374.20	1,374.20	0101-3010-0-4300-1110-1000-001-00000000	Materials and Supplies
S99R0457	NO EXCUSES UNIVERSITY	2,149.88	2,149.88	0101-3010-0-5200-1110-1000-001-00000000	Travel and Conferences
S99R0458	CENGAGE LEARNING	22,005.75	22,005.75	0101-6300-0-4130-1110-1000-012-00000106	Textbooks
S99R0460	BUENA PARK PLAQUE & TROPHY	220.50	220.50	0101-0000-0-4300-0000-7100-112-00000000	Materials and Supplies
S99R0461	FULLERTON SCHOOL DISTRICT	676.50	676.50	0101-6762-0-4300-1751-1000-612-00000000	Materials and Supplies
S99R0462	EAST WHITTIER GLASS & MIRROR	467.00	467.00	0101-0000-0-5630-0000-8110-0225-00000000	Repairs or Maintenance
S99R0463	ARAMARK	328.88	328.88	0101-0000-0-4300-0000-7200-012-00000000	Materials and Supplies
S99R0464	RMH DANCE & PRODUCTIONS	1,320.00	1,320.00	0101-6762-0-5850-1751-1000-612-00000503	Conslt/Ind Contractors(NonEmp)
S99R0465	CA DEPARTMENT OF JUSTICE	192.00	192.00	0101-0000-0-5800-0000-7100-112-00000000	Prof/ConsultingServ&Oper Exp
S99R0466	RMH DANCE & PRODUCTIONS	8,240.00	8,240.00	0101-6762-0-5850-1751-1000-612-00000503	Conslt/Ind Contractors(NonEmp)
S99R0467	BEARCOM	1,361.54	680.77	1212-0000-0-4300-0001-1002-609-00000204	Materials and Supplies
			680.77	1212-0000-0-4300-0001-1002-604-00000204	Materials and Supplies
S99R0468	LAKESHORE LEARNING MATERIALS	531.08	531.08	1212-0000-0-4300-0001-1002-604-00000204	Materials and Supplies
S99R0469	RIFTON EQUIPMENT	1,190.71	1,190.71	0101-6501-0-4300-5001-1110-012-00000000	Materials and Supplies

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 06/12/2023

FROM 04/01/2023 TO 04/30/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99T0074	NIC PARTNERS INC.	19,990.99	10,427.10	0101-0888-0-5810-0000-7200-012-00000000	Licenses/Technology
			9,563.89	0101-0888-0-6400-0000-7200-012-00000000	Equipment
S99T0075	THE ELD EXPERTS MONARCH	2,354.94	696.78	0101-0888-0-4300-0000-8300-001-00000000	Materials and Supplies
			696.78	0101-0888-0-4300-0000-8300-004-00000000	Materials and Supplies
			696.78	0101-0888-0-4300-0000-8300-008-00000000	Materials and Supplies
			264.60	0101-0888-0-4300-0000-8300-012-00000000	Materials and Supplies
S99T0076	DELL MARKETING L.P.	367,385.37	68,741.70	0101-0812-0-4300-1110-1000-001-00000109	Materials and Supplies
			6,572.30	0101-0812-0-5810-1110-1000-001-00000109	Licenses/Technology
			66,059.10	0101-0812-0-4300-1110-1000-004-00000109	Materials and Supplies
			6,315.82	0101-0812-0-5810-1110-1000-004-00000109	Licenses/Technology
			65,388.45	0101-0812-0-4300-1110-1000-006-00000109	Materials and Supplies
			6,251.70	0101-0812-0-5810-1110-1000-006-00000109	Licenses/Technology
			51,304.78	0101-0812-0-4300-1110-1000-008-00000109	Materials and Supplies
			4,905.18	0101-0812-0-5810-1110-1000-008-00000109	Licenses/Technology
			83,831.34	0101-0812-0-4300-1110-1000-009-00000109	Materials and Supplies
			8,015.00	0101-0812-0-5810-1110-1000-009-00000109	Licenses/Technology
S99T0077	VEX ROBOTICS	1,646.17	104.87	0101-0888-0-4300-1110-1000-011-00000000	Materials and Supplies
			1,541.30	0101-0888-0-4400-1110-1000-011-00000000	Non Capitalized Equipment
S99T0078	KWORLD USA COMPUTER INC	1,230.39	1,230.39	0101-0888-0-4300-1110-1000-011-00000000	Materials and Supplies
S99T0079	DATA IMPRESSIONS	4,215.05	4,215.05	0101-3010-0-4400-1110-1000-008-00020011	Non Capitalized Equipment
S99T0080	MONOPRICE INC.	2,264.75	2,264.75	0101-0888-0-4300-1110-1000-012-00000000	Materials and Supplies
S99Z0048	CASE PARTS COMPANY	500.00	500.00	0101-0000-0-4300-0000-8110-025-00000000	Materials and Supplies
	Fund 01 Total:		589,348.43		
	Fund 12 Total:		11,992.00		
	Fund 13 Total:		66,417.33		
	Fund 21 Total:		2,699,499.67		
	Total Amount of Purchase Orders:		3,367,257.43		

LOWELL JOINT SD
Consolidated Check Register
 from 4/1/2023 to 4/30/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00003216	E9900028	BREANNE PAGANO	LJYTSUPPLIES314	OH	04/03/2023		MW	IS	106.23
99 00003217	E9900032	CAMERON MILLER	UHAUL-	OH	04/03/2023		MW	IS	115.01
99 00003218	E9900058	DENISE SOTO	LUNCHUHAULFE	OH	04/03/2023		MW	IS	285.11
99 00003219	E9900084	JIM COOMBS	COFFEE315-317	OH	04/03/2023		MW	IS	103.50
99 00003220	E9900089	JULIE MAYHEW	FLEX	OH	04/03/2023		MW	IS	45.35
99 00003221	E9900189	SHERYL MCDONALD	SUPPLIESMAR	OH	04/03/2023		MW	IS	88.48
99 00003222	V9903376	GoTo Communications Inc.	IN7101895567	OH	04/04/2023		MW	IS	4,678.34
99 00003223	U9900008	T-MOBILE	0221032023	OH	04/04/2023		MW	IS	149.52
99 00003224	V9903565	TANAKA FARMS LLC	B-X9P4WD7	OH	04/04/2023		MW	IS	1,847.60
99 00003225	B9990010	ERICKSON-HALL CONSTRUCTION	PAY APP 11	OH	04/04/2023		MW	IS	219,289.08
99 00003226	B9990011	GHATAODE BANNON ARCHITECTS	5249	OH	04/04/2023		MW	IS	22,183.50
99 00003227	B9990011	GHATAODE BANNON ARCHITECTS	5248	OH	04/04/2023		MW	IS	13,533.00
99 00003228	B9990011	GHATAODE BANNON ARCHITECTS	5247	OH	04/04/2023		MW	IS	9,557.63
99 00003229	V9903531	DAVIS, SUMMER	005 MARCH 2023	OH	04/05/2023		MW	IS	1,512.00
99 00003230	V9903586	HENSLEY, SHARON	MAR2023 CARE	OH	04/05/2023		MW	IS	2,000.00
99 00003231	I9903532	LOGAN, BRENNEN	SEP-MAR 23 LJYT	OH	04/05/2023		MW	IS	4,800.00
99 00003232	V9903415	NEAVEZ, MARY MADELINE	LJYT SEPT-MAR	OH	04/05/2023		MW	IS	6,600.00
99 00003233	V9900180	SPARKLETTS	15734879031223	OH	04/05/2023		MW	IS	173.36
99 00003234	V9903485	TAKACS, LINDA	MAR 2023	OH	04/05/2023		MW	IS	3,500.00
99 00003235	I9900018	TANA CARMICHAEL	LJYT SEPT-MAR	OH	04/05/2023		MW	IS	4,000.00
99 00003236	V9903522	YMCA OF GREATER WHITTIER	FEB23ELOPPGRM	OH	04/05/2023		MW	IS	8,622.86
99 00003237	V9903377	AC PRO	S7536813.001	OH	04/06/2023		MW	IS	23.96
99 00003238	F9900011	BEST LAWNMOWER INC.	108058	OH	04/06/2023		MW	IS	635.66
99 00003239	F9900052	PDQ EQUIPMENT RENTAL	778682	OH	04/06/2023		MW	IS	25.60
99 00003240	F9900054	PLUMBING WHOLESALE OUTLET	S100663874.001	OH	04/06/2023		MW	IS	182.47
99 00003241	U9900004	SOUTHERN CALIFORNIA EDISON	0223032323	OH	04/06/2023		MW	IS	1,709.01
99 00003242	U9900006	SUBURBAN WATER SYSTEMS	181003528354	OH	04/06/2023		MW	IS	2,520.98
99 00003243	F9900069	WALTERS WHOLESALE ELECTRIC	S122789913.001	OH	04/06/2023		MW	IS	306.78
99 00003244	F9900038	ICS SERVICE COMPANY	36976	OH	04/07/2023		MW	IS	196.20
99 00003245	U9900005	SOUTHERN CALIFORNIA GAS CO	0228032923	OH	04/07/2023		MW	IS	1,087.58
99 00003246	F9900059	THE HOME DEPOT PRO INSTITUTION	737615096	OH	04/07/2023		MW	IS	1,342.23
99 00003247	F9900066	UNITED RENTALS (NORTH AMERICA)	217566558.001	OH	04/07/2023		MW	IS	281.31
99 00003248	U9900010	WARE DISPOSAL	1200283	OH	04/07/2023		MW	IS	11,912.99
99 00003249	F9900015	CANNINGS HARDWARE LA HABRA	495516	OH	04/10/2023		MW	IS	86.33

LOWELL JOINT SD
Consolidated Check Register
 from 4/1/2023 to 4/30/2023

Check	Payee ID	Payee Name	Reference	Subs Check Date	Cancel Date	Type	Status	Check Amount
99 00003250	U9900003	MCI A VERIZON COMPANY	409096536	OH 04/10/2023		MW	IS	4.55
99 00003251	U9900004	SOUTHERN CALIFORNIA EDISON	0301033123	OH 04/10/2023		MW	IS	69.24
99 00003252	F9900059	THE HOME DEPOT PRO INSTITUTION	736980012	OH 04/10/2023		MW	IS	1,813.51
99 00003253	V9903303	iPRINT TECHNOLOGIES	1013199	OH 04/11/2023		MW	IS	106.96
99 00003254	V9900094	J.W.PEPPER & SON INC.	365222127	OH 04/11/2023		MW	IS	588.86
99 00003255	V9900129	NCS PEARSON INC.	21530649	OH 04/11/2023		MW	IS	429.92
99 00003256	V9903389	PEAP-PRESIDENT'S EDUCATION AWA	491786	OH 04/11/2023		MW	IS	156.01
99 00003257	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	APR23VLFBU	OH 04/12/2023		MW	IS	1,321.24
99 00003258	VOID.CONTI	VOID - Continued Stub	CONTINUE	OH 04/12/2023		VM	VD	0.00
99 00003259	V9900013	AMERICAN EXPRESS	UNLOCKINGSOR2	OH 04/12/2023		MW	IS	24,237.75
99 00003260	B9903229	HAULAWAY STORAGE CONTAINERS	2110260	OH 04/12/2023		MW	IS	965.00
99 00003261	V9900013	AMERICAN EXPRESS	1146231377640982	OH 04/12/2023		MW	IS	263.27
99 00003262	V9903348	BROTHERS AUTOMOTIVE INC	1340	OH 04/12/2023		MW	IS	1,206.54
99 00003263	F9900014	BUG FLIP	MARCH23	OH 04/12/2023		MW	IS	180.00
99 00003264	N9900015	Continental Sales	MARCH23	OH 04/12/2023		MW	IS	8,999.10
99 00003265	N9900004	DRIFTWOOD DAIRY	MARCH23	OH 04/12/2023		MW	IS	12,257.05
99 00003266	N9900007	GOLD STAR FOODS	MARCH23	OH 04/12/2023		MW	IS	31,295.30
99 00003267	F9900045	LADY BUGS ENVIRONMENTAL TERMIT	149622	OH 04/12/2023		MW	IS	55.00
99 00003268	V9903228	LOVE TO SNACK LLC	38072	OH 04/12/2023		MW	IS	362.88
99 00003269	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	6540WC- Q4 2023	OH 04/13/2023		MW	IS	94,223.00
99 00003270	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	APR23VSR	OH 04/13/2023		MW	IS	6,270.81
99 00003271	V9900036	CDW GOVERNMENT INC.	H176633	OH 04/13/2023		MW	IS	967.20
99 00003272	V9903349	FLAGHOUSE	V026872100030	OH 04/13/2023		MW	IS	282.30
99 00003273	V9903227	GRUETT TREE COMPANY	68715	OH 04/13/2023		MW	IS	15,340.00
99 00003274	V9903588	HOME RUN CONSULTANTS INC.	489	OH 04/13/2023		MW	IS	923.32
99 00003275	U9900004	SOUTHERN CALIFORNIA EDISON	0307040423	OH 04/13/2023		MW	IS	5,606.78
99 00003276	U9900006	SUBURBAN WATER SYSTEMS	180042042930	OH 04/13/2023		MW	IS	814.14
99 00003277	N9900009	P & R PAPER SUPPLY COMPANY	MARCH23	OH 04/13/2023		MW	IS	6,056.74
99 00003278	N9900013	SOUTHERN CALIFORNIA PIZZA	MARCH23	OH 04/13/2023		MW	IS	12,679.50
99 00003279	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	APR23VSR	OH 04/13/2023		MW	IS	13.55
99 00003280	B9903229	HAULAWAY STORAGE CONTAINERS	2102457	OH 04/13/2023		MW	IS	877.62
99 00003281	B9990013	HAUFFE COMPANY	5246	OH 04/13/2023		MW	IS	37,500.00
99 00003282	V9900099	LA HABRA AREA CHAMBER OF COMME	7377	OH 04/14/2023		MW	IS	1,000.00
99 00003283	V9903378	LA HABRA MAYOR'S PRAYER BREAKF	LHMYR	OH 04/14/2023		MW	IS	300.00

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Check	Payee ID	Payee Name	Reference	Subs Check Date	Cancel Date	Type	Status	Check Amount
99 00003284	U9900006	SUBURBAN WATER SYSTEMS	180032262289	OH 04/14/2023		MW	IS	775.27
99 00003285	B9903229	HAULAWAY STORAGE CONTAINERS	2111600	OH 04/14/2023		MW	IS	299.24
99 00003286	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	APR23DDR	OH 04/17/2023		MW	IS	29,566.95
99 00003287	E9900009	AMANDA MALM	CSBACNF-	OH 04/17/2023		MW	IS	178.78
99 00003288	F9900014	BUG FLIP	65448	OH 04/17/2023		MW	IS	165.00
99 00003289	V9903614	CONCORDIA UNIVERSITY IRVINE	4052023	OH 04/17/2023		MW	IS	10,500.00
99 00003290	F9900033	GLASBY MAINTENANCE SUPPLY	332384A	OH 04/17/2023		MW	IS	7,242.71
99 00003291	E9900073	HEATHER PFAFF	CLSRMPURCH	OH 04/17/2023		MW	IS	172.23
99 00003292	V9903412	NATALY BENTON	CONF REIMB3-31	OH 04/17/2023		MW	IS	89.72
99 00003293	V9900154	READYREFRESH BY NESTLE	03C0032621385	OH 04/17/2023		MW	IS	73.85
99 00003294	V9900161	RMH DANCE & PRODUCTIONS	030823	OH 04/17/2023		MW	IS	4,175.00
99 00003295	V9900180	SPARKLETTES	15734879040923	OH 04/17/2023		MW	IS	105.91
99 00003296	I9900011	TRINIDAD, GINA	S99X0022-005-009	OH 04/17/2023		MW	IS	3,206.11
99 00003297	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	APR23DDR	OH 04/17/2023		MW	IS	65.22
99 00003298	V9900002	A & D TRANSPORTATION L.P.	12676	OH 04/19/2023		MW	IS	375.00
99 00003299	V9903572	ABLENET INC	CI245255	OH 04/19/2023		MW	IS	744.19
99 00003300	V9903377	AC PRO	S7562966.001	OH 04/19/2023		MW	IS	239.70
99 00003301	V9903208	AMERICAN TIME	866661	OH 04/19/2023		MW	IS	298.51
99 00003302	E9900251	AMY FEASTER	CUE316-3182023	OH 04/19/2023		MW	IS	91.75
99 00003303	E9900026	BARBARA CASTILLO	CUE316-3182023	OH 04/19/2023		MW	IS	83.16
99 00003304	V9903348	BROTHERS AUTOMOTIVE INC	1419	OH 04/19/2023		MW	IS	110.02
99 00003305	V9900028	BUENA PARK PLAQUE & TROPHY	25095	OH 04/19/2023		MW	IS	1,582.35
99 00003306	F9900014	BUG FLIP	66226	OH 04/19/2023		MW	IS	145.00
99 00003307	I9900002	BYRON FERGUSON DBA ALL AMERICA	1009-RS	OH 04/19/2023		MW	IS	720.00
99 00003308	E9900032	CAMERON MILLER	UHAULGAS218318	OH 04/19/2023		MW	IS	221.10
99 00003309	E9900250	CHAK WOO	CUE316-3182023	OH 04/19/2023		MW	IS	216.88
99 00003310	F9900019	CITY OF LA HABRA	LH23-438AR	OH 04/19/2023		MW	IS	1,287.61
99 00003311	V9900056	DELTA DENTAL OF CALIFORNIA	BE005449478	OH 04/19/2023		MW	IS	2,923.56
99 00003312	F9900027	EAST WHITTIER GLASS & MIRROR	19216	OH 04/19/2023		MW	IS	435.00
99 00003313	V9900077	FULLERTON SCHOOL DISTRICT	22SI01917	OH 04/19/2023		MW	IS	199.33
99 00003314	V9903420	Granite Telecommunications LLC	595636036	OH 04/19/2023		MW	IS	2,347.02
99 00003315	E9900084	JIM COOMBS	VARIOUS 452023	OH 04/19/2023		MW	IS	911.37
99 00003316	F9900047	LOWES	958928-KRKJUG	OH 04/19/2023		MW	IS	504.79
99 00003317	E9900140	MARY JO EVANOFF	CASBO 4/5/2023	OH 04/19/2023		MW	IS	100.78

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99 00003318	V9900152	RCF JIM COOMBS	RCF-OCT22-	OH	04/19/2023		MW	IS	12,951.74
99 00003319	V9900154	READYREFRESH BY NESTLE	13D0032621385	OH	04/19/2023		MW	IS	73.85
99 00003320	E9900165	REBECCA CHAMPION	CUE316-3182023	OH	04/19/2023		MW	IS	67.91
99 00003321	F9900057	SOUTHEAST CONSTRUCTION PRODUCT	2303-222071	OH	04/19/2023		MW	IS	321.79
99 00003322	U9900004	SOUTHERN CALIFORNIA EDISON	0310040923	OH	04/19/2023		MW	IS	2,436.69
99 00003323	V9900188	THE HARTFORD	P000492234	OH	04/19/2023		MW	IS	170.79
99 00003324	V9900211	WORLD S FINEST CHOCOLATE	91405506,9140845	OH	04/19/2023		MW	IS	5,140.00
99 00003325	E9900172	RHONDA OVERYBY	CHILDCARECTRA	OH	04/19/2023		MW	IS	54.85
99 00003326	V9900135	ORANGE COUNTY CLERK-RECORDER	RS-MODPROJ-	OH	04/19/2023		MW	IS	100.00
99 00003327	V9900160	RMA GROUP	83738	OH	04/19/2023		MW	IS	2,126.44
99 00003328	V9900160	RMA GROUP	84038	OH	04/19/2023		MW	IS	680.00
99 00003329	V9903214	806 TECHNOLOGIES INC.	19004	OH	04/20/2023		MW	IS	3,850.00
99 00003330	V9903615	CITY OF WHITTIER	1010006004	OH	04/20/2023		MW	IS	378.00
99 00003331	V9900148	QUADIANT FINANCE USA INC.	00011685071-3-21	OH	04/20/2023		MW	IS	1,000.00
99 00003332	V9903429	RANCHERS IRRIGATION SUPPLY	9215	OH	04/20/2023		MW	IS	137.65
99 00003333	V9903589	REASON PRODUCTIONS	INV-22025	OH	04/20/2023		MW	IS	6,875.50
99 00003334	V9900155	REGISTRAR-RECORDER/COUNTY CLER	23-2182	OH	04/20/2023		MW	IS	14,897.66
99 00003335	V9903224	SCHOLASTIC MAGAZINES	M7306690A	OH	04/20/2023		MW	IS	4,479.57
99 00003336	V9900172	SCHOOL SERVICES OF CALIFORNIA	0137173-IN	OH	04/20/2023		MW	IS	710.00
99 00003337	V9903257	TAO ROSSINI APC	3997 3998 3879 3	OH	04/20/2023		MW	IS	1,165.00
99 00003338	V9903300	TECHNICOLOR PRINTING	7665	OH	04/20/2023		MW	IS	2,806.52
99 00003339	I9900011	TRINIDAD, GINA	S99X0022-010	OH	04/20/2023		MW	IS	2,024.38
99 00003340	F9900064	TURF STAR INC.	7263927-00	OH	04/20/2023		MW	IS	1,954.44
99 00003341	V9900203	VEX ROBOTICS	654708	OH	04/20/2023		MW	IS	1,626.76
99 00003342	V9903608	WALNUT VALLEY UNIFIED SCHOOL D	AM23-00476	OH	04/20/2023		MW	IS	36,500.00
99 00003343	V9903620	RFURBUSH INC.	16	OH	04/21/2023		MW	IS	2,143.50
99 00003344	F9900058	SUPREME ASPHALT SERVICES INC.	2654	OH	04/21/2023		MW	IS	10,627.00
99 00003345	V9903347	BREAKOUT INC.	44390	OH	04/24/2023		MW	IS	99.00
99 00003346	V9903553	CA DEPARTMENT OF JUSTICE	647206	OH	04/24/2023		MW	IS	416.00
99 00003347	U9900001	CITY OF LA HABRA WATER DEPARTM	0303040223	OH	04/24/2023		MW	IS	453.60
99 00003348	V9900048	GSM CONSULTING INC.	16079	OH	04/24/2023		MW	IS	2,125.00
99 00003349	U9900002	FRONTIER	0410050923	OH	04/24/2023		MW	IS	55.87
99 00003350	V9900251	MARINA CARDENAS	CASBO 4/5/2023	OH	04/24/2023		MW	IS	36.35
99 00003351	V9900159	RIVERSIDE INSIGHTS	INV161399	OH	04/24/2023		MW	IS	955.21

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99 00003352	V9900163	ROCHESTER 100 INC.	INV047782	OH	04/24/2023		MW	IS	348.00
99 00003353	V9903379	SAVVAS LEARNING COMPANY LLC	4026821644	OH	04/24/2023		MW	IS	2,009.20
99 00003354	U9900004	SOUTHERN CALIFORNIA EDISON	0314041123	OH	04/24/2023		MW	IS	3,261.29
99 00003355	U9900005	SOUTHERN CALIFORNIA GAS CO	0310041023	OH	04/24/2023		MW	IS	1,338.80
99 00003356	V9903617	BLAISDELL, LEANN	POS410350	OH	04/24/2023		MW	IS	200.00
99 00003357	V9900059	DIVISION OF THE STATE ARCHITEC	S99B0048	OH	04/24/2023		MW	IS	8,243.46
99 00003358	B9903229	HAULA WAY STORAGE CONTAINERS	2106703	OH	04/24/2023		MW	IS	299.24
99 00003359	V9900178	SOUTHERN CALIFORNIA NEWS GROUP	F0AF80B6-0003	OH	04/24/2023		MW	IS	1,868.00
99 00003360	F9900002	AAA ELECTRIC MOTOR SALES & SER	ASI-71846	OH	04/25/2023		MW	IS	407.56
99 00003361	U9900001	CITY OF LA HABRA WATER DEPARTM	0301040123	OH	04/25/2023		MW	IS	1,067.79
99 00003362	V9903430	DANGELO COMPANY	S1512200.001	OH	04/25/2023		MW	IS	42.67
99 00003363	U9900005	SOUTHERN CALIFORNIA GAS CO	0315041323	OH	04/25/2023		MW	IS	907.94
99 00003364	V9903591	U-Haul	5402678860	OH	04/25/2023		MW	IS	106.12
99 00003365	V9903621	MAC'S LIFT GATE INC.	00077951	OH	04/25/2023		MW	IS	1,071.58
99 00003366	R9900001	BRENT ALLSMAN	MAY 2023	OH	04/26/2023		MW	IS	603.64
99 00003367	R9903247	CAROLYN KANE	MAY 2023	OH	04/26/2023		MW	IS	1,358.28
99 00003368	R9900014	EDDY VEGA	MAY 2023	OH	04/26/2023		MW	IS	603.64
99 00003369	S9990002	GALLAGHER PEDIATRIC THERAP	10498	OH	04/26/2023		MW	IS	1,599.25
99 00003370	R9900007	GAYLE ROGERS	MAY 2023	OH	04/26/2023		MW	IS	269.02
99 00003371	F9900038	ICS SERVICE COMPANY	37317	OH	04/26/2023		MW	IS	501.40
99 00003372	V9900092	INTERQUEST DETECTION	RSIS-0323	OH	04/26/2023		MW	IS	215.00
99 00003373	V9903303	iPRINT TECHNOLOGIES	1017820	OH	04/26/2023		MW	IS	183.04
99 00003374	R9903248	JULIE ROTH	MAY 2023	OH	04/26/2023		MW	IS	603.64
99 00003375	R9900015	KATHRYN ALLSMAN	MAY 2023	OH	04/26/2023		MW	IS	603.64
99 00003376	V9903225	LACOE	23*1341	OH	04/26/2023		MW	IS	500.00
99 00003377	V9900104	LEADER SERVICES	CDS6202	OH	04/26/2023		MW	IS	460.47
99 00003378	V9903434	LITERACY RESOURCES LLC	265872	OH	04/26/2023		MW	IS	288.36
99 00003379	V9903422	Lux Bus America	74994	OH	04/26/2023		MW	IS	5,152.50
99 00003380	R9900013	MARGARET DUM/ADAG	MAY 2023	OH	04/26/2023		MW	IS	603.64
99 00003381	V9903624	MAYA MONTOYA	04122023	OH	04/26/2023		MW	IS	189.58
99 00003382	V9903578	MUSGRAVE PENCIL CO.	423359	OH	04/26/2023		MW	IS	132.69
99 00003383	R9900009	NANCY WHITE	MAY 2023	OH	04/26/2023		MW	IS	1,358.28
99 00003384	V9900129	NCS PEARSON INC.	21649466	OH	04/26/2023		MW	IS	361.40
99 00003385	V9900134	OCDE	94SI3819	OH	04/26/2023		MW	IS	154.94

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99 00003386	R9900010	PENNY MAVERCHECK	MAY 2023	OH 04/26/2023		MW	IS	1,358.28
99 00003387	V9900144	PRO-ED	2986269	OH 04/26/2023		MW	IS	122.66
99 00003388	R9900011	RONALD RANDOLPH	MAY 2023	OH 04/26/2023		MW	IS	689.04
99 00003389	R9900012	SHELLEY MARKER	MAY 2023	OH 04/26/2023		MW	IS	603.64
99 00003390	V9900190	THE LIBRARY STORE INC.	627597	OH 04/26/2023		MW	IS	148.63
99 00003391	R9900002	BRUCE PATTILLO	MAY 2023	OH 04/26/2023		MW	IS	603.64
99 00003392	N9900001	ACTION SALES	7150415-01	OH 04/27/2023		MW	IS	5,291.57
99 00003393	VOID.CONTI	VOID - Continued Stub	CONTINUE	OH 04/28/2023		VM	VD	0.00
99 00003394	VOID.CONTI	VOID - Continued Stub	CONTINUE	OH 04/28/2023		VM	VD	0.00
99 00003395	VOID.CONTI	VOID - Continued Stub	CONTINUE	OH 04/28/2023		VM	VD	0.00
99 00003396	VOID.CONTI	VOID - Continued Stub	CONTINUE	OH 04/28/2023		VM	VD	0.00
99 00003397	VOID.CONTI	VOID - Continued Stub	CONTINUE	OH 04/28/2023		VM	VD	0.00
99 00003398	VOID.CONTI	VOID - Continued Stub	CONTINUE	OH 04/28/2023		VM	VD	0.00
99 00003399	VOID.CONTI	VOID - Continued Stub	CONTINUE	OH 04/28/2023		VM	VD	0.00
99 00003400	V9999999	CALIFORNIA DEPARTMENT OF TAX A	S7562966.001	OH 04/28/2023		MW	IS	2,184.92
99 00003401	F9900052	PDQ EQUIPMENT RENTAL	779687	OH 04/28/2023		MW	IS	2,513.14
99 00003402	N9900014	UNITED REFRIGERATION INC.	89755541-00	OH 04/28/2023		MW	IS	94.20
99 00003403	U9900009	VERIZON WIRELESS-LA	9932677705	OH 04/28/2023		MW	IS	780.21
99 00003404	V9999999	CALIFORNIA DEPARTMENT OF TAX A	8	OH 04/28/2023		MW	IS	10.97
99 00003405	V9903558	PRO FAB CONSTRUCTION INC	4670	OH 04/28/2023		MW	IS	14,999.00

Issued: 846,576.95
99 Bank Total: 846,576.95

Grand Total: 846,576.95

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2022/23 #11

June 12, 2023

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

NAME	<u>EFFECTIVE</u> DATE	END DATE	SITE	COMMENTS
Brander, Holly	05/01/2023	05/5/2023	EP	(AB375) FMLA Personal Necessity 50% share teacher. Correction of EER #10 23-23
Cacioppo, Bianca	05/12/2023	06/02/2023	EP	FMLA (AB375) Baby bonding leave
Carrillo, Valerie	01/01/2023	06/02/2023	JO	Class 4 / Step 6 – Correction of EER #5 2022-2023
Jimenez, Yovanna	05/08/2023	05/12/2023	JO	FMLA (AB375) Baby Bonding Leave.
Blackler, Samantha	05/15/2023	06/02/2023	MA	(AB375) FMLA Medical Leave
Simons, Rebecca	03/10/2023	05/09/2023	MG	FMLA (AB375) Maternity Leave. Correction of EER #9 2022-2023
Simons, Rebecca	05/10/2023	06/02/2023	MG	FMLA (AB375) Baby Bonding Leave.
Jan, Sarah	08/15/2022	06/02/2023	OL	Class 5 / Step 3 - Correction of EER #11 2021-2022
Montes, Emily	05/30/2023	06/02/2023	RS	FMLA (AB375) Maternity Leave.

B. EXTRA DUTY PAY/STIPENDS

NAME	<u>EFFECTIV</u> <u>E</u> DATE	END DATE	SITE	COMMENTS
Arreguin, Barbara	06/05/2023	06/30/2023	MA	Extended School Year Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays.
Ballard, Nicole	06/05/2023	06/30/2023	MA	Extended School Year Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays.
CdeBaca, Denise	06/05/2023	06/30/2023	MA	Extended School Year Lead Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays.
Ortiz, Andrea	06/05/2023	06/30/2023	MA	Extended School Year Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays.
Russell, Anne	06/05/2023	06/30/2023	MA	Extended School Year Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays.
Ubeda Kim, Maria	06/05/2023	06/30/2023	MA	Extended School Year Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays.
Coleman, Rachel	06/05/2023	06/30/2023	MA	Extended School Year Substitute Teacher- at a rate of \$200.00 per day
Anderson, Ryan	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Benton, Nataly	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Bernhard, Carol	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Bohen, Michelle	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays

Champion, Becky	06/05/2023	06/30/2023	JO	Summer School Supervisor – at a rate not to exceed \$8745.00 for 19 days (Juneteenth Holiday). Mondays – Fridays
Diaz, Yolanda	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Fonti, Allison	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Ghabour, Kylee	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Haworth, Gracia	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Jimenez, Yovanna	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Mangold, Christian	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Mangold, Leslie	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Martinez, Paula	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Morrison, Deanna	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Palmer, Margaret	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Peloquin, Karen	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Rodriguez, Brenda	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Rodriguez, Mayra	06/05/2023	06/30/2023	JO	Summer School Supervisor – at a rate not to exceed \$8745.00 for 19 days (Juneteenth Holiday). Mondays – Fridays
Van Diest, Scott	06/05/2023	06/30/2023	JO	Power Source Summer School Teacher- at a rate of \$307.26 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Daniel, Kari	06/05/2023	06/30/2023	JO	Power Source Summer School Substitute Teacher- at a rate of \$200.00 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Gatto, Nancy	06/05/2023	06/30/2023	JO	Power Source Summer School Substitute Teacher- at a rate of \$200.00 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Haro-Banuelos, Byanka	06/05/2023	06/30/2023	JO	Power Source Summer School Substitute Teacher- at a rate of \$200.00 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
McNeff, Michelle	06/05/2023	06/30/2023	JO	Power Source Summer School Substitute Teacher- at a rate of \$200.00 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Mena, Lydia	06/05/2023	06/30/2023	JO	Power Source Summer School Substitute Teacher- at a rate of \$200.00 per day for 19 days (Juneteenth Holiday). Mondays – Fridays
Castillo, Barbara	06/05/2023	06/30/2023	DO	Stipend for 10 days not to exceed \$3,750 for Professional Development and Planning. To be paid from ESSERIII Funds
Champion, Rebecca	06/05/2023	06/30/2023	DO	Stipend for 10 days not to exceed \$3,750 for Professional Development and Planning. To be paid from ESSERIII Funds
Brander, Holly	06/05/2023	06/30/2023	DO	Stipend for 10 days not to exceed \$3,750 for Professional Development and Planning. To be paid from ESSERIII Funds
Champion, Becky	08/14/2022	06/30/2023	DO	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.

Champion, Becky	08/14/2022	06/30/2023	DO	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.
McNeff, Michelle	08/14/2022	06/30/2023	EP	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.
Elmquist, Marikate	08/14/2022	06/30/2023	JO	To be paid mentor teacher induction stipend of \$1000.00. To be paid from Educator Effectiveness Funds.
Gatto, Nancy	08/14/2022	06/30/2023	JO	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.
Gunsalus, Lecia	08/14/2022	06/30/2023	JO	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.
Ballard, Nicole	08/14/2022	06/30/2023	MA	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.
Montoya, Maya	08/14/2022	06/30/2023	OL	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.
Austin, Stephanie	08/14/2022	06/30/2023	RS	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.
Mayhew, Julie	08/14/2022	06/30/2023	RS	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.
Van Diest, Scott	08/14/2022	06/30/2023	RS	To be paid mentor teacher induction stipend of \$2000.00. To be paid from Educator Effectiveness Funds.
Campbell, Kaitlyn	08/14/2022	06/30/2023	EP	To be paid a total of \$150.00 for being a Master Teacher for Biola University (March - May 2023). To be Paid by check from Biola University.
Daniel, Kari	08/14/2022	06/30/2023	EP	To be paid a total of \$150.00 for being a Master Teacher for Biola University (January – March 2023). To be Paid by check from Biola University.
Remme, Laura	08/14/2022	06/30/2023	EP	To be paid a total of \$150.00 for being a Master Teacher for Biola University (March - May 2023). To be Paid by check from Biola University.
Ballard, Nicole	08/14/2022	06/30/2023	MA	To be paid a total of \$75.00 for being a Master Teacher for Biola University (June 19-30, 2023). To be Paid by check from Biola University.
Bernhard, Carol	08/14/2022	06/30/2023	MA	To be paid a total of \$150.00 for being a Master Teacher for Biola University (March - May 2023). To be Paid by check from Biola University.
Lee, Sylvia	08/14/2022	06/30/2023	MA	To be paid a total of \$150.00 for being a Master Teacher for Biola University (October - December 2022). To be Paid by check from Biola University.
Lee, Sylvia	08/14/2022	06/30/2023	MA	To be paid a total of \$150.00 for being a Master Teacher for Biola University (March - May 2023). To be Paid by check from Biola University.
McTeggart, Amy	08/14/2022	06/30/2023	MA	To be paid a total of \$150.00 for being a Master Teacher for Biola University (October - December 2022). To be Paid by check from Biola University.
Ghabour, Kyulie	08/14/2022	06/30/2023	MG	To be paid a total of \$150.00 for being a Master Teacher for Biola University (January – March 2023). To be Paid by check from Biola University.
Perez, Susannah	08/14/2022	06/30/2023	MG	To be paid a total of \$150.00 for being a Master Teacher for Biola University (March – May 2023). To be Paid by check from Biola University.

Bohen, Michelle	08/14/2022	06/30/2023	OL	To be paid a total of \$150.00 for being a Master Teacher for Biola University (January – March 2023). To be Paid by check from Biola University.
Aguilar, Barbara	08/14/2022	06/30/2023	RS	To be paid a total of \$150.00 for being a Master Teacher for Biola University (January – June 2023). To be Paid by check from Biola University.
Montes, Emily	08/14/2022	06/30/2023	RS	To be paid a total of \$150.00 for being a Master Teacher for Biola University (January – June 2023). To be Paid by check from Biola University.
Van Diest, Scott	08/14/2022	06/30/2023	RS	To be paid a total of \$300.00 for being a Master Teacher for Biola University (January – June 2023). To be Paid by check from Biola University.

C. RETIREMENT

NAME	EFFECTIVE DATE	SITE	COMMENT
Rebecca Smith	07/01/2023	EP	Retirement Option I
Needham, Deborah	08/01/2023	MA	Retirement Option I
Desmond, Andrea	06/03/2023	JO	Retirement. Option I
Haworth, Gracia	08/01/2023	OL	Retirement. Option II

D. RESIGNATION

NAME	EFFECTIVE DATE	SITE	COMMENT
Coppell, Molly	06/02/2023	DO	Psychologist. Resignation
Kosareff, Breanna	06/02/2023	JO	Teacher. Resignation.
Dinnen, Dyanna	06/02/2023	OL	Teacher Resignation
Woo, Chak	06/02/2023	RS	Math Teacher. Resignation

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

**It is further recommended that the individuals listed in Certificated Salaries for 2022-2023 is approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I or LCFF Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2022-2023 serve as home school teachers, if needed, for the 2022-2023 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2022-2023 school year.

Employment of substitutes effective 08/15/2022 for the 2022-2023 school year @ \$200 per day and \$100.00 per half day rate, \$250 long term sub rate and \$35.00 per hour* (not to exceed six hours) as applicable and to include: professional development, Saturday school, and site support duties and Power Source, Power Up, ESY

Linta, Vicki Berea Sturgill

E. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Barcenas, Deejay	05/30/2023	06/02/2023	DO	Substitute teacher to be paid a daily rate of \$200 English Teacher at Rancho Starbuck Intermediate.
Buckner, Hope	06/05/2023	06/30/2023	DO	Substitute Teacher Power Source Summer School to be paid at a daily rate of \$200
Buckner, Hope	06/05/2023	06/30/2023	DO	Substitute Teacher Extended School Year to be paid at a daily rate of \$200
Carr, Candice	06/05/2023	06/30/2023	DO	Substitute Teacher Power Source Summer School to be paid at a daily rate of \$200
Carr, Candice	06/05/2023	06/30/2023	DO	Substitute Teacher Extended School Year to be paid at a daily rate of \$200
deBruijn	06/05/2023	06/30/2023	DO	Substitute Teacher Power Source Summer School to be paid at a daily rate of \$200
deBruijn, Lisa	06/05/2023	06/30/2023	DO	Substitute Teacher Extended School Year to be paid at a daily rate of \$200
Gonzalez, Leslie	06/05/2023	06/30/2023	DO	Substitute Teacher Power Source Summer School to be paid at a daily rate of \$200
Gonzalez, Leslie	06/05/2023	06/30/2023	DO	Substitute Teacher Extended School Year to be paid at a daily rate of \$200
McCoy, Stacy	06/05/2023	06/30/2023	DO	Substitute Teacher Power Source Summer School to be paid at a daily rate of \$200
McCoy, Stacy	06/05/2023	06/30/2023	DO	Substitute Teacher Extended School Year to be paid at a daily rate of \$200
Montemayor, Kathleen	06/05/2023	06/30/2023	DO	Substitute Teacher Power Source Summer School to be paid at a daily rate of \$200
Montemayor, Kathleen	06/05/2023	06/30/2023	DO	Substitute Teacher Extended School Year to be paid at a daily rate of \$200
Montemayor, Kathleen	06/05/2023	06/30/2023	DO	Training four days Independent Study Program. To be paid at the extra hours rate of \$50 / hr
Vega, Sandra	06/05/2023	06/30/2023	DO	Substitute Teacher Extended School Year to be paid at a daily rate of \$200

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

**It is further recommended that the individuals listed in Certificated Salaries for 2022-2023 is approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I or LCF Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2022-2023 serve as home school teachers, if needed, for the 2022-2023 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2022-2023 school year.

2023-2024 School Year

F. 2023/2024 CONTRACTS**

NAME	EFFECTIVE DATE	CLASS/COL/STEP	SITE	COMMENTS
Gardner, Alison	08/01/2023	C3/S3	DO	School Counselor Probationary Year 2
Harris, Kailyn	08/14/2023	C3/S4	DO	Elementary Music Teacher. Temporary Contract.
Hess, Alyssa	08/14/2023	C5/S3	DO	Speech Language Pathologist Probationary Year 2
Marrone, Frankie	08/14/2023	C1/S2	DO	Choral Teacher. Temporary Contract
Rockenback, Dylan	08/14/2023	C1/S2	DO	Elementary Music Teacher. Temporary Contract.
Teinda, Ramon	08/09/2023	Column 1	DO	Psychologist. Probationary. Year 1
Dowell, Megan	08/14/2023	C4/S6	EP	1 st grade teacher. Temporary Contract.

Fiscus, Riley	08/14/2023	C2/S2	EP	2 nd grade teacher. Temporary Contract
Gonzalez, Leslie	08/14/2023	C1/S1	EP	50% share teacher TK. Temporary Contract.
Morrison, Dana	08/14/2023	C5/S2	EP	5 th grade teacher. Probationary Year 1
Razo, Becca	08/14/2023	C4/S1	EP	Special Education Teacher. Temporary Contract
Stephenson, Rebecca	08/14/2023	C5/S19	EP	20% 6 th grade teacher. Temporary contract.
Wallace, Greg	08/14/2023	C4/S1	EP	5 th grade teacher. Temporary Contract.
Benton, Nataly	08/14/2023	C4/S3	JO	2 nd grade Dual Language Teacher. Probationary Year 1
Cheng, Katlyn	08/14/2023	C4/S4	JO	2 nd Grade Teacher. Probationary Year 2
Estrada, Elizabeth	08/14/2023	C4/S1	JO	5 th grade teacher DLI. Temporary Contract.
Galindo, Marta	08/14/2023	C5/S10	JO	Kindergarten DLI Teacher. Temporary Contract.
Gatto, Nancy	08/14/2023	C5/S8	JO	3 rd Grade Dual Language Teacher Probationary Year 2
Haro-Banuelos, Byanca	08/14/2023	C4/S7	JO	Dual Language Teacher. Probationary Year 2
Jauregui, Kristen Joy	08/14/2023	C4/S8	JO	1 st Grade Dual Language Teacher Probationary Year 2
Jimenez, Yovanna	08/14/2023	C4/S4	JO	TK Dual Language Teacher. Probationary Year 2
Peteresen, Kaycee	08/14/2023	C5/S2	JO	5 th grade teacher. Temporary Contract.
Sllamniku, Tracy	08/14/2023	C4/S6	JO	Kindergarten Teacher. Temporary Contract.
Warner, Elenor	08/14/2023	C3/S4	JO	20% 2/3 combo grade teacher. Temporary Contract
James, Alexandra	08/14/2023	C4/S1	MA	1 st Grade Teacher. Temporary Contract
Selzenoff, Tamara	08/14/2023	C4/S6	MA	20% 2 nd grade teacher. Temporary Contract
Sober, Jessica	08/14/2023	C4/S2	MA	6 th grade teacher. Temporary Contract
Bolanos, Jocelyn	08/14/2023	C5/S8	MG	Preschool Teacher. Probationary Year 1
Okoorian, Naomi	08/14/2023	C3/S5	MG	1 st grade teacher Probationary Year 2
Ortiz, Andrea	08/14/2023	C5/S7	MG	Preschool teacher. Temporary Contract
Haworth, Acacia	08/14/2023	C3/S2	OL	Kindergarten Teacher. Temporary Contract.
Lester, Jasmine	08/14/2023	C3/S6	OL	Special Education Teacher. Temporary Contract.
Mena, Lydia	08/14/2023	C5/S6	OL	Resource Specialist Teacher. Probationary Year 2
Montoya, Maya	08/14/2023	C5/S6	OL	4 th grade Teacher. Probationary Year 2
Stevens, Amanda	08/14/2023	C1/S2	OL	4 th grade teacher. Temporary Contract
Andres, Paolo	08/14/2023	C5/S5	RS	7/8 grade science teacher. Probationary Year 2.
Feaster, Amy	08/14/2023	C3/S5	RS	7/8 grade math Teacher. Temporary Contract
Goss, Britiany	08/14/2023	C5/S5	RS	7/8 grade English Teacher. Probationary Year 2
Kraueltz, Judith	08/14/20/23	C4/S4	RS	RSP teacher. Temporary Contract
Langer, Garrick	08/14/2023	C5/S6	RS	7/8 grade science teacher. Probationary Year 2
Martinez, Christian	08/14/2023	C5/S3	RS	7/8 grade English teacher. Temporary Contract
Newman, Emma	08/14/2023	C3/S1	RS	Math Teacher. Temporary Contract.
Ruddock, Andrew	08/14/2023	C4/S3	RS	7/8 grade science teacher. Probationary Year 1
Valenzuela, Xochitl	08/14/2023	C5/S7	RS	Resource Specialist Teacher. Probationary Year 2

G. MANAGEMENT 2023-2024**

Brimmage, Mary	07/01/2023	Column 3	DO	Expanded Learning Opportunity Program Coordinator Probationary Year 2
Coombs, Jim	07/01/2023	Contract	DO	Superintendent Longevity, \$4,000.00
Fernandes, Jessica	07/01/2023	Column 7	DO	Educational Grant Writer. Probationary Year 1.
Igarta, Kaleo	07/01/2023	Column 7	DO	Director of Special Education, Longevity, \$4000.00
McDonald, Sheri	07/01/2023	Column 7	DO	Assistant Superintendent of Educational Services. Longevity, \$4000.00
Overby, Rhonda	07/01/2023	Column 7	DO	Director of Education Services, Longevity, \$4,000.00
Malm, Amanda	07/01/2023	Column 2	EP	Principal. Probationary Year 2.
Elmquist, Marikatherine	07/01/2023	Column 7	JO	Principal, Longevity, \$4,000.00
Jacobsen, Patricia	07/01/2023	Column 5	MA	Principal
Cukro, Matthew	07/01/2023	Column 7	MG	Principal, Longevity, \$4000.00
Van Hoogmoed, Krista	07/01/2023	Column 7	OL	Principal, Longevity, \$6,000.00
Jackson, Jennifer	07/01/2023	Column 7	RS	Principal.
Takacs, Whitney	07/01/2023	Column 3	RS	Intermediate Assistant Principal.

H. DISTRICT OFFICE 2023-2024**

Gardner, Allison	08/02/2023	C3/S3	DO	School Counselor. Probationary Year 2
Gonzalez, Trisha	08/02/2023	C4/C9	DO	School Nurse.
Heinrich, Kari	07/28/2023	Column 7	DO	Program Specialist, Longevity, \$3,500.00
Johnson, Kelly	08/09/2023	Column 7	DO	Psychologist, Longevity, \$2,500.00

Luna, Adam	08/09/2023	Column 7	DO	Psychologist, Longevity, \$2,500.00
Mack, Christopher	08/09/2023	Column 5	DO	Psychologist
Tienda, Ramon	08/09/2023	Column 1	DO	Psychologist, Probationary Year 1

I. CHANGE OF STATUS 2023-2024**

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENTS
Simons, Rebecca	08/14/2023	10/06/2023	MG	FMLA (AB375) Baby bonding leave
Montes, Emily	08/14/2023	11/03/2023	RS	FMLA (AB375) Baby bonding leave

J. CERTIFICATED SALARIES FOR 2023-2024**

NAME	SITE	CLASS	STEP	COMMENTS
Abell, Amy	El Portal	5	23	
Aguilar, Barbara	Rancho Starbuck	5	22	
Aldecoa, Kelly	Macy	5	26	
Anderson, Ryan	Rancho Starbuck	5	23	
Andres, Paolo	Rancho Starbuck	5	5	
Arreguin, Barbara	Rancho Starbuck	5	22	
Austin, Stephanie	Rancho Starbuck	5	17	
Ayers, La Reina	Olita	5	26	
Ballard, Nicole	Macy	5	17	
Behura, Sylvia	Rancho Starbuck	5	26	
Benton, Nataly	Jordan	4	3	
Bernhard, Carol	Macy	5	26	
Blackler, Samantha	District Office	5	13	SLP salary schedule
Bolanos, Jocelyn	Meadow Green	5	8	
Borsari, Julie	Olita	5	16	
Brander, Holly	District Office	4	10	Early Literacy TOSA
Brooks, Kimberly	El Portal	5	24	
Cacioppo, Bianca	El Portal	5	6	
Campbell, Kaitlyn	El Portal	5	12	
Carrillo, Valerie	Jordan	4	7	
Carty, Lyn	El Portal	5	4	
Casey, Kaleen	Macy	4	6	80% (80% Tenured, 20% Leave of Absence – Tenured at 100%).
Castillo, Barbara	District Office	5	19	MTSS TOSA
Cazares, Ariana	Rancho Starbuck	5	10	
Cdebaca, Denise	District Office	5	10	SLP salary schedule
Champion, Rebecca	District Office	5	21	TOSA
Chavez, Karen	Olita	5	26	
Cheng, Katlyn	Jordan	4	4	
Chittum, Eric	Rancho Starbuck	5	26	
Christerson, Carin	Rancho Starbuck	4	10	60% (30% tenured / 30% temporary)
Coleman, Deborah	Olita	5	23	
Coleman, Rachel	Macy	5	24	
Cooke, Kristen	Olita	5	18	
Daniel, Kari	El Portal	5	26	
Davila, Alexandra	Macy	5	4	
De La Haye, Melissa	El Portal	5	12	

Dowell, Megan	El Portal	4	6	
Estrada, Elizabeth	Jordan	4	1	
Evenson, Amanda	Meadow Green	4	6	
Farrens, Sylvia	District Office	5	19	SLP salary schedule
Feaster, Amy	Rancho Starbuck	3	5	
Felton, Leslie	Jordan	5	26	
Fiscus, Riley	El Portal	2	2	
Fonti, Allison	Macy	5	26	
Galindo, Marta	Jordan	5	10	
Galli, David	Rancho Starbuck	5	11	
Galli, Jessica	Rancho Starbuck	5	6	
Gatto, Nancy	Jordan	5	8	
Ghabour, Kylee	Meadow Green	3	13	
Gober, Kristen	Meadow Green	5	26	
Gonzalez, Leslie	El Portal	1	1	50% Temporary Contract
Goss ,Brittany	Rancho Starbuck	5	5	
Guerrero, Rachel	El Portal	5	17	
Gunsalus, Lecia	Jordan	5	13	
Haro-Banuelos, Byanca	Jordan	4	7	
Herman, Teresa	El Portal	5	26	
Hernandez, Javier	Jordan	4	15	
Harris, Kailyn	District Office	3	4	
Haworth, Acacia	Olita	3	2	
Hess, Alyssa	District Office	5	3	SLP salary schedule
Higgins, Kelly	Macy	5	19	
Huff, Kenneth	Rancho Starbuck	5	20	
Hultberg, Darcie	District Office	5	15	SLP salary schedule
Ilinsky, Christina	El Portal	5	21	
Irving, Tamara	Rancho Starbuck	5	24	
Jacobs, Diana	Jordan	5	6	
James, Alexandra	Macy	4	1	
Jan, Sarah	Olita	5	4	
Jauregui, Kristen Joy	Jordan	4	8	
Jeffrey, Kim	El Portal	5	23	
Jimenez, Yovanna	Jordan	4	4	
Karr, Krista	Meadow Green	5	26	
Krauletz, Judith	Rancho Starbuck	4	4	
Kudler, Laurie	Macy	5	26	
Langer, Garrick	Rancho Starbuck	5	6	
Lauprecht, Robert	Jordan	5	15	
Lee, Sylvia	Macy	4	9	
Lester, Jasmine	Olita	3	6	
Liles, Amy	Jordan	5	24	80% (80% Tenured, 20% Leave of Absence – Tenured at 100%).
Lisowski Martinez, Paula	Meadow Green	5	26	
Mangold, Christian	Macy	5	26	
Mangold, Leslie	Meadow Green	5	26	
Marrone, Frankie	District Office	1	2	
Martinez, Christian	Rancho Starbuck	5	3	
Mayhew, Julie	Rancho Starbuck	5	26	
McNeff, Michelle	El Portal	5	5	

McTeggart, Amy	Macy	4	26	
Mena, Lydia	Olita	5	6	
Michael-Bohen, Michelle	Olita	5	25	
Milazzo, Angela	Macy	5	23	
Miller, Cameron	Rancho Starbuck	3	7	
Miller, Stefanie	Meadow Green	5	15	
Montes, Emily	Rancho Starbuck	5	11	
Montiel, Shaina	Jordan	4	5	
Montoya, Maya	Olita	5	6	
Morrison, Dana	El Portal	5	2	
Morrison, Deanna	Meadow Green	5	26	
Navarro-Diaz, Yolanda	Meadow Green	5	25	
Newman, Emma	Rancho Starbuck	3	1	
Nunez, Sarah	El Portal	5	14	
Oke, Melissa	Rancho Starbuck	4	12	
Okoorian, Naomi	Meadow Green	3	5	
Ortiz, Andrea	Meadow Green	5	7	
Ospital, Jeffrey	Rancho Starbuck	5	13	
Pagano, Breanne	Rancho Starbuck	5	9	
Paine, Jennifer	Olita	5	21	
Palmer, Margaret	Olita	5	26	
Peloquin, Karen	Olita	5	25	
Perez, Susannah	Meadow Green	4	17	
Perumean, Stacy	Meadow Green	5	13	
Petersen, Kaycee	Jordan	5	2	
Petrakis, Kerri	Macy	5	22	
Pfaff, Heather	Jordan	4	8	
Pimper, Shelly	Macy	5	26	
Pinney, Marci	El Portal	5	25	
Razo, Becca	El Portal	4	1	
Remme, Laura	El Portal	5	26	
Robertson, Vicki	Meadow Green	5	26	
Rockenback, Dylan	District Office	1	2	
Rodriguez, Brenda	Jordan	5	5	
Rodriguez, Mayra	Meadow Green	5	17	
Roshan, Rita	Rancho Starbuck	5	25	
Ruddock, Andrew	Rancho Starbuck	4	3	
Russell, Anne	Olita	5	17	
Rutledge, Stephanie	Macy	5	26	
Ryan, Tara	Rancho Starbuck	5	26	
Sachs, Theadora	Rancho Starbuck	5	26	
Saieva, Alyson	Olita	5	22	
Sandoval, Cheri	Olita	5	24	
Selzenoff, Tamara	Macy	4	6	20% Temporary Contract
Shaw, Mary	Macy	4	26	
Simons, Rebecca	Meadow Green	5	16	
Sllamniku, Tracy	Jordan	4	6	
Sober, Jessica	Macy	4	2	
Stark Padilla, Brooke	Olita	5	22	

Stephenson, Rebecca	El Portal	5	19	20% Temporary Contract
Stevens, Amanda	Olita	1	2	
Suzuki, Angela	El Portal	5	18	80% (80% Tenured, 20% Leave of Absence – Tenured at 100%),
Telarico, Valerie	El Portal	5	26	
Toice, Susan	Meadow Green	5	26	
Tolmasoff, Susan	Meadow Green	5	9	
Ubeda-Kim, Maria	District Office	5	13	SLP salary schedule
Ulloa, Nicole	Jordan	4	15	
Valdez, Michelle	Macy	4	10	
Valenzuela, Xochitl	Rancho Starbuck	5	7	
Van der Lee, Michelle	Meadow Green	5	9	
Van Diest, Scott	Rancho Starbuck	5	25	
Wallace, Greg	El Portal	4	1	
Warner, Ellie	Jordan	3	4	20% share teacher
Wartian, Lillian	Meadow Green	5	26	
Wilkins, Melissa	Meadow Green	4	8	
Wood, Carrie	El Portal	5	18	50% (50% Tenured, 50% Leave of Absence – Tenured at 100%).
Yi, Cara	Rancho Starbuck	5	5	

K. EXTRA DUTY PAY/STIPENDS 2023-2024**

<u>NAME/ EMPLOYEE ID</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
Gatto, Nancy	07/11/2023	08/02/2023	EP	To be paid two days training Power Up Summer Substitute teaching assignment at the district office on July 11th & July 12th. Power Up Summer Substitute teaching assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal at the rate of \$50.00/hour
Gunsalus, Lecia	07/11/2023	08/02/2023	EP	To be paid two days training Power Up Summer teaching assignment at the district office on July 11th & July 12th. Power Up Summer teaching assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal at the rate of \$50.00/hour Total Hours: 70 (two training days included) Not to exceed: \$3,500.00
Haro-Banuelos, Byanka	07/11/2023	08/02/2023	EP	To be paid two days training Power Up Summer Substitute teaching assignment at the district office on July 11th & July 12th. Power Up Summer Substitute teaching assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal at the rate of \$50.00/hour
Montemayor, Kathleen	07/11/2023	08/02/2023	EP	To be paid two days training Power Up Summer teaching assignment at the district office on July 11th & July 12th. Power Up Summer teaching assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal at the rate of \$50.00/hour Total Hours: 70 (two training days included) Not to exceed: \$3,500.00
Valdez, Michelle	07/11/2023	08/02/2023	EP	To be paid two days training Power Up Summer teaching assignment at the district office on July 11th & July 12th. Power Up Summer teaching assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal at the rate of \$50.00/hour Total Hours: 70 (two training days included) Not to exceed: \$3,500.00
Van der Lee, Michelle	07/11/2023	08/02/2023	EP	To be paid two days training Power Up Summer teaching assignment at the district office on July 11th & July 12th. Power Up Summer teaching assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal at the

rate of \$50.00/hour Total Hours: 70 (two training days included) Not to exceed: \$3,500.00

Castillo, Barbara	07/11/2023	08/02/2023	EP	Power Up Supervisor – at a rate not to exceed \$8745.00. Two days training Power Up at the district office on July 11th & July 12 th and Power Up Session July 19th - August 2nd
Brander, Holly	08/14/2023	05/31/2024	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund
Castillo, Barbara	08/14/2023	05/31/2024	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund
Champion, Rebecca	08/14/2023	05/31/2024	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Maronne, Frankie	08/14/2023	05/31/2024	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Elementary School Choral Program. To be paid from General Fund.
Gonzalez, Tricia	08/14/2023	05/31/2024	DO	To be paid \$55.00 per month, not to exceed \$550.00, for mileage stipend. To be paid from General Fund.
Heinrich, Kari	08/14/2023	05/31/2024	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Igarta, Kaleo	08/14/2023	05/31/2024	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend. To be paid from General Fund.
Rockenbach, Dylan	08/14/2023	05/31/2024	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Elementary School Band. To be paid from General Fund.
Harris, Kailyn	08/14/2023	05/31/2024	DO	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Elementary School Band. To be paid from General Fund.
Rockenbach, Dylan	08/14/2023	05/31/2024	DO	To be paid \$300.00 per month, not to exceed \$3000.00 for Arts. Funding ESSER III.
Harris, Kailyn	08/14/2023	05/31/2024	DO	To be paid \$300.00 per month, not to exceed \$3000.00 for Arts. Funding ESSER III.
Cambell, Katlyn	08/14/2023	05/31/2024	EP	To be paid \$300.00 per month, not to exceed \$3,000.00 for serving as an Intervention Coordinator. To be paid from EP Site Title 1
Morrison, Dana	08/14/2023	05/31/2024	EP	To be paid \$150.00 per month, not to exceed \$1,500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds
McNeff, Michelle	08/14/2023	05/31/2024	EP	To be paid \$150 per month, not to exceed \$1,500.00 \$150.00 for serving as an Intervention Coordinator To be paid from Supplemental Funds
Hernandez, Javier	08/14/2023	05/31/2024	JO	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Felton, Leslie	08/14/2023	05/31/2024	JO	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Pimper, Shelley	08/14/2023	05/31/2024	MA	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Valdez, Michelle	08/14/2023	05/31/2024	MA	To be paid \$150.00 per month, not to exceed \$1500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Blackler, Samantha	08/14/2023	05/31/2024	MA	Speech Language Pathologist Supervision / NTE \$50.00 an hour. To be paid from MediCal resource 56400.
Karr, Krista	08/14/2023	05/31/2024	MG	To be paid \$300.00 per month, not to exceed \$3,00.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.

Peloquin, Karen	08/14/2023	05/31/2024	OL	To be paid \$150.00 per month, not to exceed \$1,500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Palmer, Margaret	08/14/2023	05/31/2024	OL	To be paid \$300.00 per month, not to exceed \$1,500.00 for serving as an Intervention Coordinator. To be paid from Supplemental Funds.
Anderson, Ryan	08/14/2023	05/31/2024	RS	To be paid \$450.00 per month, not to exceed \$4500.00 for assisting the Technology Director as a Technology Lead to Administer and Support District-wide Educational Technology. To Be Paid From General Fund Technology Budget.
Anderson, Ryan	08/14/2023	05/31/2024	RS	Share Athletic Director responsibilities for Rancho-Starbuck Junior High School After-School Sports Program. To be paid a total of \$225.00 monthly, not to exceed \$2,250.00. Funds to be paid from Rancho Starbuck Donation Account.
Chittum, Eric	08/14/2023	05/31/2024	RS	Share Athletic Director responsibilities for Rancho-Starbuck Junior High School After-School Sports Program. To be paid a total of \$225.00 monthly, not to exceed \$2,250.00. Funds to be paid from Rancho Starbuck Donation Account.
Mayhew, Julie	08/14/2023	05/31/2024	RS	To be paid \$500.00 per month, not to exceed \$5,000.00 for serving as an Intervention Coordinator. To be paid \$3,000.00 from Supplemental Funds and \$2,000.00 Rancho Starbuck Site Funds
Miller, Cameron	08/14/2023	05/31/2024	RS	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Elementary School Band Program. To be paid from General Fund.
Miller, Cameron	08/14/2023	05/31/2024	RS	To be paid \$200.00 monthly, not to exceed \$2,000.00 for serving as Yearbook Coordinator. To be paid from the Rancho-Starbuck Yearbook Account
Pagano, Breanne	08/14/2023	05/31/2024	RS	To be paid \$30.00 per month, not to exceed \$300.00, for mileage stipend for Lowell Joint Youth Theater. To be paid from General Fund.
Van Diest, Scott	08/14/2023	05/31/2024	RS	To be paid \$200.00 monthly, not to exceed \$2,000.00 for serving as Yearbook Coordinator. To be paid from the Rancho-Starbuck Yearbook Account
Galli, David	08/14/2023	05/31/2024	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as the Esports Coordinator. To be paid from the Rancho Starbuck Donation Account.
Langer, Garrick	08/14/2023	05/31/2024	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as the Esports Coordinator. To be paid from the Rancho Starbuck Donation Account.
Chittum, Eric	08/14/2023	05/31/2024	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as after-school Robotics Team Coordinator. To be paid from the Rancho Starbuck Donation Account.
Ospital, Jeff	08/14/2023	05/31/2024	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as after-school Robotics Team Coordinator. To be paid from the Rancho Starbuck Donation Account.
Martinez, Christian	08/14/2023	05/31/2024	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as after-school Journalism Club Advisor. To be paid from the Rancho Starbuck Donation Account.
Ruddock, Andrew	08/14/2023	05/31/2024	RS	To be paid \$150.00 monthly, not to exceed \$1,500.00 for serving as after-school Science Olympiad Coordinator. To be paid from the Rancho Starbuck Donation Account.
Pagano, Breanne	08/14/2023	05/31/2024	RS	To be paid \$300.00 per month, not to exceed \$3000.00 for Arts. Funding ESSER III
Marrone, Frankie	08/14/2023	05/31/2024	RS	To be paid \$300.00 per month, not to exceed \$3000.00 for Arts. Funding ESSER III.

Miller, Cameron 08/14/2023 05/31/2024 RS To be paid \$300.00 per month, not to exceed \$3000.00 for Arts. Funding ESSER III

* 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.

L. SUBSTITUTE CHANGE OF PAY

<u>NAME/ EMPLOYEE ID</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
Barcenas, DeeJay	08/14/2023	11/03/2023	DO	To be paid long term rate of \$250 Rancho Starbuck English
Buckner, Hope	07/11/2023	08/02/2023	DO	To be paid two day training PowerUp Summer Substitute teaching assignment at the district office on July 11th & July 12 th :\$50.00/hour. PowerUP Summer Substitute teaching assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal. Teachers: \$50.00/hour
Carbajal, Betty	08/14/2023	05/31/2024	DO	To be paid long term rate of \$250 for long term intervention at Meadow Green elementary (3 days) To be paid by Meadow Green Title I funds.
Carr, Candice	07/11/2023	08/02/2023	DO	To be paid two day training PowerUp Summer Substitute teaching assignment at the district office on July 11th & July 12 th :\$50.00/hour. PowerUP Summer Substitute teaching assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal. Teachers: \$50.00/hour
Carr, Candice	08/14/2023	10/06/2023	DO	To be paid long term rate of \$250 Meadow Green sixth grade.
Conforti, Tammy	08/14/2023	05/31/2024	DO	To be paid \$200 for intervention sub at Macy Elementary for 3 days a week. To be paid by Macy Title I funds.
deBruijn, Lisa	08/14/2023	05/31/2024	DO	To be paid \$200 for intervention sub at Macy Elementary for 2 days a week. To be paid by Macy Title I funds.
Gonzalez, Leslie	07/11/2023	08/02/2023	DO	To be paid two day training PowerUp Summer Substitute teaching assignment at the district office on July 11th & July 12 th :\$50.00/hour. PowerUP Summer Substitute teaching assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal. Teachers: \$50.00/hour
Gonzalez, Leslie	08/14/2023	05/31/2024	DO	To be paid long term rate of \$250 for long term intervention at El Portal elementary 50%. To be paid by El Portal Title I Funds.
Lower, Corissa	08/14/2023	05/31/2024	DO	To be paid long term rate of \$250 for long term intervention at Olita elementary. To be paid by Olita Title I funds.
McCoy, Stacy	08/14/2023	05/31/2024	DO	To be paid Long term rate of \$250 for intervention Rancho Starbuck. To be paid from ESSER III Funds
Milton, Lisa	08/14/2023	05/31/2024	DO	To be paid \$250 for intervention sub at El Portal Elementary. To be paid by ESSER III funds.
Montemayor, Kathleen	07/01/2023	08/30/2023	DO	Training four days Independent Study Program. To be paid at the extra hours rate of \$50 / hr
Montemayor, Kathleen	08/14/2023	05/31/2024	DO	To be paid long term rate of \$250 for District long term roving sub and back up substitute Independent Study Program. To be paid by ESSER III funds.
Montemayor, Katleen	07/11/2023	08/02/2023	DO	To be paid two day training PowerUp Summer Substitute teaching assignment at the district office on July 11th & July 12 th :\$50.00/hour. PowerUP Summer Substitute teaching

Nordell, Karen	08/14/2023	05/31/2024	DO	assignment is July 19th - August 2nd from 8:00 a.m. - 1:00 p.m. at El Portal. Teachers: \$50.00/hour To be paid long term rate of \$250 for long term intervention at Meadow Green elementary. To be paid from ESSER III Funds
Selezenoff, Tamara	08/14/2023	05/31/2024	DO	To be paid long term rate of \$250 for long term intervention at Macy elementary 80% (4 days). To be paid by ESSER III funds.
Warner, Ellie	08/14/2023	05/31/2024	DO	To be paid long term rate of \$250 for long term intervention at Jordan elementary 80% (4 days). To be paid by Jordan Title I funds.

Certificated Job Description:

- Coordinator for Grants and Educational Initiatives-Research

II. CLASSIFIED EMPLOYEES June 12, 2023

A. MONTHLY – GENERAL FUND

B. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIV E DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Anderson, Adriana	6/2/23			EP	Resignation: Cafeteria Worker
Carlos Solis, Marisol	4/26/23			JO	Terminated from probation: ELOP
Fernandez, Eric	5/18/23				New Hire: Substitute Noon Duty Aide
Owen, Fiscus	6/20/23		R28/S4	DO	New Hire: Systems Analyst
Garcia, Lisa	5/16/23		R16/S6	OL	Step Increase: Clerk Typist
Garcia, Lisa	8/2/23		R23/S4	OL	Promotion: School Office Manager
Garcia, Ramiro	5/8/23		R27/S1	M&O	New Hire: Substitute Utility Worker
Gonzalez, Maria	5/19/23		R14/S5	OL	Step Increase: Bilingual IA
Lawson, Jennifer	5/9/23			EP	Change of site assignment: Café Worker from OL to EP
Mohler, Megan	6/2/23			EP	Resignation: Child Development Assistant 3 ELOP
Montalvo, Nicole	6/2/23			MG	Release from Probation: Cafeteria Worker
Montalvo, Nicole	6/2/23		R7/S1		Change of assignment: From Perm Café Worker to substitute Café Worker
Montanez, Laurie	5/1/23		R15/S5	OL	Step Increase: IA/SESA
Muravez, Alicia	5/9/23			OL	Change of site assignment: Café Worker from EP to OL
Rojo De Villanueva, Olga	6/1/23			JO	Release from Probation: Cafeteria Worker
Valdez, Faith	6/2/23			MA	Resignation: Instructional Aide
Yzabel, Maria	6/2/23			OL	Resignation: Instructional Aide



DEFINITION

Under direction of the Superintendent is responsible for conducting the full range of activities required to prepare and submit grant proposals to all federal, state and private funding entities; is responsible for providing guidance, professional development and technical assistance to administrators and teachers to ensure effective implementation of all grant funded activities as well as all compliance documentation and audits.

REPRESENTATIVE DUTIES

Analyzes federal, state, and private agency funding trends and potential resources to assess potential applicability to district program initiatives and/or goals; analyzes resource needs and work with departments to develop plans and strategies to compete and apply for grants. Researches funding sources; coordinates the preparation and processing of grant applications; develops and maintains partnerships with governmental and private granting agencies; review all grant agreements, documenting and communicating all deliverables, deadlines and responsibilities to stakeholders. Complete all follow-up compliance, technical oversight, progress reports, budgets, and program monitoring documentation for awarded grants. All in accordance with the Lowell Joint Core Values and Guiding Goals.

Provides training and consultation services to grant project directors, their supervising and support staff in support of compliance with all programmatic and fiscal regulatory requirements; provides technical assistance to faculty, staff, and administrators in a wide variety of areas including district policies and procedures related to grant management, budget preparation and management, and grant program development. Conducts regularly scheduled session with stakeholders to assess program status and to address needs and concerns; develops sub-award and independent contractor agreements related to grants.

Advises, facilitates, and makes reports to appropriate administrative bodies and other advisory committees; participates in policies and procedures development and implementation; prepares complex periodic reports, statements, and analyses of grant related data; provides technical oversight regarding grant applications, grant modifications, progress reports and budgets; ensures grant deliverables and deadlines are met in compliance with grant agreements, preparing narrative and financial reports for grant agencies within prescribed timelines.

Track expenditures of each initiative to ensure that all funds are fully spent according to the approved grant; designs and provides technical assistance to schools, create and execute accountability systems, and leverage data to drive decision making at the school and district level; keeps abreast of current school system developments that may impact the management of grant programs, contractual agreements and compilation of reports.

Develop as a professional; maintain an understanding of current ideas, research and practices pertaining to the areas of responsibility for this position through continued study and participation in professional organizations; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

OTHER RESPONSIBILITIES

- Assure all progress meet Lowell Joint District standards, and adhere to Lowell Joint District Core Values and Guiding Goals & Priorities.

- Participate in Instructional Cabinet and Instructional Leadership Team as well as faculty/staff meetings and committees
- Participate in faculty/staff meetings and committees

Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Best instructional practices as well as academic programing, which include college and career technical education
- Best practices in successful grant management
- Federal, state and foundation funding agency regulations
- Principles of audit readiness and audit requirements
- Policies and procedures related to grant management in education
- Budget development and management
- Methods, practices and terminology used in the grants area
- Effective leadership communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Exercise judgement and initiative
- Work under pressure of recurrent deadlines with frequent interruptions
- Communicate effectively using a variety of platforms
- Work effectively with faculty, administrators, staff, Board, and representatives from outside organizations
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS:

- Possession of a Master's Degree or higher from an accredited institution
- Possession of a California Teaching Credential
- Demonstrated experience in grant writing, college/career educational programing, and classroom experience
- Possession of, or in process of, earning an Administrative Credential from and accredited institution
- Three (3) years of categorical grant experience is preferred

EMPLOYMENT REQUIREMENTS:

- Current and valid Tuberculosis (TB) clearance.
- Fingerprint clearance for school personnel.
- Appearance, grooming, and personality which establish a desirable example for students, staff, and stakeholders

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.



LOWELL JOINT SCHOOL DISTRICT
Coordinator for Grants and Educational Initiatives-Research



PHYSICAL DEMANDS

While performing the duties of this position, the employee is regularly required to sit, stand, walk, and talk or hear. The employee frequently is required to use hands and fingers to handle and operate objects, tools, or controls and reach with hands and arms. The employee is occasionally required to balance, stoop, kneel, or crouch. The employee must occasionally lift, push, pull, carry and/or move objects such as records or files typically weighing up to 20 pounds. This position may require immediate response in the event of emergencies or disaster and the ability to work well under stressful circumstances. Specific vision abilities required by this position include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

MENTAL DEMANDS

Employee must be able to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; interpret policies and procedures; use math and mathematical reasoning; work under deadlines with interruptions; and interact with District staff, vendors, and the general public.

WORK ENVIRONMENT

The employee will work under typical office conditions and the noise level is usually quiet or moderately quiet. There is frequent contact with staff and public and the need to meet multiple demands from several people. The employee will need to drive to District sites training facilities, community meetings and other locations as needed. The noise level can be moderate to noisy.

SALARY RANGE

Appropriate placement on the Certificated Management and Supervisory Salary Schedule as Expanded Learning Coordinator.

PERIOD OF SERVICE

Work Calendar as adopted by the Board of Trustees. 204 days of the year with the option of an additional 30 days of service at the position daily rate.

**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).

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 Curriculum and Instruction	217	148,324	150,625	152,919	155,214	157,513	159,801	162,103

SUPERVISORY POSITIONS

Psychologist	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 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:

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

[Handwritten signature and date: 6/12/23]

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Submission of Williams Litigation Settlement – Quarterly Uniform Complaint Report for Quarter April 1 – June 30, 2023 ACTION

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

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

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

To meet the Uniform Complaint Reporting requirements per *Education Code* Section 35186(d), the June 26, 2023, Board agenda will include a Report on the Nature and Resolution of All *Williams Settlement* Complaints received from April 1 through June 30, 2023.

Superintendent’s Comment:

APPROVAL RECOMMENDED.



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

Williams Lawsuit Settlement Quarterly Report on Uniform Complaints 2022-2023

District Name: Lowell Joint School District

Date: June 26, 2023

Person completing this form: MJ Evanoff

Title: Exec Asst to Supt/Cert Personnel

Quarter covered by this report (Check One Below):

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

Date for information to be reported publicly at governing board meeting: June 26, 2023

Please check the box that applies:

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

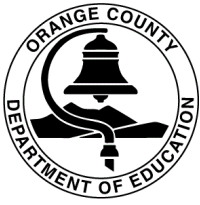
	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials			
Facilities			
Teacher Vacancy and Misassignment			
TOTAL	0	0	0

Print Name of District Superintendent Jim Coombs

Signature of District Superintendent _____ Date June 26, 2023

Return the **Quarterly Summary** to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o, Williams Settlement Legislation
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 803-8325
E-Mail:



Orange County Department of Education
Educational Services Division

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

District: _____

District Contact: _____

Title: _____

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

Check the box that applies:

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

Type of Complaint	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancies or Misassignments			
Facility Conditions			
TOTALS			

Name of Superintendent: _____

Signature of Superintendent: _____ Date: _____

Please submit to:

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

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

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Appointment of the Citizens Bond Oversight Committee ACTION

On November 6, 2018, the Lowell Joint School District community approved Measure LL. Measure LL authorizes the District to issue tax-exempt general obligation bonds in an amount up to \$48,000,000. The District will use the proceeds of the bonds in accordance with the projects listed on the Measure LL ballot throughout the District.

Once bonds were approved through the Proposition 39 election, and the Board of Trustees officially certified the election, the Board had 60 days in which to establish an independent citizens' bond oversight committee (CBOC). The November 2019 election was formally declared and certified by the Board of Trustees as a part of the February 4, 2019 Board meeting.

The purpose of the CBOC is to review the annual independent financial and performance audits required by Proposition 39, make physical inspections of the school buildings and grounds, and review cost-saving efforts in building design and use. The Board is required to provide administrative and any necessary technical assistance to the committee, including sufficient resources to publicize the committee's conclusions, all without spending bond funds.

The CBOC must consist of at least seven members. No District employee, official, vendor, contractor, or consultant may serve on the committee. The law does not state that members must reside in the District. Members serve a term of two years, without compensation, and may serve no more than three consecutive terms.

The CBOC is charged with ensuring that bond revenues are only spent for the specific projects listed in the Measure LL bond, and that no funds are used for any teacher or administrator salaries other than specific staff hired to facilitate the bond project, or for other school operating expenses. The committee is also charged with advising the public if these guidelines are not adhered to.

The committee must include at least the following representatives:

Superintendent's Comment:

APPROVAL RECOMMENDED.

- One (1) member active in a business organization representing the business community located within the district
- One (1) member active in a senior citizens' organization
- One (1) member active in a bona fide taxpayers' organization
- One (1) member who is the parent or guardian of a child enrolled in the district
- One (1) member who is either a parent or guardian of a child enrolled in the district and active in a parent-teacher organization, such as the Parent Teacher Association or School Site Council
- Two (2) members selected from the public at large

Recently, the Parent/PTA representative, Mr. Tourville, chose to step down from his position. In order to maintain the continuity of the committee and to fill the vacancy created by Mr. Tourville's departure, it is recommended that the Citizen Bond Oversight Committee add Mrs. Veronica Quezada, and have Mr. Powers and Mrs. Quezada switch positions. These changes are reflected below:

<u>Representative Categories:</u>	<u>Representative Names:</u>
One (1) member active in a business organization representing the business community located within the district	Casey Powers
One (1) member active in a senior citizens' organization	Stuart Gothold
One (1) member active in a bona fide taxpayers' organization	Jan Averill
One (1) member who is the parent or guardian of a child enrolled in the district	Veronica Quezada
One (1) member who is either a parent or guardian of a child enrolled in the district and active in a parent-teacher organization, such as the Parent Teacher Association or School Site Council	Paul Caffrey
Two (2) members selected from the public at large	Richard Jones
	Taffi Graham

It is recommended that the appointment of the recommended Citizens Bond Oversight Committee be approved, and that the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of District Local Control
Accountability Plan (LCAP) ACTION/
(SECOND READING)

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

The LCAP is required to identify goals and measure progress for student groups across eight state priority areas. Districts must include in their LCAP (1) actions, services and expenditures for all students and student groups and (2) additional actions and services for “Unduplicated Pupils” including English learners, foster youth, and students qualifying for free or reduced lunch.

Education Code Section 52062(b)(1) requires that the Board of Trustees conduct a Public Hearing on the District Local Control Accountability Plan. A public hearing was held on June 12, 2023, at the Board of Trustees’ regularly scheduled board meeting and a copy has been available for review at the District Office. Additionally, the LCAP was posted on the District’s website with an invitation for public feedback. As a result of the public hearing and website posting, District staff has received no additional comments. The Orange County Office of Education (OCDE) will provide feedback over the next few weeks on any necessary clarifications before final approval by the county.

It is recommended that the District Local Control Accountability Plan be adopted and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.



**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

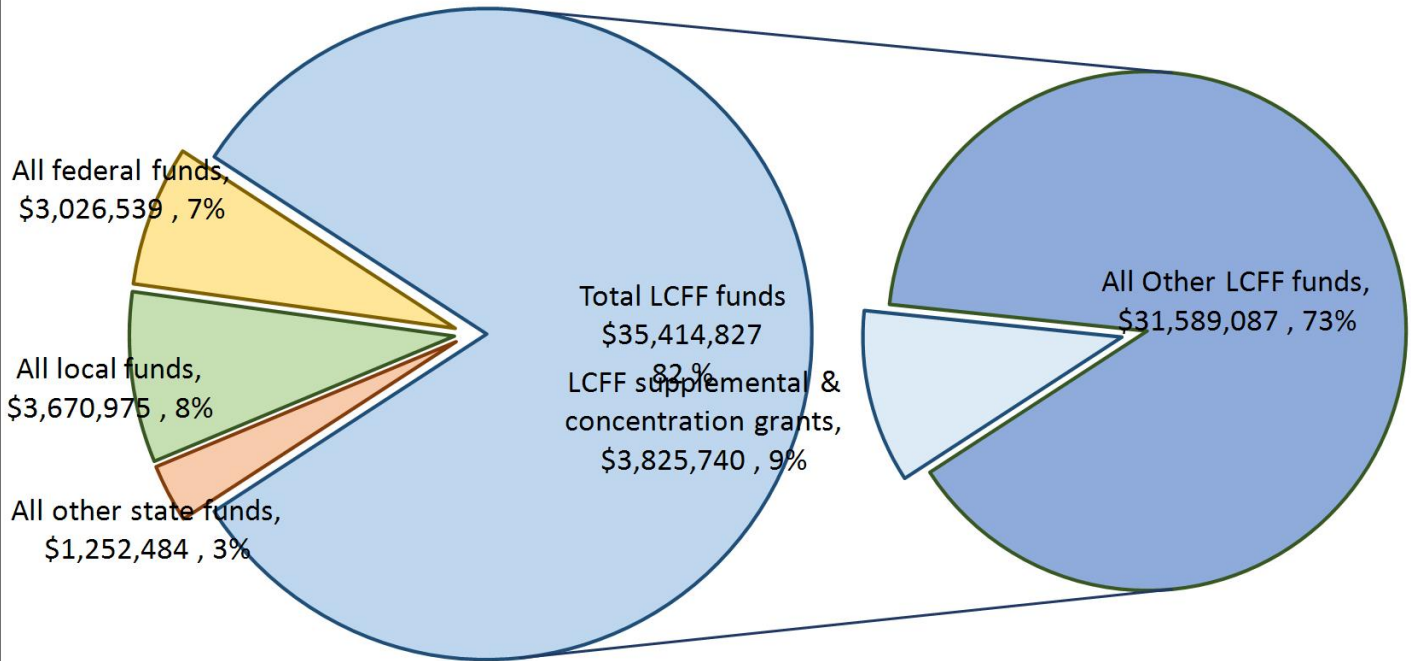
jcoombs@ljsd.org

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

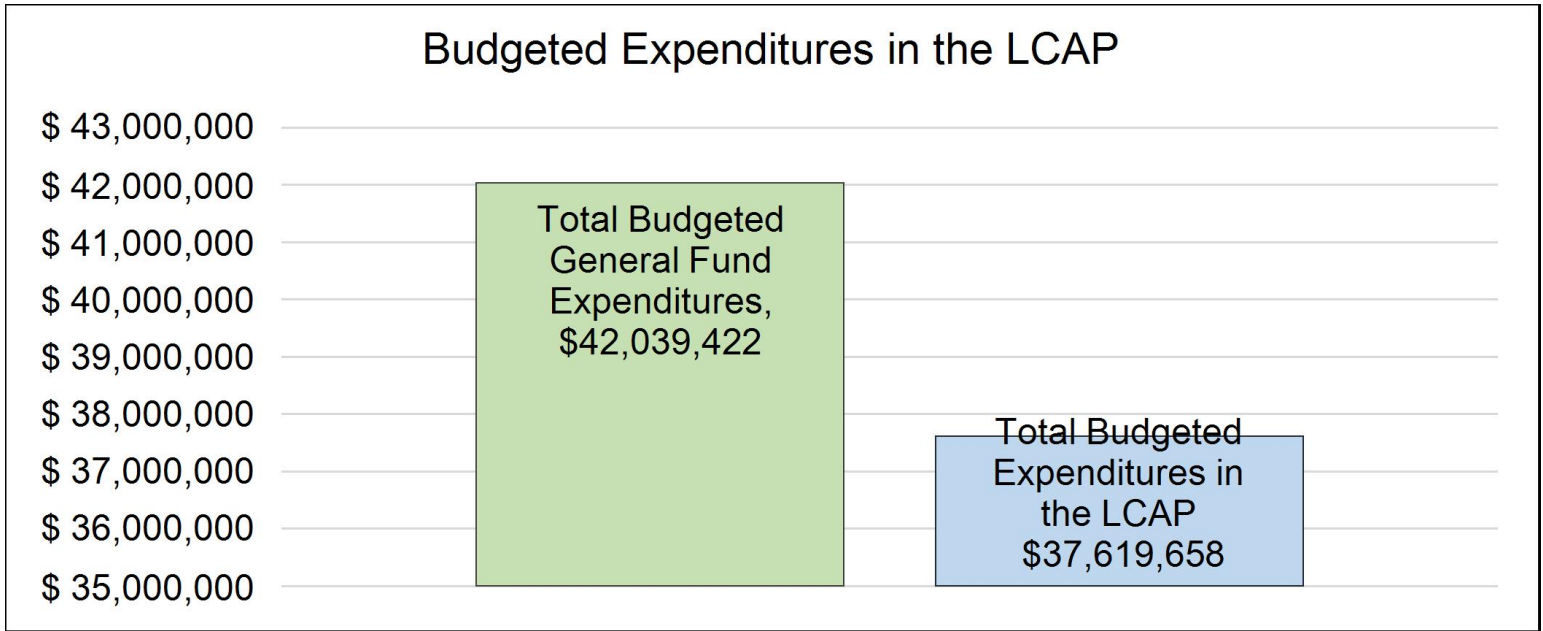


This chart shows the total general purpose revenue Lowell Joint School District expects to receive in the coming year from all sources.

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, \$37,619,658 is tied to actions/services in the LCAP and \$4,419,764 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

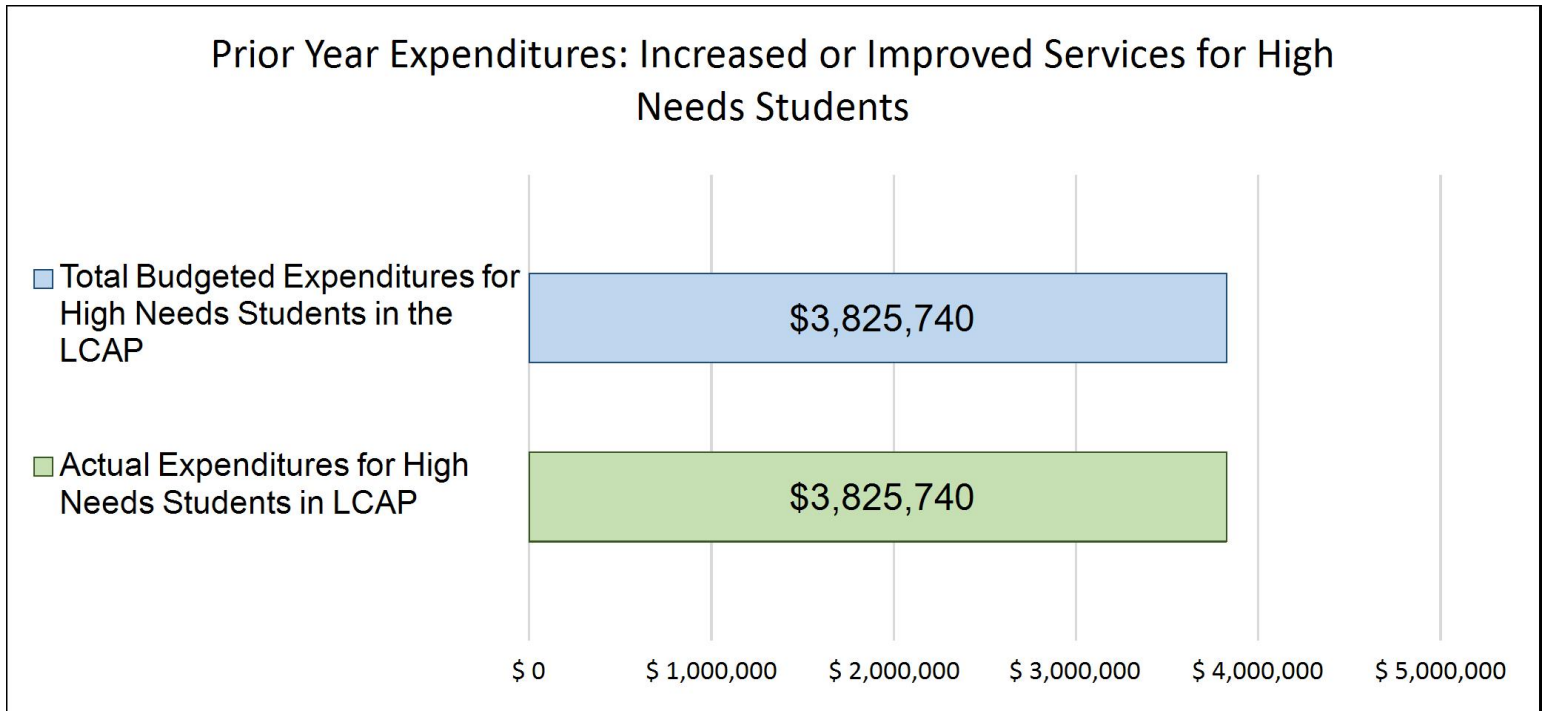
There is just over two million dollars in general fund monies not included in the LCAP. There is approximately \$300,000 in maintenance and custodial expenses with another \$275,000 in insurance costs. The remaining general funds not identified in the LCAP are substitute costs for both certificated and classified, supply budgets for various departments, and some additional licenses and contracts from departments that don't have specific action items identified within an existing goal. There are also some transfers of indirect costs for Fund 12 (Child Development) and Fund 13 (Cafeteria) for \$156,000.

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 \$3,825,740 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 \$3,825,740 for planned actions to increase or improve services for high needs students. Lowell Joint School District actually spent \$3,825,740 for actions to increase or improve services for high needs students in 2022-23.



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. 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.

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 2021-22 school year related to trauma and the pandemic. Being disconnected from peers and the routines of school life in addition to experiencing the potential traumas associated with the pandemic (loss, food insecurity, change in living situation, unemployment, lack of supervision, etc.) has taken a toll on our students and families. Understandably, there is great concern around reconnecting kids and being sure their mental health and social emotional needs are being met. This was expressed by certificated and classified staff as well as parents in the desire for more counselors and psychologists to support the growing needs of students. It was echoed by students in two questions on their survey where 29% of students responding did not feel like they knew an adult they could talk to if they needed help and 23% do not feel like school is a place where they feel safe. Since 84% feel successful at school and 89% teachers treat them with respect, the connection issues seem to center around issues not entirely related to the academics of school. This is also reflected in the types of visits recorded by counseling interns to receive support related to areas other than academics. 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.		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	\$438,221.00	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.	\$2,405,274.00	No
1.5	Basic Utilities	Basic utilities including electrical and water.	\$1,054,157.00	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.	\$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 supports the monitoring of our unduplicated pupils in running queries	\$58,846.00	No

Action #	Title	Description	Total Funds	Contributing
		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	Yes
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 personnel attend meetings to discuss the LCAP in addition to parent	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.	\$4,393,373.00	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.

Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

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.	\$519,544.00	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. For the 2022-2023 school year, this will include the addition of Instructional Aides in order to maintain the required 12-1 ratio under Universal Pre-Kindergarten.	\$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.

Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed. 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.

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.

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.

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.

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.

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.	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. 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.	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. 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		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 received a Medium ranking on the CA Dashboard and were 8.7 points above standard in ELA. English Learners were 37.6 below standard. For mathematics, ALL students were Low and 25.4 below standard. English Learners were 58 points below standard.		To close the achievement gap while still raising achievement levels for all students, English learners will need to gain 5% each year with English only students gaining at least 2% in both ELA and mathematics.
Dataquest-Reclassification Rates	19% of students were reclassified in the 2020-2021 school year, which is well above LA county at	We don't have new RFEP rates for 2021-22 from Dataquest at this time. We reclassified 59	DataQuest reports a 2021-22 Reclassification Rate of 15.5%. Based on current ELPAC		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
	8.1% and the state at 8.6%.	students with the potential for a few more in the next few weeks as CAASPP scores become available.	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 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 Total moved from 19% on or above grade level to 48%</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 August 2022: 20% scored on grade level Most Recent: 20% scored on grade level 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 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
			<p>Most Recent: 21% scored on grade level Total moved from 21% on or above grade level to 52%</p>		
<p>Professional Development records Classroom Observations</p>	<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 SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism 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>Principals were regularly given</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>Chronic Absentee lists to follow up with students.</p> <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>Attendance rates will continue to be at 96% or higher.</p> <p>The Chronic Absentee rate will be less than 3% overall with significant student groups being no more than 5%.</p> <p>Maintain the drop out rate at less than 1% for middle school students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	We had no drop outs in the 2019-2020 school year.				
CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)	To focus on the specific needs of our Foster Youth, low income (specifically Homeless), and our English learners, support personnel check-in regularly with these students and document contacts and any necessary supports to ensure both student engagement and success. Quarterly reports are generated to summarize the meetings held and review any identified needs.	Support of our Foster Youth, Homeless, and EL students was provided by support personnel through phone calls home, emails, work with students on campus, intervention throughout the school day, counseling, and peer tutoring.	Support 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. 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.		Support staff will continue to meet regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.
Suspension and Expulsion Rates	Due to school closures in March of 2019, there is not a direct comparison point on the CA	There were no expulsions in the 2020-2021 data reported from Dataquest with only 6	There were no expulsions in the 2021-2022 data reported from Dataquest. There		The overall suspension rate for the district will be less than 3% with no significant student

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	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.	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.		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 will also be used for training in social emotional learning, iReady, and Thinking Maps, along with collaborative planning time.	\$420,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 done through Las Links as an additional assessment specific to our English learners.	\$250,376.00	Yes
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	\$1,003,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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
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	\$21,273.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with a primary focus on our English learners, Foster Youth, Homeless, and low income students.		
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
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).	\$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	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		gaps for UDPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so Illuminate is an additional resource.		
4.13	Reading Intervention-Rancho Starbuck	Maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8).	\$0.00	Yes
4.14	Coordination of Services	Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UDPs) by certificated personnel at the District Office. With the growing supports and services from the inception of 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
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	\$263,256.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 will be expended in the 2022-23 school year to refresh school libraries with additional titles and replacements where needed.</p>		
4.17	MTSS Coordination and Monitoring of UDPs	<p>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.</p>	\$339,343.00	Yes
4.18	Assessment System	<p>In order to assess unduplicated pupils and provide appropriate supports, the district needs to invest in a more comprehensive system that will allow for benchmarks, language proficiency assessments and intervention content targeted to student need. A group of teachers were brought together to evaluate the iReady program along with district personnel and Principals. We will be introducing the new system in the 2021-2022 school year, which will necessitate new baseline data for benchmarks as well as training for staff. The data provided from the system will better allow us to assess and monitor our unduplicated students although it will benefit all. The Dashboard will allow for filtering based on high need student groups so that English learners, Foster Youth and low income students can be readily identified in terms of both need and targeted supports. This is funding for a two-year implementation along with some one-time professional development costs.</p>	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$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	<p>The Creative Response to Emotional and Educational Wellness or C.R.E.W. has been an overwhelming success. During the pandemic, counseling and psych interns were able to check in and connect with students, provide social emotional lessons during class sessions, and support the overall mental health of students. This has continued during the 2021-22 school year. The counselor and interns monitor the 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,</p>	\$1,091,653.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p>		
4.22	Nurse and Nursing Assistant	<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 UDPs (partial funding for the District Nurse). Offsetting the cost for support to these students along with other local funds has allowed us to hire a nursing assistant who checks in with Foster Youth 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 has been created to support the district and adjustments have been made to the Health Tech position for the 2022-23 school year.</p>	\$344,990.00	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.

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.

Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

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

Overall, students are making progress.

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.

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.

Upon completion of the final budget, analysis will be provided to determine where unspent or unused funds were distributed.

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)
\$2,775,305	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.00%	0.00%	\$0.00	10.00%

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

Required Descriptions

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

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

English Learners

A unique need for our English learner population includes the communication with and opportunities for parents in their primary language, which we have built into the LCAP. In the California Department of Education's Improving Education for English Learners: Research-Based Approaches (2010), there are 8 guidelines in Chapter 4 for "Effective English Literacy Instruction for English Learners". Guideline 8 relates to honoring the home language. Increased communication and opportunities for both parents and students in their primary language support this research. Guidelines 1 and 5 are related to essential components of literacy and oral language development, which are addressed through both first, best instruction in the classroom and intervention with Lingual Learning materials through small group instruction during intervention as part of the overall MTSS program. Guideline 2, "effective instruction for English learners is similar to effective instruction for native speakers" and Guideline 7, "well prepared teachers" are addressed in the research chart for all students. This is also true for 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 of .51 for parent involvement in learning. This is echoed in the research from Proven Interventions to Increase Student Achievement of Poor and Minority Students where engaging families, parents, and the community is vital to the success of students. Supporting parents is also identified by the National Education Association (NEA) as researched- based, best practices in Strategies for Closing the Achievement Gap.

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

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

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

Goal 2, Action 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 2022-23 is 10%. The actions and services developed in the LJSD LCAP will be principally directed toward unduplicated student groups through Supplemental funding for the 2022-23 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 UDPs
Goal 4, Action 18: Assessment System
Goal 4, Action 19: Classified Staff-Custodial Support
Goal 4, Action 21: Creative Response to Emotional and Educational Wellness
Goal 4, Action 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.

We did not receive an additional concentration grant add-on.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$28,098,003.00	\$7,088,985.00	\$107,434.00	\$2,325,536.00	\$37,619,958.00	\$35,367,292.00	\$2,252,666.00

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	\$1,784,522.00	\$0.00	\$465,020.00	\$16,479,066.00
1	1.2	Certificated Staffing-Administration and other Support Staff	All	\$1,733,911.00	\$1,138,965.00	\$0.00	\$0.00	\$2,872,876.00
1	1.3	Classified Staffing-Technology Department	All	\$438,221.00	\$0.00	\$0.00	\$0.00	\$438,221.00
1	1.4	Classified Staffing-Custodial, Maintenance, and Grounds	All	\$2,261,574.00	\$143,700.00	\$0.00	\$0.00	\$2,405,274.00
1	1.5	Basic Utilities	All	\$1,054,157.00	\$0.00	\$0.00	\$0.00	\$1,054,157.00
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 Low Income	\$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	\$3,185,071.00	\$1,182,853.00	\$0.00	\$25,449.00	\$4,393,373.00
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	\$219,323.00	\$290,930.00	\$9,291.00	\$0.00	\$519,544.00
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	\$58,554.00	\$0.00	\$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	\$568,522.00	\$0.00	\$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	English Learners Foster Youth Low Income	\$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	\$298,903.00	\$0.00	\$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 UDPs	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		\$160,000.00			\$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	\$558,439.00	\$0.00	\$0.00	\$1,091,653.00
4	4.22	Nurse and Nursing Assistant	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
\$27,742,766	\$2,775,305	10.00%	0.00%	10.00%	\$4,140,044.00	0.00%	14.92 %	Total:	\$4,140,044.00
								LEA-wide Total:	\$3,615,745.00
								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 (%)
1	1.12	School Site Council and DELAC	Yes	LEA-wide	English Learners Low Income	All Schools	\$0.00	
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	\$219,323.00	
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	

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	4.3	Progress Monitoring and Support of English Learners	Yes	LEA-wide	English Learners	All Schools	\$171,822.00	
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		
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	4.13	Reading Intervention-Rancho Starbuck	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rancho Starbuck 7th and 8th	\$0.00	
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 UDPs	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		

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	4.19	Classified Staff-Custodial Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$266,610.00	
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 Nursing Assistant	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	Yes	\$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)
	\$3,816,108.00	\$0.00	\$0.00	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)
1	1.12	School Site Council and DELAC	Yes	\$0.00			
2	2.1	Early Literacy Teacher on Special Assignment (TOSA)	Yes	\$10,000.00			
2	2.4	Early Literacy-Preschool Program and Learning Link	Yes	\$1,000.00			
2	2.5	Transitional Kindergarten	Yes	\$1,055,582.00			
4	4.1	Professional Development (District-wide)	Yes	\$420,000.00			
4	4.2	Professional Development-English Learners	Yes	\$20,000.00			
4	4.3	Progress Monitoring and Support of English Learners	Yes	\$167,826.00			
4	4.4	Dual Immersion Program	Yes	\$395,601.00			
4	4.5	ELD, Reading Intervention, and Spanish Elective at Rancho	Yes	\$68,889.00			
4	4.6	Before and After School Intervention	Yes	\$80,000.00			
4	4.7	Intervention Coordinators	Yes	\$9,040.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.8	Intervention Support During the Day	Yes				
4	4.11	Math Intervention-Rancho Starbuck	Yes	\$50,518.00			
4	4.12	Illuminate	Yes	\$25,000.00			
4	4.13	Reading Intervention-Rancho Starbuck	Yes	\$40,000.00			
4	4.14	Coordination of Services	Yes	\$179,625.00			
4	4.16	Learning Hubs-Libraries	Yes	\$87,225.00			
4	4.17	MTSS Coordination and Monitoring of UDPs	Yes	\$203,116.00			
4	4.18	Assessment System	Yes				
4	4.19	Classified Staff-Custodial Support	Yes	\$260,279.00			
4	4.21	Creative Response to Emotional and Educational Wellness	Yes	\$535,010.00			
4	4.22	Nurse and Nursing Assistant	Yes	\$23,207.00			
5	5.2	GATE Identification	Yes	\$15,000.00			
5	5.4	Technology Integration-21st Century Skills	Yes	\$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)
\$26,213,095		0.00%	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Local Indicators Rating for
submission to the California Dashboard

INFORMATION/
ACTION

As part of the LCAP requirements, LEA's must analyze data from multiple sources to determine progress towards goals. There are five State Indicators and four Local Indicators to measure progress for student groups across the eight state priorities.

LEA's measure their progress using locally available information identified in the LCAP such as Benchmarks, SBAC data, Surveys, and FIT reports. The results are shared with the local governing board at a regularly scheduled public meeting. The district has "met" the criteria on these local indicators by complying with the guidelines and is ready to upload the Local Indicator data as "Met" to the California Dashboard when required.

It is recommended that the Local Indicator data be uploaded as "Met" to the California Dashboard when required and that the Superintendent or designee be authorized to approve this action.

Superintendent's Comment:

APPROVAL RECOMMENDED.

VI-B1-1

2023 Local Performance Indicators

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

For the 2022-23 school year, there were no misassignments for teachers of EL students, no teacher misassignments, and no vacant teacher positions. One teacher is finalizing their credential and is on a permit.

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

Each year, as part of compliance with the Sufficiency of Instructional Materials under the William's settlement, the Board adopts a resolution acknowledging "the degree to which every pupil...has sufficient access to the standards-aligned instructional materials as determined pursuant to EC section 60119." This must be done at a public hearing no later than the 8th week of the school year as counted from the first day that students attend school. Principals verified that each student had access to the Board-approved materials in the core areas including electronic devices and internet access for distance learning, and the public hearing and resolution were completed at the October 3rd, 2022 Board meeting.

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

All facilities meet the "Good Repair" standard. There were two sites that received an "Exemplary" (Jordan and Olita). There was an area of deficiency at Meadow Green for roofing, which has been addressed in the 2022-23 school year as part of overall construction under Measure LL. Rancho also had a deficiency for a roofing issue, which will also be addressed under Measure LL. El Portal had a "Fair" for functional but outdated playground equipment. A single deficiency in a given area does not negate the overall rating of Good or Exemplary for our sites.

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 2 Self-Reflection Tool

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

- 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science					X

- 2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science					X

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language			X		

Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Teachers continue to have time for planning as a grade level to discuss standards and instruction on a regular basis. There is Instructional Team Planning (ITP meetings) at the site during early-release Mondays, and 3-4 of those meetings are coordinated for district-wide grade level meetings throughout the year. This is in addition to three professional development days. All teachers received training on new science materials in August of 2022 and DLI teachers for new materials as well. To continue to address VAPA standards, we partnered with the Muckenthaler

for more systemized art instruction for the elementary sites. We have a World Language elective for Spanish at Rancho and a Dual Immersion program at one of our sites, which now services TK-5th grade students. With the coming release of the mathematics framework, we will begin the process of review for new mathematics materials. We continue to use iReady to monitor student progress on state standards throughout the year for both Language Arts and Mathematics. Ongoing professional development was provided throughout the 2022-23 school year to support the analysis of data and subsequent planning for instruction to differentiate based on student need. This will support the development of mastery in standards for students as well as provide the springboard for training of teachers as they evaluate gaps in learning and need to make adjustments instructionally. Support for science instruction was also provided through professional development on the new materials by publishers and Science Coordinators from OCDE to support understanding of NGSS standards.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 3 Self-Reflection Tool

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond

to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

When asked to rate the statement "Our staff provides a high level of service for my student and my family", 94% of families Agree or Strongly Agree, which is up 2% from last year. 96% of families responding to the survey Agree or Strongly Agree with the statement "Our school is friendly, pleasant, respectful, and welcoming" with 94% for the statement "Our staff makes parents feel welcome and part of our school". In addition to comments made, these are strong indicators of the positive relationships that exist between Lowell Joint staff and families. Many of the staff in Lowell Joint are families within the community and approximately 25% of families responding to the survey have had multiple generations attend Lowell schools.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

There continues to be a desire to support students with resources with well over 50% continuing to qualify for Free/Reduced lunch. Food insecurities, loss of employment, and other issues related to the pandemic continue to fuel a desire to understand trauma-informed care as it relates to our staff and working with students and families along with additional strategies for behavioral issues in the classroom. This will be an area of focus as the District continues to add to overall supports around Social Emotional Learning and mental health. It's clear that families feel welcomed by staff, and this added layer will hopefully move families to deeper levels of involvement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The District has small pockets of languages other than Spanish, so we are exploring tools to better survey families in their native language where possible to determine strategies to increase overall engagement for our non or limited English families. The increased offerings for before and after school provide additional avenues to connect with parents around family needs that can support decisions about programming since ELOP targets our Unduplicated Pupil count (English Learners, Foster Youth, and Free/Reduced Lunch). We purchased additional headsets to provide in-time translation for families at parent meetings and are working with bilingual aides in capitalizing on their relationships with families to provide additional assistance at meetings.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Families are very connected to student outcomes and ongoing communication around student progress. 95% of survey respondents feel that Lowell Joint

provides a strong, core academic instructional program with over 94% Agreeing/Strongly Agreeing that the program is balanced in terms of core course offerings (language arts, mathematics, science, social studies, art, music, physical education, etc.). Both these are slightly higher than last year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

An area for continued growth, confirmed by both survey data and in input meetings, is supporting enrichment and rigor for our GATE students. We are finishing the certification of all teachers in GATE with only about 30 teachers left across the district for the 2023-2024 school year. All 2nd graders were given a universal screener as one measure in identifying giftedness, and we added a 4th grade screener this year. As teachers increase focus on depth and complexity in the classroom, additional enrichment opportunities are being developed to address this need. When asked about opportunities for students to work above grade level, 65% of respondents Agree/Strongly Agree (up 2%) This speaks to the need to both increase opportunities and communicate with parents around services in support of our gifted and talented students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The Educational Services department has worked diligently to ensure that the identification process for gifted and talented services is all-inclusive. Using multiple measures with an opt out model for universal screening ensures access for all students as a baseline. Nonverbal elements to the assessment will help control for language issues in our English learners. Measures for creativity and leadership will also help widen the net for including students in the identification process. Training all teachers has been a vital part of the overall plan to ensure that teachers recognize the elements of giftedness regardless of formal identification. This includes our primary teachers in grades TK-2nd before students are even formally assessed as well as upper grade teachers for those students who demonstrate giftedness after formal identification. A Universal Screener for 4th grade was added this year for students entering the district after 2nd grade and for those not identified initially. All of this is designed to ensure that students traditionally underrepresented in GATE programs are having their needs met through a robust system of support.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Each year, a Parent Survey is conducted in the spring to monitor parent engagement and obtain feedback from parents related to state priorities and local indicators as they align with both district and school goals within the Local Control Accountability Plan (LCAP) at the district level and the School Plan for Student Achievement (SPSA) at the site level. The survey was created to align

with state and local priorities in six areas: Student Achievement/Course Access, Student Engagement, School Climate, Basic Services, Implementation of State Standards, Parent and Family Engagement. There is a section specific to parents of English Learners, and the survey is provided in both Spanish and English. While it is sent electronically, hard copies are always available on site for a family if needed. In addition to the LCAP Parent Advisory Committee, district personnel attended PTA meetings for each site to review the LCAP and ask for input from parents for determining actions and priorities in meeting the needs of students in Lowell Joint. The Superintendent meets regularly with the PTA as well. A section of the Parent Survey targets Parent and Family Engagement specifically. Over 99% have electronic devices to receive digital communication with 96% who Agree or Strongly Agree that the schools provide a variety of ongoing communication to inform parents about their student's academic progress. The survey was designed by LJSJSD to align with specific areas of the Local Control Accountability Plan (LCAP) to measure progress on both state priorities and District goals. Results of the Parent Survey are shared with the Board annually in September, and the Principals are given site specific data to plan for parent and family engagement. There is an open-ended section on the survey for input related to the goals within the LCAP in addition to the face-to-face opportunities for parents to speak into the decision making process at both the site and district levels. Bilingual aides called an additional 50+ English learner families (over 20% of the EL population) to ensure representation in addition to DELAC input and other UPP parents on both district committees and in the PTA.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

When asked if parents and families are aware of and have multiple opportunities to be involved in their child's educational experience, 95% of respondents Agree or Strongly Agree. This is up 7% from the 2022 survey. There were 665 responses to the survey in addition to input from various Engaged Partner meetings. We had fewer parents attend the LCAP Advisory and Parent Advisory Committee meetings although we had high numbers for the PTA meetings in terms of getting parental input.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

As mentioned above, the District has focused on reaching out to families above and beyond the general lines of communication to ensure input in the decision-making process. As things are normalizing after COVID, the goal would be to work collaboratively with engaged parents and staff members to identify ways to increase involvement and encourage partnership with our underrepresented families. For example, the District has small pockets of

languages other than Spanish, so we are working on ways to survey families in their native language where possible to determine strategies to increase overall engagement for our English learners. The increased offerings for before and after school provide additional avenues to connect with parents around family needs that can support decisions about programming.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey **at least every other year** that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

We had 357 responses to the School Climate survey for students in grades 3-7 in addition to a few questions from the parent survey that ask about how their kids perceive school. From the parent survey, 93% of parents Agree or Strongly Agree that their student is happy to go to school. Each Principal has been given the disaggregated data for their site to use in planning for the upcoming year.

For our students, 95% of kids say they are happy to go to school which is a 14% increase from 2022. When asked if they felt the school helps set high standards,

86.7% marked Strongly Agree or Agree which is up 5.7%. 82% of students felt safe at school, which is up 5%.

As Principals are analyzing their site specific data, we will do some more disaggregating by grade, student group, etc. to determine if there are any student groups that are experiencing negative aspects of school climate more than others. From both the survey results and feedback throughout the 2022-2023 school year, families were extremely appreciative of the efforts to meet the needs of their students despite great challenges.

82.6% of students responding to the survey felt that they had an identified adult on campus if they needed to go to someone for help, which is up from 75%. This is progress but not quite back to pre-pandemic levels over 90%. It is of concern in terms of student connectedness on campus. Anecdotally, students are happy to be back and adjusting well, so additional conversations with students and support personnel to get at the root of some of these school climate concerns are necessary. The District will continue to hire both counseling and psych interns to increase the number of students that can be served by support personnel. Care Solace remains as a third-party vendor to help families navigate the health care system in connecting with mental health services. The District will continue to provide training and resources for teachers as we add to our overall system of supports in the area of social emotional well-being and mental health.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self Reflection Tool: Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500

characters)

For the elementary levels, teachers submit their daily schedule with clearly identified time blocks for all core subjects including ELD. Calendars and schedules for art, music, coding, computer lab time, STEAM lab rotations, and other programs are also monitored for access. At the intermediate level, the master schedule and student rosters are used to monitor access and enrollment. Individual student groups are monitored throughout the year for involvement in both enrichment and intervention opportunities to ensure access to supports to increase academic success. This is monitored through sign in sheets as well as flexible grouping rosters that change throughout the year based on need. A Coordinator position was created for the 2022-23 school year with the additional Expanded Learning Opportunities Program to ensure access for Unduplicated Pupils (UPPs-Free/Reduced Lunch, Foster Youth, English Learners) through monitoring participation in before and after school intervention and enrichment in addition to intersession opportunities for the additional 30 days.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access to and are enrolled in a broad course of study within the district. This includes all required content areas (mathematics, English Language Arts, Science, History/Social Science, PE) and a variety of enrichment and support opportunities throughout the day. All students across the district are provided time with a certificated music teacher for choral instruction at the elementary level with courses offered in 7th and 8th grade for students who choose to continue. All 5th and 6th grade students are given access to band if they choose to participate in addition to offerings at the intermediate level that also include Drumline. With Chromebooks for all grades, students have access to technology for the purposes of developing keyboarding skills and learning how to become good digital citizens in addition to its integration into rigorous learning in developing 21st century skills. STEAM labs have been developed at each elementary site with a robust STEAM pathway at Rancho Starbuck that includes AP Computer Science. Rancho also has a Design and Construction course and offers Robotics for students. The District has purchased items for each elementary STEAM lab to create an equitable baseline for access. This includes Ozobots, Strawbees, Spheros, a green-screen set up, Breakout boxes, supplies for art, and furniture where needed. The award-winning Flex program at Rancho Starbuck provides additional access to enrichment opportunities ranging from learning calligraphy to cooking. As a district, we are implementing a more formalized GATE program including identification, training for all teachers, and

enrichment opportunities open to all interested students while focusing on meeting the needs of our GATE students. The Dual Immersion program for TK-5th grade at one site and the Spanish elective for Rancho continue to support the development of offerings around World Languages. The Dual Immersion program will add a grade each year as it grows. A Music Production course, Drama, Art, Choir, Band, Drumline, and other offerings support the students that opt in to the Conservatory of the Fine Arts at Rancho and the Lowell Joint Youth Theater. We will continue to provide structured art opportunities with visiting artists at each grade level for elementary with an art course offered at Rancho.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

All students receive a broad course of study. Additional personnel would certainly allow us to increase offerings and time allotted for various programs (art, music, coding, languages, etc.) Funding from Prop 28 will allow for this personnel to support expanding programs within the school day while we continue to offer opportunities through ELOP before and after school. One of our biggest growth areas continues to be the Dual Language Immersion (DLI) Program.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

With the continuation of ELOP funding, we are fine tuning enrichment and intervention opportunities for both before and after school that will broaden the scope of offerings for students based on both interest and need. We have increased offerings for all 4-year olds as well as part of the Universal Pre-Kindergarten requirements. This includes additional students in the Transitional Kindergarten program as well as preschool offerings. The Learning Link services children ages 0-5 who attend with their parent to help build school readiness skills and provide some parent training. We will continue to look at opportunities to expand programs in an effort to address the whole child. Both the Prop 28 funding and the Arts and Music Block grant have allowed the district to hire additional personnel to support the expansion of some offerings and the development of the Lowell Joint Youth Theater.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Resolution 2022/23 No 898 Renewal of CSPP
Contract and Authorization of Signatures

ACTION/
(RESOLUTION)

Board action is required stating that the District intends to renew the current 2023-24 CSPP Contract and that the following named person(s) be authorized to sign and/or **electronically** approve contract documents related to the California State Preschool Program (CSPP) as indicated in contract number CSPP-2679. Upon approval of the Governing Board to renew this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2023-2024, the necessary contract documents to receive funding will be completed and submitted to the California Department of Education.

It is recommended that adoption of Resolution 2022/23 No. #898 to approve the Renewal of the CSPP Contract and Authorization of Signatures be approved, and that the Superintendent, or designee be authorized to execute the necessary documents.

SM/rv

Superintendent's Comment:

ADOPTION BY MAJORITY ROLL CALL VOTE.

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2022/23 NO. 898

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
CERTIFYING THE APPROVAL OF THE GOVERNING BOARD TO RENEW THE
CURRENT 2023-24 CSPP CONTRACT AND AUTHORIZATIONS OF SIGNATURES**

BE IT RESOLVED that the Governing Board of the Lowell Joint School District authorizes the renewal of the current 2023-24 CSPP. Contract and that the following named person(s) be authorized to sign and/or **electronically** approve contract documents related to the California State Preschool Program (CSPP) as indicated in contract number CSPP-2679, and that the person/s who is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Jim Coombs	Superintendent of Schools	_____
Sheri McDonald	Assistant Superintendent of Educational Services	_____
Ronica Dixon	Coordinator of Child Development Services	_____

State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular board meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

PASSED, APPROVED AND ADOPTED this 26th day of June, 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 26th day of June, 2023, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 26th day of June, 2023.

Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Winter Submission of the 2022/23 Consolidated Application INFORMATION

The Consolidated Application is used by the California Department of Education to distribute funds and collect required data for major Every Student Succeeds Act (ESSA) federal grant programs for Local Education Agencies. The application is submitted online through a web-based Consolidated Application Reporting System (CARS). The application requires two data collections to be submitted in Spring and Winter. This year's Winter Data Collection was delayed by the State and submitted on June 9, 2023, indicating the number of current year pupil participants and funding allocations for each program and school site. Information reporting from previous years' program participation and expenditure reports are also collected. Federal guidelines allow local non-profit private schools to participate with the public school district in federal programs. Participating eligible private school allocations are included in the CARS Winter Data Collection although there are currently no qualifying private schools within our boundaries.

Superintendent's Comment:

INFORMATION.

VI-D1-1

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Adoption of the Proposed Budget for the 2023-24 School Year ACTION

Education Code 42103 requires that the Board of Trustees conduct a Public Hearing of the Proposed Budget for the 2023-24 school year. A Public Hearing was held at the regularly scheduled Board meeting on June 12, 2023, and a copy of the proposed budget has been available at the District Office.

Board approval of the 2023-24 Proposed Budget is required prior to July 1 of each year. The budget projects the District will meet its legal requirement of a three percent (3%) minimum reserve level for the 2023-24 school year.

It is recommended that the Board of Trustees adopt the proposed budget for the 2023-24 school year, and that the Superintendent or designee be authorized to execute the necessary documents.

DB/ds

Superintendent's Comment:

APPROVAL RECOMMENDED.



LOWELL JOINT SCHOOL DISTRICT

Adopted 2023-24 Budget

Prepared by:

David Bennett

Assistant Superintendent, Business Services

June 26, 2023

ANNUAL BUDGET REPORT:

July 1, 2023 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 11019 Valley Home Ave., Whittier, CA 90603

Date: June 12, 2023

Adoption Date: June 26, 2023

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Public Hearing:

Place: 11019 Valley Home Ave.,
Whittier, CA 90603

Date: June 12, 2023

Time: 7:30pm

Contact person for additional information on the budget reports:

Name: David Bennett

Title: Assistant Superintendent, Business Services

Telephone: 562-902-4202

E-mail: dbennett@jsd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2022-23) annual payment?	X	X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X	X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

2023-24 Proposed Budget Assumptions

Lowell Joint School District serves the residents of the City of La Habra, City of Whittier, and unincorporated areas of both Cities. The District has a projected student TK-8 enrollment of 3,020 for the 2023-24 school year. The 2023-24 Proposed Budget is presented for the District's 5 elementary schools, 1 intermediate school, Virtual Academy, and 1 temporary school. In addition, the budget summarizes the cost to provide the necessary services to support the District's school sites, District Office, and Maintenance & Operations facilities.

The 2023-24 Proposed Budget represents a continuation of District educational programs through the Governing Board's

Five District goals. The District's budgeting process is centered on meeting those goals which are:

- Academic Excellence – Learning for All Students
- Safe, Orderly, Positive, Respectful Learning Environments
- High Quality Staff Providing High Quality Service
- School/Family/Community Partnerships & Communication
- Acquisition & Allocation of Resources to Support Fiscal Excellence

The budget is evaluated against the District's goals and has the following objectives:

- Student Achievement
- Student Engagement
- Other Student Outcomes
- School Climate
- Basic Services
- Parent Involvement
- Course Access
- Implementation of State Standards

The budget process starts in January of each year with the Governor's Proposed Budget and continues through this adopted budget plan for the coming fiscal year. Lowell Joint School District, like most school districts in California, is dependent upon the State for much of its revenue each year. The District's Proposed Budget revenue projection is developed based on the State May Revision Budget projection, along with the District's student enrollment and attendance projection for the budget year. As the State budget assumptions change, the District assumptions change.

The May Revision increased the funded COLA to 8.22% from the 8.13% COLA in the Governor's January Budget projection. When combined with statewide declining enrollment data, this COLA

increase to the LCFF for 2023-24 results in \$3.4 billion additional discretionary LCFF dollars compared to 2022-23 LCFF levels.

Declining enrollment protection for school districts will continue to be based on the greater of the current year, the prior year or the average of the most recent three prior years' Average Daily Attendance (ADA). It is recommended that Districts continue to develop multiple scenarios using all available options to ensure they are prepared for both best- and worst-case budgets and are better able to adapt to economic uncertainty.

The state's adopted budget for 2022-23 established the Arts, Music and Instructional Materials Discretionary Block Grant totaling \$3.6 billion. The Governor's January Budget proposed to pull back approximately \$1.2 billion from this grant. The May Revision proposes to adjust the \$1.2 billion reduction by \$607 million, for a total reduction of approximately \$1.8 billion.

The first 50% of the grant was distributed to LEAs in November 2022, with the remaining 50% (approximately \$1.8 billion) scheduled to be released in May 2023. Given the proposed reduction in funding, LEAs should develop alternate budgets and expenditure plans. LEAs are also to remove the May 2023 disbursement of funds from their cash flow projections to account for any potential cash needs.

In the 2022-23 State Budget, the Learning Recovery Emergency Block Grant (LREBG) provided districts with \$7.9 billion in one-time funds for learning recovery initiatives to be spent through the 2027-28 school year.

The May Revision reduced the Learning Recovery Emergency Block Grant by \$2.5 billion. This reduction would decrease the block grant by 32%, for a total program funding of \$5.4 billion. Districts have already received 100% of this grant.

The May Revision continues the second-year TK expansion but reduces funding to \$597 million in alignment with updated enrollment estimates. The expansion grows the program by including access to all children turning five between September 2 and April 2, estimated at an additional 42,000 children. In addition, the \$165 million that was included in the Governor's January Budget proposal to support a second adult (certificated or classified) in each TK classroom to maintain a 12-to-1 student-to-adult ratio remains unchanged. Full implementation of universal TK for all children whose fourth birthday occurs by September 1 is expected in 2025-26.

Approximately \$485 million included in the Governor's January Budget proposal to increase State Preschool Program enrollment of students eligible for adjustment factors, including students with disabilities, dual language learners, childhood mental health and three-year-olds is maintained in the May Revision. With this funding comes the requirement for State Preschool Program providers to offer additional supportive services for dual language learners and to ensure that at least 7.5% of students served are students with disabilities by July 1, 2023, and 10% by July 1, 2024.

Also reflected in the May Revision is recent legislation that allows the CDE to use \$9.7 million from the 2022 Budget Act to continue to waive family fees from July 1, 2023, through September 30, 2023 and \$112 million in federal funding to provide temporary employee stipends.

Districts are given additional time to spend the Expanded Learning Opportunities Program (ELOP) funds received in 2021-22 and 2022-23 by extending the deadline from June 30, 2023, to June 30, 2024.

Special Education receives the same 8.22% COLA, increasing the base rate to approximately \$887.40.

Nutrition Services receives the same 8.22% COLA in support of the Universal School Meal program state reimbursement rate.

The May Revision includes the same proposals from the Governor's January Budget to decrease the 2023-24 planned support of the School Facility Program by \$100 million, from approximately \$2.1 billion to approximately \$2.0 billion, and to delay the 2023-24 planned \$550 million investment in the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program to 2024-25.

Below are the planning factors used to construct the proposed 2023-24 budget and Multi-Year Projections These factors are based on the latest information available.

Planning Factor	2023-24	2024-25	2025-26
<u>Cost Of Living Adjustment (COLA)</u>			
LCFF COLA	8.22%	3.94%	3.29%
Special Education COLA	8.22%	3.94%	3.29%
<u>Employer Benefit Rates</u>			
CalSTRS	19.10%	19.10%	19.10%
CalPERS	26.68%	27.70%	28.30%
State Unemployment Insurance	0.05%	0.05%	0.05%
<u>Lottery</u>			
Unrestricted per ADA	\$170	\$170	\$170
Proposition 20 per ADA	\$67	\$67	\$67
Minimum Wage (Effective January 1)	\$16.00	\$16.50	\$16.90
Universal Transitional Kindergarten/ADA LCFF add-on for the 12-1 student-to-adult ratio	\$3,044	\$3,164	\$3,268
<u>Mandated Block Grant</u>			
K-8 per ADA	\$37.81	\$39.30	\$40.59
	3.54%	3.02%	2.64%

California Consumer Price Index (CPI)			
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Under current law, there is a required cap of 10% on school district reserves in fiscal years immediately succeeding those in which the balance in the Public School System Stabilization Account (PSSSA) is equal to or greater than 3% of the total TK-12 share of the Proposition 98 Guarantee. The balance of \$9.9 billion in 2022-23 continues to trigger school district reserve caps in 2023-24. Districts have several options available to ensure compliance:

- Commit reserves rather than leaving reserves assigned or unassigned
- Transfer reserves to funds other than the Special Reserve Fund
- Contribute to restricted resources within the General Fund 01
- If a formal salary offer has been negotiated but negotiations remain unsettled, districts can budget the cost of the formal salary offer

The assumptions used for fiscal year 2023-24 and beyond include the latest known proposals and projections for projecting multiyear estimates.

Although the May Revision fully funds the statutory COLA and avoids cuts to ongoing education programs, there remains an estimated \$31.5 billion state budget deficit for the 2023-24 fiscal year. The May Revision proposes to address this deficit through funding delays, reductions and pullbacks, fund shifts, trigger reductions and borrowing, which, aside from the school facilities funding delays and the Arts, Music and Instructional Materials Discretionary Block Grant, and Learning Recovery Emergency Block Grant pullbacks discussed earlier, do not affect TK-12 education programs. The current state revenue forecast only assumes slower economic growth; however, many economists believe that a mild recession will occur in 2023 or 2024. As a result, there is a risk of further state revenue shortfalls that could result in additional cuts to education spending.

Moreover, Lowell Joint School District continues to experience student absences and increased costs because of COVID-19, as well as long-term declining enrollment. The ADA Loss Mitigation adjusted 2021-22 ADA will be used in calculating the greater of the current year, prior year, or average ADA of the three most recent fiscal years to determine LCFF-funded ADA for 2022-23, 2023-24, and 2024-25.

In addition, most COVID-19 fiscal relief funding (e.g., Governor’s Emergency Education Relief [GEER], Elementary and Secondary School Emergency Relief Fund [ESSER], In-Person Instruction, and Expanded Learning Opportunities Grant) will expire on or before September 30, 2024. However, ESSER II and GEER II funding will expire on September 30, 2023.

Districts face near and long-term challenges, including risks to the state revenue forecast, reduced ADA because of COVID-19-related student absences, inflationary pressures (e.g.,

pension rate increases), expiring one-time COVID-19 relief funds and declining enrollment. Lowell Joint will continue to work with the Orange County Department of Education to plan accordingly to maintain fiscal solvency and education program integrity.

G = General
Ledger Data; S =
Supplemental
Data

Data Supplied For:			
Form	Description	2022-23 Estimated Actuals	2023-24 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		

51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	

MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	33,359,234.00	0.00	33,359,234.00	35,414,827.00	0.00	35,414,827.00	6.2%
2) Federal Revenue		8100-8299	0.00	3,954,571.00	3,954,571.00	0.00	3,026,539.00	3,026,539.00	-23.5%
3) Other State Revenue		8300-8599	579,336.00	6,327,753.00	6,907,089.00	587,450.00	665,034.00	1,252,484.00	-81.9%
4) Other Local Revenue		8600-8799	521,757.00	3,191,153.00	3,712,910.00	257,002.00	3,413,973.00	3,670,975.00	-1.1%
5) TOTAL, REVENUES			34,460,327.00	13,473,477.00	47,933,804.00	36,259,279.00	7,105,546.00	43,364,825.00	-9.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	14,087,791.00	3,387,988.00	17,475,779.00	13,956,594.00	4,256,346.00	18,212,940.00	4.2%
2) Classified Salaries		2000-2999	3,373,207.00	2,780,496.00	6,153,703.00	3,347,402.00	2,917,724.00	6,265,126.00	1.8%
3) Employee Benefits		3000-3999	8,037,135.00	2,659,251.00	10,696,386.00	7,622,062.00	3,017,202.00	10,639,264.00	-0.5%
4) Books and Supplies		4000-4999	1,640,422.00	3,092,396.00	4,732,818.00	959,651.00	1,932,763.00	2,892,414.00	-38.9%
5) Services and Other Operating Expenditures		5000-5999	2,495,441.00	4,612,537.00	7,107,978.00	2,394,165.00	1,194,192.00	3,588,357.00	-49.5%
6) Capital Outlay		6000-6999	48,000.00	0.00	48,000.00	101,699.00	0.00	101,699.00	111.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	21,525.00	468,822.00	490,347.00	21,525.00	474,397.00	495,922.00	1.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(205,314.00)	49,014.00	(156,300.00)	(205,314.00)	49,014.00	(156,300.00)	0.0%
9) TOTAL, EXPENDITURES			29,498,207.00	17,050,504.00	46,548,711.00	28,197,784.00	13,841,638.00	42,039,422.00	-9.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			4,962,120.00	(3,577,027.00)	1,385,093.00	8,061,495.00	(6,736,092.00)	1,325,403.00	-4.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			863,521.00	521,572.00	1,385,093.00	3,755,883.00	(2,430,480.00)	1,325,403.00	-4.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
2) Ending Balance, June 30 (E + F1e)			13,193,847.00	2,328,383.00	15,522,230.00	16,949,730.00	(102,097.00)	16,847,633.00	8.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	30,000.00	0.00	30,000.00	30,000.00	0.00	30,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	3,104,958.00	3,104,958.00	0.00	2,075,654.00	2,075,654.00	-33.2%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	11,116,632.00	0.00	11,116,632.00	New
d) Assigned									
Other Assignments		9780	10,801,859.00	0.00	10,801,859.00	0.00	0.00	0.00	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,354,795.00	0.00	2,354,795.00	2,354,795.00	0.00	2,354,795.00	0.0%
Unassigned/Unappropriated Amount		9790	7,193.00	(776,575.00)	(769,382.00)	3,448,303.00	(2,177,751.00)	1,270,552.00	-265.1%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	14,013,548.00	0.00	14,013,548.00	15,489,162.00	0.00	15,489,162.00	10.5%
Education Protection Account State Aid - Current Year		8012	5,135,623.00	0.00	5,135,623.00	6,167,307.00	0.00	6,167,307.00	20.1%
State Aid - Prior Years		8019	(5,507.00)	0.00	(5,507.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	33,644.00	0.00	33,644.00	33,644.00	0.00	33,644.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	2,597,749.00	0.00	2,597,749.00	2,547,476.00	0.00	2,547,476.00	-1.9%
County & District Taxes									
Secured Roll Taxes		8041	7,666,798.00	0.00	7,666,798.00	7,442,798.00	0.00	7,442,798.00	-2.9%
Unsecured Roll Taxes		8042	225,057.00	0.00	225,057.00	225,057.00	0.00	225,057.00	0.0%
Prior Years' Taxes		8043	120,953.00	0.00	120,953.00	0.00	0.00	0.00	-100.0%
Supplemental Taxes		8044	664,811.00	0.00	664,811.00	120,953.00	0.00	120,953.00	-81.8%
Education Revenue Augmentation Fund (ERAF)		8045	2,503,606.00	0.00	2,503,606.00	634,811.00	0.00	634,811.00	-74.6%
Community Redevelopment Funds (SB 617/699/1992)		8047	370,013.00	0.00	370,013.00	2,403,606.00	0.00	2,403,606.00	549.6%
Penalties and Interest from Delinquent Taxes		8048	32,939.00	0.00	32,939.00	350,013.00	0.00	350,013.00	962.6%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			33,359,234.00	0.00	33,359,234.00	35,414,827.00	0.00	35,414,827.00	6.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			33,359,234.00	0.00	33,359,234.00	35,414,827.00	0.00	35,414,827.00	6.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	655,687.00	655,687.00	0.00	655,687.00	655,687.00	0.0%
Special Education Discretionary Grants		8182	0.00	22,496.00	22,496.00	0.00	22,496.00	22,496.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		407,885.00	407,885.00		441,413.00	441,413.00	8.2%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		152,617.00	152,617.00		153,584.00	153,584.00	0.6%
Title III, Part A, Immigrant Student Program	4201	8290		5,252.00	5,252.00		5,252.00	5,252.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		52,370.00	52,370.00		53,078.00	53,078.00	1.4%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		72,611.00	72,611.00		78,580.00	78,580.00	8.2%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,585,653.00	2,585,653.00	0.00	1,616,449.00	1,616,449.00	-37.5%
TOTAL, FEDERAL REVENUE			0.00	3,954,571.00	3,954,571.00	0.00	3,026,539.00	3,026,539.00	-23.5%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	242,681.00	242,681.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	98,770.00	0.00	98,770.00	106,884.00	0.00	106,884.00	8.2%
Lottery - Unrestricted and Instructional Materials		8560	480,566.00	189,400.00	669,966.00	480,566.00	189,400.00	669,966.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	5,895,672.00	5,895,672.00	0.00	475,634.00	475,634.00	-91.9%
TOTAL, OTHER STATE REVENUE			579,336.00	6,327,753.00	6,907,089.00	587,450.00	665,034.00	1,252,484.00	-81.9%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	28,508.00	0.00	28,508.00	0.00	0.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	311,011.00	0.00	311,011.00	77,753.00	0.00	77,753.00	-75.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	182,238.00	155,909.00	338,147.00	179,249.00	89,123.00	268,372.00	-20.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		3,035,244.00	3,035,244.00		3,324,850.00	3,324,850.00	9.5%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			521,757.00	3,191,153.00	3,712,910.00	257,002.00	3,413,973.00	3,670,975.00	-1.1%
TOTAL, REVENUES			34,460,327.00	13,473,477.00	47,933,804.00	36,259,279.00	7,105,546.00	43,364,825.00	-9.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	12,199,541.00	2,717,512.00	14,917,053.00	12,056,084.00	3,462,589.00	15,518,673.00	4.0%
Certificated Pupil Support Salaries		1200	391,021.00	272,623.00	663,644.00	396,239.00	266,359.00	662,598.00	-0.2%
Certificated Supervisors' and Administrators' Salaries		1300	1,497,229.00	397,853.00	1,895,082.00	1,504,271.00	527,398.00	2,031,669.00	7.2%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			14,087,791.00	3,387,988.00	17,475,779.00	13,956,594.00	4,256,346.00	18,212,940.00	4.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	416,293.00	1,226,071.00	1,642,364.00	434,495.00	1,217,173.00	1,651,668.00	0.6%
Classified Support Salaries		2200	724,033.00	1,203,637.00	1,927,670.00	707,920.00	1,256,232.00	1,964,152.00	1.9%
Classified Supervisors' and Administrators' Salaries		2300	563,881.00	61,084.00	624,965.00	634,699.00	139,214.00	773,913.00	23.8%
Clerical, Technical and Office Salaries		2400	1,463,848.00	58,352.00	1,522,200.00	1,427,639.00	49,105.00	1,476,744.00	-3.0%
Other Classified Salaries		2900	205,152.00	231,352.00	436,504.00	142,649.00	256,000.00	398,649.00	-8.7%
TOTAL, CLASSIFIED SALARIES			3,373,207.00	2,780,496.00	6,153,703.00	3,347,402.00	2,917,724.00	6,265,126.00	1.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,605,953.00	702,977.00	3,308,930.00	2,582,951.00	918,484.00	3,501,435.00	5.8%
PERS		3201-3202	603,977.00	541,586.00	1,145,563.00	647,286.00	588,472.00	1,235,758.00	7.9%
OASDI/Medicare/Alternative		3301-3302	451,601.00	233,980.00	685,581.00	455,646.00	251,894.00	707,540.00	3.2%
Health and Welfare Benefits		3401-3402	3,639,625.00	1,061,885.00	4,701,510.00	3,272,350.00	1,152,640.00	4,424,990.00	-5.9%
Unemployment Insurance		3501-3502	85,340.00	28,241.00	113,581.00	12,262.00	4,111.00	16,373.00	-85.6%
Workers' Compensation		3601-3602	277,639.00	90,582.00	368,221.00	278,567.00	101,601.00	380,168.00	3.2%
OPEB, Allocated		3701-3702	373,000.00	0.00	373,000.00	373,000.00	0.00	373,000.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			8,037,135.00	2,659,251.00	10,696,386.00	7,622,062.00	3,017,202.00	10,639,264.00	-0.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	197,413.00	197,413.00	0.00	189,400.00	189,400.00	-4.1%
Books and Other Reference Materials		4200	3,794.00	0.00	3,794.00	140.00	0.00	140.00	-96.3%
Materials and Supplies		4300	1,586,994.00	2,570,658.00	4,157,652.00	914,223.00	1,728,363.00	2,642,586.00	-36.4%
Noncapitalized Equipment		4400	49,634.00	324,325.00	373,959.00	45,288.00	15,000.00	60,288.00	-83.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,640,422.00	3,092,396.00	4,732,818.00	959,651.00	1,932,763.00	2,892,414.00	-38.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	146,634.00	146,634.00	0.00	151,825.00	151,825.00	3.5%
Travel and Conferences		5200	54,637.00	41,986.00	96,623.00	44,975.00	43,472.00	88,447.00	-8.5%
Dues and Memberships		5300	32,317.00	0.00	32,317.00	30,240.00	0.00	30,240.00	-6.4%
Insurance		5400 - 5450	340,000.00	0.00	340,000.00	352,036.00	0.00	352,036.00	3.5%
Operations and Housekeeping Services		5500	835,302.00	0.00	835,302.00	864,871.00	0.00	864,871.00	3.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	237,892.00	0.00	237,892.00	241,394.00	0.00	241,394.00	1.5%
Transfers of Direct Costs		5710	202,910.00	326,310.00	529,220.00	(295,919.00)	295,919.00	0.00	-100.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	690,290.00	4,097,607.00	4,787,897.00	954,897.00	702,976.00	1,657,873.00	-65.4%
Communications		5900	102,093.00	0.00	102,093.00	201,671.00	0.00	201,671.00	97.5%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,495,441.00	4,612,537.00	7,107,978.00	2,394,165.00	1,194,192.00	3,588,357.00	-49.5%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	48,000.00	0.00	48,000.00	101,699.00	0.00	101,699.00	111.9%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			48,000.00	0.00	48,000.00	101,699.00	0.00	101,699.00	111.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	195,195.00	195,195.00	0.00	195,195.00	195,195.00	0.0%
Payments to County Offices		7142	21,525.00	273,627.00	295,152.00	21,525.00	279,202.00	300,727.00	1.9%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			21,525.00	468,822.00	490,347.00	21,525.00	474,397.00	495,922.00	1.1%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(49,014.00)	49,014.00	0.00	(49,014.00)	49,014.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(156,300.00)	0.00	(156,300.00)	(156,300.00)	0.00	(156,300.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(205,314.00)	49,014.00	(156,300.00)	(205,314.00)	49,014.00	(156,300.00)	0.0%
TOTAL, EXPENDITURES			29,498,207.00	17,050,504.00	46,548,711.00	28,197,784.00	13,841,638.00	42,039,422.00	-9.7%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals			2023-24 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	33,359,234.00	0.00	33,359,234.00	35,414,827.00	0.00	35,414,827.00	6.2%
2) Federal Revenue		8100-8299	0.00	3,954,571.00	3,954,571.00	0.00	3,026,539.00	3,026,539.00	-23.5%
3) Other State Revenue		8300-8599	579,336.00	6,327,753.00	6,907,089.00	587,450.00	665,034.00	1,252,484.00	-81.9%
4) Other Local Revenue		8600-8799	521,757.00	3,191,153.00	3,712,910.00	257,002.00	3,413,973.00	3,670,975.00	-1.1%
5) TOTAL, REVENUES			34,460,327.00	13,473,477.00	47,933,804.00	36,259,279.00	7,105,546.00	43,364,825.00	-9.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		20,067,354.00	12,573,969.00	32,641,323.00	18,846,178.00	9,326,858.00	28,173,036.00	-13.7%
2) Instruction - Related Services	2000-2999		3,774,194.00	233,921.00	4,008,115.00	3,723,902.00	412,467.00	4,136,369.00	3.2%
3) Pupil Services	3000-3999		883,990.00	1,709,215.00	2,593,205.00	911,505.00	1,458,243.00	2,369,748.00	-8.6%
4) Ancillary Services	4000-4999		11,500.00	0.00	11,500.00	0.00	0.00	0.00	-100.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,774,653.00	55,007.00	2,829,660.00	2,670,766.00	55,219.00	2,725,985.00	-3.7%
8) Plant Services	8000-8999		1,906,419.00	2,009,570.00	3,915,989.00	1,974,135.00	2,114,454.00	4,088,589.00	4.4%
9) Other Outgo	9000-9999	Except 7600-7699	21,525.00	468,822.00	490,347.00	21,525.00	474,397.00	495,922.00	1.1%
10) TOTAL, EXPENDITURES			29,439,635.00	17,050,504.00	46,490,139.00	28,148,011.00	13,841,638.00	41,989,649.00	-9.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,020,692.00	(3,577,027.00)	1,443,665.00	8,111,268.00	(6,736,092.00)	1,375,176.00	-4.7%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,098,599.00)	4,098,599.00	0.00	(4,305,612.00)	4,305,612.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			922,093.00	521,572.00	1,443,665.00	3,805,656.00	(2,430,480.00)	1,375,176.00	-4.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
d) Other Restatements	9795		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,330,326.00	1,806,811.00	14,137,137.00	13,193,847.00	2,328,383.00	15,522,230.00	9.8%
2) Ending Balance, June 30 (E + F1e)			13,252,419.00	2,328,383.00	15,580,802.00	16,999,503.00	(102,097.00)	16,897,406.00	8.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash	9711		30,000.00	0.00	30,000.00	30,000.00	0.00	30,000.00	0.0%
Stores	9712		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items	9713		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others	9719		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted	9740		0.00	3,104,958.00	3,104,958.00	0.00	2,075,654.00	2,075,654.00	-33.2%
c) Committed									
Stabilization Arrangements	9750		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)	9760		0.00	0.00	0.00	11,116,632.00	0.00	11,116,632.00	New
d) Assigned									
Other Assignments (by Resource/Object)	9780		10,801,859.00	0.00	10,801,859.00	0.00	0.00	0.00	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789		2,354,795.00	0.00	2,354,795.00	2,354,795.00	0.00	2,354,795.00	0.0%
Unassigned/Unappropriated Amount	9790		7,193.00	(776,575.00)	(769,382.00)	3,448,303.00	(2,177,751.00)	1,270,552.00	-265.1%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
2600	Expanded Learning Opportunities Program	620,541.00	620,541.00
3310	Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	10,539.00	10,539.00
3315	Special Ed: IDEA Preschool Grants, Part B, Sec 619	3,383.00	3,383.00
5640	Medi-Cal Billing Option	21,754.00	21,754.00
6053	Child Dev: Universal Prekindergarten (UPK) Planning and Implementation Grant Program - Universal Prekindergarten Planning Grants	113,148.00	113,148.00
6266	Educator Effectiveness, FY 2021-22	126,781.00	0.00
6547	Special Education Early Intervention Preschool Grant	567,768.00	860,795.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	242,681.00	242,681.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	82,998.00	24,444.00
7435	Learning Recovery Emergency Block Grant	1,196,960.00	59,964.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	46,896.00	46,896.00
9010	Other Restricted Local	71,509.00	71,509.00
Total, Restricted Balance		3,104,958.00	2,075,654.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,400,000.00	1,400,000.00	0.0%
4) Other Local Revenue		8600-8799	265,335.00	264,000.00	-0.5%
5) TOTAL, REVENUES			1,665,335.00	1,664,000.00	-0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	541,261.00	662,559.00	22.4%
2) Classified Salaries		2000-2999	100,060.00	601,632.00	501.3%
3) Employee Benefits		3000-3999	249,949.00	393,000.00	57.2%
4) Books and Supplies		4000-4999	42,792.00	43,015.00	0.5%
5) Services and Other Operating Expenditures		5000-5999	533,910.00	552,808.00	3.5%
6) Capital Outlay		6000-6999	31,000.00	32,097.00	3.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	110,500.00	110,500.00	0.0%
9) TOTAL, EXPENDITURES			1,609,472.00	2,395,611.00	48.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			55,863.00	(731,611.00)	-1,409.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			55,863.00	(731,611.00)	-1,409.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	100,000.00	155,863.00	55.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			100,000.00	155,863.00	55.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			100,000.00	155,863.00	55.9%
2) Ending Balance, June 30 (E + F1e)			155,863.00	(575,748.00)	-469.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	17,835.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	155,230.00	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(17,202.00)	(575,748.00)	3,247.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,400,000.00	1,400,000.00	0.0%
TOTAL, OTHER STATE REVENUE			1,400,000.00	1,400,000.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	264,000.00	264,000.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,335.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			265,335.00	264,000.00	-0.5%
TOTAL, REVENUES			1,665,335.00	1,664,000.00	-0.1%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	541,261.00	541,291.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	121,268.00	New
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			541,261.00	662,559.00	22.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	42,705.00	262,523.00	514.7%
Classified Support Salaries		2200	0.00	39,335.00	New
Classified Supervisors' and Administrators' Salaries		2300	0.00	120,103.00	New
Clerical, Technical and Office Salaries		2400	0.00	122,316.00	New

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Other Classified Salaries		2900	57,355.00	57,355.00	0.0%
TOTAL, CLASSIFIED SALARIES			100,060.00	601,632.00	501.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	133,700.00	32,622.00	-75.6%
PERS		3201-3202	33,698.00	139,558.00	314.1%
OASDI/Medicare/Alternative		3301-3302	19,735.00	46,869.00	137.5%
Health and Welfare Benefits		3401-3402	45,262.00	160,864.00	255.4%
Unemployment Insurance		3501-3502	4,127.00	914.00	-77.9%
Workers' Compensation		3601-3602	13,427.00	12,173.00	-9.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			249,949.00	393,000.00	57.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	35,792.00	36,015.00	0.6%
Noncapitalized Equipment		4400	7,000.00	7,000.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			42,792.00	43,015.00	0.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	533,910.00	552,808.00	3.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			533,910.00	552,808.00	3.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	31,000.00	32,097.00	3.5%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			31,000.00	32,097.00	3.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	110,500.00	110,500.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			110,500.00	110,500.00	0.0%
TOTAL, EXPENDITURES			1,609,472.00	2,395,611.00	48.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,400,000.00	1,400,000.00	0.0%
4) Other Local Revenue		8600-8799	265,335.00	264,000.00	-0.5%
5) TOTAL, REVENUES			1,665,335.00	1,664,000.00	-0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,420,262.00	1,813,601.00	27.7%
2) Instruction - Related Services	2000-2999		100.00	116,266.00	116,166.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		141,000.00	416,533.00	195.4%
8) Plant Services	8000-8999		48,000.00	49,097.00	2.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,609,362.00	2,395,497.00	48.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			55,973.00	(731,497.00)	-1,406.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			55,973.00	(731,497.00)	-1,406.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	100,000.00	155,863.00	55.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			100,000.00	155,863.00	55.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			100,000.00	155,863.00	55.9%
2) Ending Balance, June 30 (E + F1e)			155,973.00	(575,634.00)	-469.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	17,835.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	155,230.00	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(17,202.00)	(575,748.00)	3,247.0%

	Resource	Description	2022-23	2023-24
			Estimated Actuals	Budget
	2600	Expanded Learning Opportunities Program	17,835.00	0.00
Total, Restricted Balance			17,835.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,970,782.00	1,970,782.00	0.0%
3) Other State Revenue		8300-8599	134,479.00	134,479.00	0.0%
4) Other Local Revenue		8600-8799	75,865.00	74,145.00	-2.3%
5) TOTAL, REVENUES			2,181,126.00	2,179,406.00	-0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	573,658.00	697,935.00	21.7%
3) Employee Benefits		3000-3999	208,434.00	214,813.00	3.1%
4) Books and Supplies		4000-4999	900,461.00	932,334.00	3.5%
5) Services and Other Operating Expenditures		5000-5999	24,031.00	24,886.00	3.6%
6) Capital Outlay		6000-6999	80,000.00	107,832.00	34.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	45,800.00	45,800.00	0.0%
9) TOTAL, EXPENDITURES			1,832,384.00	2,023,600.00	10.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			348,742.00	155,806.00	-55.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			348,742.00	155,806.00	-55.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,524,071.00	1,872,813.00	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,524,071.00	1,872,813.00	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,524,071.00	1,872,813.00	22.9%
2) Ending Balance, June 30 (E + F1e)			1,872,813.00	2,028,619.00	8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,872,914.00	2,028,825.00	8.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(101.00)	(206.00)	104.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,970,782.00	1,970,782.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,970,782.00	1,970,782.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	134,479.00	134,479.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			134,479.00	134,479.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	69,500.00	69,500.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,500.00	4,500.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,865.00	145.00	-92.2%
TOTAL, OTHER LOCAL REVENUE			75,865.00	74,145.00	-2.3%
TOTAL, REVENUES			2,181,126.00	2,179,406.00	-0.1%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	437,058.00	556,915.00	27.4%
Classified Supervisors' and Administrators' Salaries		2300	88,467.00	92,887.00	5.0%
Clerical, Technical and Office Salaries		2400	48,133.00	48,133.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			573,658.00	697,935.00	21.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	95,649.00	99,331.00	3.8%
OASDI/Medicare/Alternative		3301-3302	37,088.00	46,655.00	25.8%
Health and Welfare Benefits		3401-3402	65,451.00	58,664.00	-10.4%
Unemployment Insurance		3501-3502	2,409.00	303.00	-87.4%
Workers' Compensation		3601-3602	7,837.00	9,860.00	25.8%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			208,434.00	214,813.00	3.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	116,400.00	120,519.00	3.5%
Noncapitalized Equipment		4400	60,000.00	62,124.00	3.5%
Food		4700	724,061.00	749,691.00	3.5%
TOTAL, BOOKS AND SUPPLIES			900,461.00	932,334.00	3.5%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	2,600.00	2,693.00	3.6%
Dues and Memberships		5300	300.00	311.00	3.7%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	3,480.00	3,605.00	3.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,000.00	5,177.00	3.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	12,651.00	13,100.00	3.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			24,031.00	24,886.00	3.6%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	80,000.00	82,832.00	3.5%
Equipment Replacement		6500	0.00	25,000.00	New
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			80,000.00	107,832.00	34.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	45,800.00	45,800.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			45,800.00	45,800.00	0.0%
TOTAL, EXPENDITURES			1,832,384.00	2,023,600.00	10.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,970,782.00	1,970,782.00	0.0%
3) Other State Revenue		8300-8599	134,479.00	134,479.00	0.0%
4) Other Local Revenue		8600-8799	75,865.00	74,145.00	-2.3%
5) TOTAL, REVENUES			2,181,126.00	2,179,406.00	-0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,635,492.00	1,797,263.00	9.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		45,800.00	45,800.00	0.0%
8) Plant Services	8000-8999		150,991.00	180,432.00	19.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,832,283.00	2,023,495.00	10.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			348,843.00	155,911.00	-55.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			348,843.00	155,911.00	-55.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,524,071.00	1,872,813.00	22.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,524,071.00	1,872,813.00	22.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,524,071.00	1,872,813.00	22.9%
2) Ending Balance, June 30 (E + F1e)			1,872,914.00	2,028,724.00	8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,872,914.00	2,028,825.00	8.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(101.00)	(206.00)	104.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1,770,711.00	1,926,622.00
5316	Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	102,203.00	102,203.00
Total, Restricted Balance		1,872,914.00	2,028,825.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	54,853.00	52,000.00	-5.2%
5) TOTAL, REVENUES			54,853.00	52,000.00	-5.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	64,132.00	67,806.00	5.7%
3) Employee Benefits		3000-3999	48,965.00	49,088.00	0.3%
4) Books and Supplies		4000-4999	9,336.00	9,783.00	4.8%
5) Services and Other Operating Expenditures		5000-5999	36,574.00	111,950.00	206.1%
6) Capital Outlay		6000-6999	12,000.00	12,354.00	3.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			171,007.00	250,981.00	46.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(116,154.00)	(198,981.00)	71.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	314,175.00	314,175.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			314,175.00	314,175.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			198,021.00	115,194.00	-41.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,285,660.00	2,483,681.00	8.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,285,660.00	2,483,681.00	8.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,285,660.00	2,483,681.00	8.7%
2) Ending Balance, June 30 (E + F1e)			2,483,681.00	2,598,875.00	4.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	342,198.00	382,198.00	11.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	529,184.00	New
d) Assigned					
Other Assignments		9780	1,691,290.00	1,691,290.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties					
Unassigned/Unappropriated Amount		9790	450,193.00	(3,797.00)	-100.8%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
3) Accounts Receivable					
4) Due from Grantor Government					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	40,000.00	40,000.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	12,000.00	12,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,853.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			54,853.00	52,000.00	-5.2%
TOTAL, REVENUES			54,853.00	52,000.00	-5.2%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	64,132.00	67,806.00	5.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			64,132.00	67,806.00	5.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	16,270.00	18,091.00	11.2%
OASDI/Medicare/Alternative		3301-3302	4,938.00	5,221.00	5.7%
Health and Welfare Benefits		3401-3402	26,393.00	24,639.00	-6.6%
Unemployment Insurance		3501-3502	321.00	34.00	-89.4%
Workers' Compensation		3601-3602	1,043.00	1,103.00	5.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			48,965.00	49,088.00	0.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	8,000.00	8,283.00	3.5%
Noncapitalized Equipment		4400	1,336.00	1,500.00	12.3%
TOTAL, BOOKS AND SUPPLIES			9,336.00	9,783.00	4.8%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	30,574.00	105,773.00	246.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	6,000.00	6,177.00	3.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			36,574.00	111,950.00	206.1%
CAPITAL OUTLAY					
Land Improvements		6170	2,000.00	2,000.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	10,000.00	10,354.00	3.5%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			12,000.00	12,354.00	3.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			171,007.00	250,981.00	46.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	314,175.00	314,175.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			314,175.00	314,175.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			314,175.00	314,175.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	54,853.00	52,000.00	-5.2%
5) TOTAL, REVENUES			54,853.00	52,000.00	-5.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		171,007.00	250,981.00	46.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			171,007.00	250,981.00	46.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(116,154.00)	(198,981.00)	71.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	314,175.00	314,175.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			314,175.00	314,175.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			198,021.00	115,194.00	-41.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,285,660.00	2,483,681.00	8.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,285,660.00	2,483,681.00	8.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,285,660.00	2,483,681.00	8.7%
2) Ending Balance, June 30 (E + F1e)			2,483,681.00	2,598,875.00	4.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	342,198.00	382,198.00	11.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	529,184.00	New
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,691,290.00	1,691,290.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	450,193.00	(3,797.00)	-100.8%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	342,198.00	382,198.00
Total, Restricted Balance		<u>342,198.00</u>	<u>382,198.00</u>

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	136,114.00	128,764.00	-5.4%
5) TOTAL, REVENUES			136,114.00	128,764.00	-5.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	88,753.00	96,359.00	8.6%
3) Employee Benefits		3000-3999	42,507.00	45,156.00	6.2%
4) Books and Supplies		4000-4999	14,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	718,370.00	173,614.00	-75.8%
6) Capital Outlay		6000-6999	8,653,122.00	3,755,412.00	-56.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			9,516,752.00	4,070,541.00	-57.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(9,380,638.00)	(3,941,777.00)	-58.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(9,380,638.00)	(3,941,777.00)	-58.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,379,076.00	8,998,438.00	-51.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,379,076.00	8,998,438.00	-51.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,379,076.00	8,998,438.00	-51.0%
2) Ending Balance, June 30 (E + F1e)			8,998,438.00	5,056,661.00	-43.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	5,056,661.00	New
d) Assigned					
Other Assignments		9780	10,600,390.00	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(1,601,952.00)	0.00	-100.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	128,764.00	128,764.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	7,350.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			136,114.00	128,764.00	-5.4%
TOTAL, REVENUES			136,114.00	128,764.00	-5.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	88,753.00	96,359.00	8.6%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			88,753.00	96,359.00	8.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	22,517.00	25,709.00	14.2%
OASDI/Medicare/Alternative		3301-3302	6,834.00	7,419.00	8.6%
Health and Welfare Benefits		3401-3402	11,268.00	10,412.00	-7.6%
Unemployment Insurance		3501-3502	444.00	48.00	-89.2%
Workers' Compensation		3601-3602	1,444.00	1,568.00	8.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			42,507.00	45,156.00	6.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	14,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			14,000.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	635,420.00	85,600.00	-86.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	82,950.00	88,014.00	6.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			718,370.00	173,614.00	-75.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	8,626,872.00	3,728,233.00	-56.8%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	5,250.00	5,436.00	3.5%
Equipment Replacement		6500	21,000.00	21,743.00	3.5%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			8,653,122.00	3,755,412.00	-56.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			9,516,752.00	4,070,541.00	-57.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	136,114.00	128,764.00	-5.4%
5) TOTAL, REVENUES			136,114.00	128,764.00	-5.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		9,516,752.00	4,070,541.00	-57.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			9,516,752.00	4,070,541.00	-57.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(9,380,638.00)	(3,941,777.00)	-58.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(9,380,638.00)	(3,941,777.00)	-58.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	18,379,076.00	8,998,438.00	-51.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			18,379,076.00	8,998,438.00	-51.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			18,379,076.00	8,998,438.00	-51.0%
2) Ending Balance, June 30 (E + F1e)			8,998,438.00	5,056,661.00	-43.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	5,056,661.00	New
d) Assigned					
Other Assignments (by Resource/Object)		9780	10,600,390.00	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(1,601,952.00)	0.00	-100.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,200.00	20,200.00	0.0%
5) TOTAL, REVENUES			20,200.00	20,200.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	36,288.00	11,389.00	-68.6%
5) Services and Other Operating Expenditures		5000-5999	255.00	264.00	3.5%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			36,543.00	11,653.00	-68.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(16,343.00)	8,547.00	-152.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(16,343.00)	8,547.00	-152.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	460,020.00	443,677.00	-3.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			460,020.00	443,677.00	-3.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			460,020.00	443,677.00	-3.6%
2) Ending Balance, June 30 (E + F1e)			443,677.00	452,224.00	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	429,288.00	449,288.00	4.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	50,732.00	2,936.00	-94.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(36,343.00)	0.00	-100.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	200.00	200.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	20,000.00	20,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,200.00	20,200.00	0.0%
TOTAL, REVENUES			20,200.00	20,200.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	11,000.00	11,389.00	3.5%
Noncapitalized Equipment		4400	25,288.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			36,288.00	11,389.00	-68.6%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	255.00	264.00	3.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			255.00	264.00	3.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			36,543.00	11,653.00	-68.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,200.00	20,200.00	0.0%
5) TOTAL, REVENUES			20,200.00	20,200.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		36,288.00	11,389.00	-68.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			36,288.00	11,389.00	-68.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(16,088.00)	8,811.00	-154.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(16,088.00)	8,811.00	-154.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	460,020.00	443,677.00	-3.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			460,020.00	443,677.00	-3.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			460,020.00	443,677.00	-3.6%
2) Ending Balance, June 30 (E + F1e)			443,932.00	452,488.00	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	429,288.00	449,288.00	4.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	50,732.00	2,936.00	-94.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(36,343.00)	0.00	-100.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
9010	Other Restricted Local	429,288.00	449,288.00
Total, Restricted Balance		429,288.00	449,288.00

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	822,924.00	822,924.00	0.0%
5) TOTAL, REVENUES			822,924.00	822,924.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	23,000.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	141,875.00	146,897.00	3.5%
6) Capital Outlay		6000-6999	213,008.00	423,345.00	98.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			377,883.00	570,242.00	50.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			445,041.00	252,682.00	-43.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	314,175.00	314,175.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(314,175.00)	(314,175.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			130,866.00	(61,493.00)	-147.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,830,257.00	13,961,123.00	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,830,257.00	13,961,123.00	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,830,257.00	13,961,123.00	0.9%
2) Ending Balance, June 30 (E + F1e)			13,961,123.00	13,899,630.00	-0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	14,112,785.00	13,899,630.00	-1.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(151,662.00)	0.00	-100.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments					
		9150	0.00		
3) Accounts Receivable					
		9200	0.00		

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	767,924.00	767,924.00	0.0%
Interest		8660	55,000.00	55,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			822,924.00	822,924.00	0.0%
TOTAL, REVENUES			822,924.00	822,924.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	23,000.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			23,000.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	141,875.00	146,897.00	3.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			141,875.00	146,897.00	3.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	238,000.00	New
Buildings and Improvements of Buildings		6200	213,008.00	185,345.00	-13.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			213,008.00	423,345.00	98.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			377,883.00	570,242.00	50.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: Special Reserve Fund From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
From: Special Reserve Fund To: General Fund/CSSF		7612	0.00	0.00	0.0%
From: All Other Funds To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	314,175.00	314,175.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			314,175.00	314,175.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					

Description	Resource Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(314,175.00)	(314,175.00)	0.0%

Description	Function Codes	Object Codes	2022-23 Estimated Actuals	2023-24 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	822,924.00	822,924.00	0.0%
5) TOTAL, REVENUES			822,924.00	822,924.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		377,883.00	570,242.00	50.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			377,883.00	570,242.00	50.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			445,041.00	252,682.00	-43.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	314,175.00	314,175.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(314,175.00)	(314,175.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			130,866.00	(61,493.00)	-147.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,830,257.00	13,961,123.00	0.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,830,257.00	13,961,123.00	0.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,830,257.00	13,961,123.00	0.9%
2) Ending Balance, June 30 (E + F1e)			13,961,123.00	13,899,630.00	-0.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	14,112,785.00	13,899,630.00	-1.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(151,662.00)	0.00	-100.0%

Resource	Description	2022-23 Estimated Actuals	2023-24 Budget
Total, Restricted Balance		0.00	0.00

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	2,824.97	2,821.00	3,024.11	2,814.97	2,811.00	2,946.95
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	2,824.97	2,821.00	3,024.11	2,814.97	2,811.00	2,946.95
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	1.89	1.89	1.89	1.89	1.89	1.89
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	1.89	1.89	1.89	1.89	1.89	1.89
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,826.86	2,822.89	3,026.00	2,816.86	2,812.89	2,948.84
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2022-23 Estimated Actuals			2023-24 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

Alliance for Schools Cooperative Insurance Program (ASCIP)

This school district is not self-insured for workers' compensation claims.

Signed

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: June 26, 2023

For additional information on this certification, please contact:

Name: David Bennett
Title: Assistant Superintendent, Business Services
Telephone: 562-902-4202
E-mail: dbennett@ljsd.org

Budget, July 1
2022-23 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	17,475,779.00	301	0.00	303	17,475,779.00	305	0.00		307	17,475,779.00	309
2000 - Classified Salaries	6,153,703.00	311	61,084.00	313	6,092,619.00	315	221,756.00		317	5,870,863.00	319
3000 - Employee Benefits	10,696,386.00	321	401,786.00	323	10,294,600.00	325	76,233.00		327	10,218,367.00	329
4000 - Books, Supplies Equip Replace. (6500)	4,732,818.00	331	245,744.00	333	4,487,074.00	335	237,643.00		337	4,249,431.00	339
5000 - Services . . & 7300 - Indirect Costs	6,951,678.00	341	21,783.00	343	6,929,895.00	345	459,544.00		347	6,470,351.00	349
TOTAL					45,279,967.00	365	TOTAL			44,284,791.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	0.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	23,534,809.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	23,534,809.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	53.14%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%	
2. Percentage spent by this district (Part II, Line 15)	53.14%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	6.86%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	44,284,791.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	3,037,936.66	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

**Budget, July 1
2023-24 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation**

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	18,212,940.00	301	0.00	303	18,212,940.00	305	0.00		307	18,212,940.00	309
2000 - Classified Salaries	6,265,126.00	311	64,136.00	313	6,200,990.00	315	234,152.00		317	5,966,838.00	319
3000 - Employee Benefits	10,639,264.00	321	403,285.00	323	10,235,979.00	325	76,170.00		327	10,159,809.00	329
4000 - Books, Supplies Equip Replace. (6500)	2,892,414.00	331	3,063.00	333	2,889,351.00	335	189,400.00		337	2,699,951.00	339
5000 - Services . . & 7300 - Indirect Costs	3,432,057.00	341	21,810.00	343	3,410,247.00	345	435,963.00		347	2,974,284.00	349
TOTAL					40,949,507.00	365	TOTAL			40,013,822.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	0.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	24,016,194.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	24,016,194.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	60.02%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%	
2. Percentage spent by this district (Part II, Line 15)	60.02%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	40,013,822.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Section I - Expenditures	Funds 01, 09, and 62			2022-23 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	46,548,711.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	4,406,854.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	48,000.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00

9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				48,000.00
D. Plus additional MOE expenditures:	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)				
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				42,093,857.00
Section II - Expenditures Per ADA				2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				2,822.89
B. Expenditures per ADA (Line I.E divided by Line II.A)				14,911.62

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	33,027,599.35	11,382.78
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	33,027,599.35	11,382.78
B. Required effort (Line A.2 times 90%)	29,724,839.42	10,244.50
C. Current year expenditures (Line I.E and Line II.B)	42,093,857.00	14,911.62
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00

<p>E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)</p>	MOE Met	
<p>F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 may be reduced by the lower of the two percentages)</p>	0.00%	0.00%
<p>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</p>		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
<p>Total adjustments to base expenditures</p>	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 1,310,662.00
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 32,552,336.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.03%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. 0.00
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

- 1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 1,894,432.00
- 2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 119,184.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	154,162.37
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	2,167,778.37
9. Carry-Forward Adjustment (Part IV, Line F)	(565,317.19)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,602,461.18
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	32,494,689.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	4,008,115.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,593,205.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	11,500.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	918,351.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	5,993.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	3,671,206.63
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,437,362.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	982,422.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	46,122,843.63
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	4.70%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	3.47%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	2,167,778.37
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	334,073.54
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (6.65%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (6.65%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.73%) times Part III, Line B19); zero if positive	(565,317.19)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(565,317.19)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	3.47%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-282658.60) is applied to the current year calculation and the remainder (\$-282658.59) is deferred to one or more future years:	4.09%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-188439.06) is applied to the current year calculation and the remainder (\$-376878.13) is deferred to one or more future years:	4.29%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(565,317.19)

Approved indirect cost rate: 6.65%

Highest rate used in any program: 7.73%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	378,611.00	29,274.00	7.73%
01	4035	142,477.00	10,140.00	7.12%
01	4127	67,791.00	4,820.00	7.11%
01	9010	79,620.00	4,780.00	6.00%
12	2600	1,259,300.00	93,000.00	7.39%
13	5310	982,422.00	45,800.00	4.66%

Budget, July 1
2022-23 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		0.00	0.00
2. State Lottery Revenue	8560	480,566.00		189,400.00	669,966.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		480,566.00	0.00	189,400.00	669,966.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	221,756.00		0.00	221,756.00
3. Employee Benefits	3000-3999	76,233.00		0.00	76,233.00
4. Books and Supplies	4000-4999	0.00		197,413.00	197,413.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	202,910.00			202,910.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		500,899.00	0.00	197,413.00	698,312.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	(20,333.00)	0.00	(8,013.00)	(28,346.00)
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	35,414,827.00	1.57%	35,972,133.00	1.59%	36,545,144.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	587,450.00	0.72%	591,662.00	0.62%	595,308.00
4. Other Local Revenues	8600-8799	257,002.00	1.12%	259,873.00	0.00%	259,873.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(4,305,612.00)	0.00%	(4,305,612.00)	0.00%	(4,305,612.00)
6. Total (Sum lines A1 thru A5c)		31,953,667.00	1.77%	32,518,056.00	1.77%	33,094,713.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,956,594.00		14,235,726.00
b. Step & Column Adjustment				279,132.00		284,715.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,956,594.00	2.00%	14,235,726.00	2.00%	14,520,441.00
2. Classified Salaries						
a. Base Salaries				3,347,402.00		3,431,087.00
b. Step & Column Adjustment				83,685.00		85,777.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,347,402.00	2.50%	3,431,087.00	2.50%	3,516,864.00
3. Employee Benefits	3000-3999	7,622,062.00	2.10%	7,781,876.00	2.10%	7,945,070.00
4. Books and Supplies	4000-4999	959,651.00	49.38%	1,433,497.00	1.41%	1,453,707.00
5. Services and Other Operating Expenditures	5000-5999	2,394,165.00	30.46%	3,123,515.00	2.61%	3,205,052.00
6. Capital Outlay	6000-6999	101,699.00	2.77%	104,516.00	0.00%	104,516.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	21,525.00	0.00%	21,525.00	0.00%	21,525.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(205,314.00)	0.00%	(205,314.00)	0.00%	(205,314.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,197,784.00	6.13%	29,926,428.00	2.12%	30,561,861.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		3,755,883.00		2,591,628.00		2,532,852.00

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		13,193,847.00		16,949,730.00		19,541,358.00
2. Ending Fund Balance (Sum lines C and D1)		16,949,730.00		19,541,358.00		22,074,210.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	30,000.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	11,116,632.00				
d. Assigned	9780	0.00		6,808,000.00		5,808,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,354,795.00				
2. Unassigned/Unappropriated	9790	3,448,303.00		12,733,358.00		16,266,210.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		16,949,730.00		19,541,358.00		22,074,210.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,354,795.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,448,303.00		12,733,358.00		16,266,210.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789			1,496,321.00		1,528,093.00
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		5,803,098.00		14,229,679.00		17,794,303.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
MYP is not populating correctly						

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	
2. Federal Revenues	8100-8299	3,026,539.00	-51.47%	1,468,905.00	0.00%	1,468,905.00
3. Other State Revenues	8300-8599	665,034.00	0.00%	665,035.00	0.00%	665,035.00
4. Other Local Revenues	8600-8799	3,413,973.00	5.79%	3,611,758.00	3.15%	3,725,456.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	4,305,612.00	0.00%	4,305,612.00	0.00%	4,305,612.00
6. Total (Sum lines A1 thru A5c)		11,411,158.00	-11.92%	10,051,310.00	1.13%	10,165,008.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,256,346.00		4,341,473.00
b. Step & Column Adjustment				85,127.00		86,829.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,256,346.00	2.00%	4,341,473.00	2.00%	4,428,302.00
2. Classified Salaries						
a. Base Salaries				2,917,724.00		2,990,667.00
b. Step & Column Adjustment				72,943.00		74,767.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,917,724.00	2.50%	2,990,667.00	2.50%	3,065,434.00
3. Employee Benefits	3000-3999	3,017,202.00	2.20%	3,083,682.00	2.20%	3,151,644.00
4. Books and Supplies	4000-4999	1,932,763.00	55.79%	3,011,078.00	1.73%	3,063,161.00
5. Services and Other Operating Expenditures	5000-5999	1,194,192.00	3.02%	1,230,257.00	2.64%	1,262,735.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	474,397.00	0.00%	474,397.00	0.00%	474,397.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	49,014.00	0.00%	49,014.00	0.00%	49,014.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		13,841,638.00	9.67%	15,180,568.00	2.07%	15,494,687.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(2,430,480.00)		(5,129,258.00)		(5,329,679.00)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,328,383.00		(102,097.00)		(5,231,355.00)
2. Ending Fund Balance (Sum lines C and D1)		(102,097.00)		(5,231,355.00)		(10,561,034.00)
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	2,075,654.00				
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(2,177,751.00)		(5,231,355.00)		(10,561,034.00)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		(102,097.00)		(5,231,355.00)		(10,561,034.00)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Contribution from GF						

Budget, July 1
General Fund
Multiyear Projections
Unrestricted/Restricted

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	35,414,827.00	1.57%	35,972,133.00	1.59%	36,545,144.00
2. Federal Revenues	8100-8299	3,026,539.00	-51.47%	1,468,905.00	0.00%	1,468,905.00
3. Other State Revenues	8300-8599	1,252,484.00	0.34%	1,256,697.00	0.29%	1,260,343.00
4. Other Local Revenues	8600-8799	3,670,975.00	5.47%	3,871,631.00	2.94%	3,985,329.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		43,364,825.00	-1.83%	42,569,366.00	1.62%	43,259,721.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				18,212,940.00		18,577,199.00
b. Step & Column Adjustment				364,259.00		371,544.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,212,940.00	2.00%	18,577,199.00	2.00%	18,948,743.00
2. Classified Salaries						
a. Base Salaries				6,265,126.00		6,421,754.00
b. Step & Column Adjustment				156,628.00		160,544.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,265,126.00	2.50%	6,421,754.00	2.50%	6,582,298.00
3. Employee Benefits	3000-3999	10,639,264.00	2.13%	10,865,558.00	2.13%	11,096,714.00
4. Books and Supplies	4000-4999	2,892,414.00	53.66%	4,444,575.00	1.63%	4,516,868.00
5. Services and Other Operating Expenditures	5000-5999	3,588,357.00	21.33%	4,353,772.00	2.62%	4,467,787.00
6. Capital Outlay	6000-6999	101,699.00	2.77%	104,516.00	0.00%	104,516.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	495,922.00	0.00%	495,922.00	0.00%	495,922.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(156,300.00)	0.00%	(156,300.00)	0.00%	(156,300.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		42,039,422.00	7.30%	45,106,996.00	2.11%	46,056,548.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		1,325,403.00		(2,537,630.00)		(2,796,827.00)

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		15,522,230.00		16,847,633.00		14,310,003.00
2. Ending Fund Balance (Sum lines C and D1)		16,847,633.00		14,310,003.00		11,513,176.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	30,000.00		0.00		0.00
b. Restricted	9740	2,075,654.00		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	11,116,632.00		0.00		0.00
d. Assigned	9780	0.00		6,808,000.00		5,808,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,354,795.00		0.00		0.00
2. Unassigned/Unappropriated	9790	1,270,552.00		7,502,003.00		5,705,176.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		16,847,633.00		14,310,003.00		11,513,176.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,354,795.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,448,303.00		12,733,358.00		16,266,210.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(2,177,751.00)		(5,231,355.00)		(10,561,034.00)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		1,496,321.00		1,528,093.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		3,625,347.00		8,998,324.00		7,233,269.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		8.62%		19.95%		15.71%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2023-24 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2024-25 Projection (C)	% Change (Cols. E-C/C) (D)	2025-26 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
North Orange County SELPA						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		2,814.97		2,814.97		2,814.97
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		42,039,422.00		45,106,996.00		46,056,548.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)						
		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)						
		42,039,422.00		45,106,996.00		46,056,548.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)						
		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		1,261,182.66		1,353,209.88		1,381,696.44
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)						
		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		1,261,182.66		1,353,209.88		1,381,696.44
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(156,300.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	110,500.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	45,800.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					314,175.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	314,175.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Budget, July 1
2022-23 Estimated Actuals Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	156,300.00	(156,300.00)	314,175.00	314,175.00	0.00	0.00

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(156,300.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	110,500.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	45,800.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					314,175.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	314,175.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2023-24 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	156,300.00	(156,300.00)	314,175.00	314,175.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).
Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	2,814.97	
District's ADA Standard Percentage Level:	1.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2020-21)				
District Regular	3,056	3,056		
Charter School	0			
Total ADA	3,056	3,056	0.0%	Met
Second Prior Year (2021-22)				
District Regular	3,056	3,056		
Charter School	0			
Total ADA	3,056	3,056	N/A	Met
First Prior Year (2022-23)				
District Regular	3,024	3,024		
Charter School	0	0		
Total ADA	3,024	3,024	0.0%	Met
Budget Year (2023-24)				
District Regular	2,947			
Charter School	0			
Total ADA	2,947			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CBEDS Actual		
Third Prior Year (2020-21)				
District Regular	3,147	3,139		
Charter School				
Total Enrollment	3,147	3,139	0.3%	Met
Second Prior Year (2021-22)				
District Regular	3,129	3,047		
Charter School				
Total Enrollment	3,129	3,047	2.6%	Not Met
First Prior Year (2022-23)				
District Regular	3,017	3,029		
Charter School				
Total Enrollment	3,017	3,029	N/A	Met
Budget Year (2023-24)				
District Regular	3,019			
Charter School				
Total Enrollment	3,019			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2020-21)			
District Regular	3,056	3,139	
Charter School		0	
Total ADA/Enrollment	3,056	3,139	97.4%
Second Prior Year (2021-22)			
District Regular	2,894	3,047	
Charter School	0		
Total ADA/Enrollment	2,894	3,047	95.0%
First Prior Year (2022-23)			
District Regular	2,825	3,029	
Charter School			
Total ADA/Enrollment	2,825	3,029	93.3%
		Historical Average Ratio:	95.2%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	95.7%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2023-24)				
District Regular	2,815	3,019		
Charter School	0			
Total ADA/Enrollment	2,815	3,019	93.2%	Met
1st Subsequent Year (2024-25)				
District Regular	2,825	3,019		
Charter School				
Total ADA/Enrollment	2,825	3,019	93.6%	Met
2nd Subsequent Year (2025-26)				
District Regular	2,825	3,019		
Charter School				
Total ADA/Enrollment	2,825	3,019	93.6%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	3,026.00	2,948.84	2,866.43	2,818.30
b. Prior Year ADA (Funded)		3,026.00	2,948.84	2,866.43
c. Difference (Step 1a minus Step 1b)		(77.16)	(82.41)	(48.13)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(2.55%)	(2.79%)	(1.68%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		35,414,827.00	35,972,133.00	36,545,144.00
b1. COLA percentage		8.22%	3.94%	3.29%
b2. COLA amount (proxy for purposes of this criterion)		2,911,098.78	1,417,302.04	1,202,335.24
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		8.22%	3.94%	3.29%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		5.67%	1.15%	1.61%
LCFF Revenue Standard (Step 3, plus/minus 1%):		4.67% to 6.67%	0.15% to 2.15%	0.61% to 2.61%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	14,215,570.00	13,758,358.00		
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	33,364,741.00	35,414,827.00	35,972,133.00	36,545,144.00
District's Projected Change in LCFF Revenue:		6.14%	1.57%	1.59%
LCFF Revenue Standard		4.67% to 6.67%	0.15% to 2.15%	0.61% to 2.61%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
	Third Prior Year (2020-21)	22,856,683.51	
Second Prior Year (2021-22)	23,222,625.07	25,306,224.84	91.8%
First Prior Year (2022-23)	25,498,133.00	29,498,207.00	86.4%
	Historical Average Ratio:		90.7%

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	87.7% to 93.7%	87.7% to 93.7%	87.7% to 93.7%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2023-24)	24,926,058.00		
1st Subsequent Year (2024-25)	25,448,689.00	29,926,428.00	85.0%	Not Met
2nd Subsequent Year (2025-26)	25,982,375.00	30,561,861.00	85.0%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

Use of one-time dollars used on non-salary expenditures in the out years.

6. **CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.67%	1.15%	1.61%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-4.33% to 15.67%	-8.85% to 11.15%	-8.39% to 11.61%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	0.67% to 10.67%	-3.85% to 6.15%	-3.39% to 6.61%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2022-23)	3,954,571.00		
Budget Year (2023-24)	3,026,539.00	(23.47%)	Yes
1st Subsequent Year (2024-25)	1,468,905.00	(51.47%)	Yes
2nd Subsequent Year (2025-26)	1,468,905.00	0.00%	No

Explanation:
(required if Yes)

Reduction of Federal one-time dollars in the out years

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2022-23)	6,907,089.00		
Budget Year (2023-24)	1,252,484.00	(81.87%)	Yes
1st Subsequent Year (2024-25)	1,256,697.00	.34%	No
2nd Subsequent Year (2025-26)	1,260,343.00	.29%	No

Explanation:
(required if Yes)

Reduction of State one-time dollars in budget year

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2022-23)	3,712,910.00		
Budget Year (2023-24)	3,670,975.00	(1.13%)	Yes
1st Subsequent Year (2024-25)	3,871,631.00	5.47%	No
2nd Subsequent Year (2025-26)	3,985,329.00	2.94%	No

Explanation:
(required if Yes)

Conservative estimate for interest and other local revenues. Booked as received.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2022-23)	4,732,818.00		
Budget Year (2023-24)	2,892,414.00	(38.89%)	Yes
1st Subsequent Year (2024-25)	4,444,575.00	53.66%	Yes
2nd Subsequent Year (2025-26)	4,516,868.00	1.63%	No

Explanation:
(required if Yes) Reduction in unrestricted expenditures as restricted expenditures are spent.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2022-23)	7,107,978.00		
Budget Year (2023-24)	3,588,357.00	(49.52%)	Yes
1st Subsequent Year (2024-25)	4,353,772.00	21.33%	Yes
2nd Subsequent Year (2025-26)	4,467,787.00	2.62%	No

Explanation:
(required if Yes) Reduction in unrestricted expenditures as restricted expenditures are spent.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2022-23)	14,574,570.00		
Budget Year (2023-24)	7,949,998.00	(45.45%)	Not Met
1st Subsequent Year (2024-25)	6,597,233.00	(17.02%)	Not Met
2nd Subsequent Year (2025-26)	6,714,577.00	1.78%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2022-23)	11,840,796.00		
Budget Year (2023-24)	6,480,771.00	(45.27%)	Not Met
1st Subsequent Year (2024-25)	8,798,347.00	35.76%	Not Met
2nd Subsequent Year (2025-26)	8,984,655.00	2.12%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met) Reduction of Federal one-time dollars in the out years

Explanation:
Other State Revenue
(linked from 6B
if NOT met) Reduction of State one-time dollars in budget year

Explanation:
Other Local Revenue
(linked from 6B
if NOT met) Conservative estimate for interest and other local revenues. Booked as received.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Reduction in unrestricted expenditures as restricted expenditures are spent.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

Reduction in unrestricted expenditures as restricted expenditures are spent.

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? No
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	40,426,036.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% Required	Budgeted Contribution ¹	
		Minimum Contribution	to the Ongoing and Major	
		(Line 2c times 3%)	Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	40,426,036.00	1,212,781.08	2,114,454.00	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)
Explanation: (required if NOT met and Other is marked)	

8. **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2020-21)	Second Prior Year (2021-22)	First Prior Year (2022-23)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	1,838,189.00	2,354,795.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,603,644.00	3,092,690.51	7,193.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(.41)	(.40)	(776,575.00)
e. Available Reserves (Lines 1a through 1d)	1,603,643.59	4,930,879.11	1,585,413.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	32,072,880.78	36,863,782.83	46,548,711.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	32,072,880.78	36,863,782.83	46,548,711.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	5.0%	13.4%	3.4%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	1.7%	4.5%	1.1%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2020-21)	2,501,668.63	24,338,298.35	N/A	Met
Second Prior Year (2021-22)	1,054,097.60	25,406,224.84	N/A	Met
First Prior Year (2022-23)	863,521.00	29,498,207.00	N/A	Met
Budget Year (2023-24) (Information only)	3,755,883.00	28,197,784.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. **CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)		Status
	Original Budget	Estimated/Unaudited Actuals			
Third Prior Year (2020-21)	7,167,931.00	8,774,541.24	N/A		Met
Second Prior Year (2021-22)	9,284,160.00	11,276,209.87	N/A		Met
First Prior Year (2022-23)	10,176,484.00	12,330,326.00	N/A		Met
Budget Year (2023-24) (Information only)	13,193,847.00				

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. **CRITERION: Reserves**

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$80,000 (greater of)	0 to 300
4% or \$80,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,815	2,815	2,815
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

2. If you are the SELPA AU and are excluding special education pass-through funds:
a. Enter the name(s) of the SELPA(s): North Orange County SELPA

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	42,039,422.00	45,106,996.00	46,056,548.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	42,039,422.00	45,106,996.00	46,056,548.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,261,182.66	1,353,209.88	1,381,696.44
6. Reserve Standard - by Amount			

	(\$80,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	District's Reserve Standard			
	(Greater of Line B5 or Line B6)	1,261,182.66	1,353,209.88	1,381,696.44

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	2,354,795.00		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	3,448,303.00	12,733,358.00	16,266,210.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(2,177,751.00)	(5,231,355.00)	(10,561,034.00)
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	1,496,321.00	1,528,093.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	3,625,347.00	8,998,324.00	7,233,269.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	8.62%	19.95%	15.71%
District's Reserve Standard (Section 10B, Line 7):	1,261,182.66	1,353,209.88	1,381,696.44
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2022-23)	(4,098,599.00)			
Budget Year (2023-24)	(4,305,612.00)	207,013.00	5.1%	Met
1st Subsequent Year (2024-25)	(4,305,612.00)	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	(4,305,612.00)	0.00	0.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2022-23)	0.00			
Budget Year (2023-24)	0.00	0.00	0.0%	Met
1st Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2025-26)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2023
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases				
Certificates of Participation				
General Obligation Bonds	27	Fund 51.0, Object 86xx	Fund 51.0, Object 74xx	45,740,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				365,196

Other Long-term Commitments (do not include OPEB):

STRS Pension Liability	Infinite	Funds 01 and 12 revenue accounts	Funds 01 and 12 object 31xx	12,723,736
PERS Pension Liability	Infinite	Funds 01, 12, 13, 14, 21 revenue accounts	Funds 01, 12, 13, 14, 21 object 32xx	6,106,815
TOTAL:				64,935,747

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2022-23)	(2023-24)	(2024-25)	(2025-26)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds	2,144,788	1,437,038	1,504,788	1,564,163
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	365,196	365,196	365,196	365,196
Other Long-term Commitments (continued):				
STRS Pension Liability	2,752,736	3,100,000	3,100,000	3,100,000
PERS Pension Liability	1,095,450	1,200,000	1,200,000	1,200,000
Total Annual Payments:	6,358,170	6,102,234	6,169,984	6,229,359
Has total annual payment increased over prior year (2022-23)?	No	No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2 For the district's OPEB:
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Lifetime health benefits are provided to Board members elected prior to 1982 and one retired Superintendent. Current employees and Board members are eligible for retiree benefits if they retired from a pension system and worked for the other district for at least 10 years. Benefits are provided until the retiree turns 65 or is eligible for Medicare, whichever comes first.

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund
		540,000

4 OPEB Liabilities Data must be entered.

a. Total OPEB liability	12,790,605.00	
b. OPEB plan(s) fiduciary net position (if applicable)	0.00	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	12,790,605.00	
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial	
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	7/1/2019 - 6/30/2020	

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
5. OPEB Contributions			
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	373,000.00	373,000.00	373,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits	64.00	64.00	64.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

District participates in ASCIP for P&L and Workers' Comp with dollar one coverage.
--

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

0.00

b. Unfunded liability for self-insurance programs

0.00

4. Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
a. Required contribution (funding) for self-insurance programs	283,404.00	288,987.00	294,777.00
b. Amount contributed (funded) for self-insurance programs	283,404.00	288,987.00	294,777.00

b. Amount contributed (funded) for self-insurance programs

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of certificated (non-management) full - time - equivalent(FTE) positions	144.8	146	146	146

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Current contract for both Certificated and Classified expires on June 30, 2023.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

No

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2023-24)

(2024-25)

(2025-26)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

No

No

No

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	261924		
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

7.	Amount included for any tentative salary schedule increases	0	0	
		Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?		No		
If Yes, amount of new costs included in the budget and MYPs				
If Yes, explain the nature of the new costs:				

Certificated (Non-management) Step and Column Adjustments

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	273659	279132	284715
3.	Percent change in step & column over prior year	1.2%	1.2%	1.2%

Certificated (Non-management) Attrition (layoffs and retirements)

1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of classified(non - management) FTE positions	87	87.5	88	88.5

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Current contract for both Certificated and Classified expires on June 30, 2023.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

--

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

--

If Yes, date of Superintendent and CBO certification:

--

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

--

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement:

Begin Date:

 End Date:

5. Salary settlement:

Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year (may enter text, such as "Reopener")

--

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

	142446		
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

7. Amount included for any tentative salary schedule increases

0	0	0	
Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)	

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes	Yes	Yes

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Yes	Yes	Yes

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Yes	Yes	Yes
Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2022-23)	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Number of management, supervisor, and confidential FTE positions	28	30	30	30

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement
% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	No	No	No
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Cost of a one percent increase in salary and statutory benefits			

4. Amount included for any tentative salary schedule increases

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Amount included for any tentative salary schedule increases	Yes	Yes	Yes

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits			
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential

Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments			
Percent change in step & column over prior year			

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2023-24)	1st Subsequent Year (2024-25)	2nd Subsequent Year (2025-26)
Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 26, 2023

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

A9 - Chief Business Official retired as of 12/30/2022.

End of School District Budget Criteria and Standards Review

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Extended Professional Services Agreement, Fieldman, Rolapp & Associates Inc., DBA Applied Best Practices, Financial Advisory Services, District Wide (Bond Fund) ACTION

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election which became Measure LL. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

On November 6, 2017, the Board of Trustees approved an agreement with Fieldman, Rolapp & Associates Inc., DBA Applied Best Practices, to provide financial advisory services relating to the execution of the General Obligation Bond, Measure LL. Government Code Section 53060 allows for contracting with consultants specially trained and experienced to perform such services. Fieldman, Rolapp & Associates Inc., DBA Applied Best Practices, possesses such experience and expertise and the firm has worked with the District to determine Bond issuance sizing, pricing and sales for the General Obligation Bond, Measure LL. On November 6, 2017, Board of Trustees approved the not to exceed fee of \$55,000. With the Lowell School District's July 1, 2021 migration to the Orange County Department of Education (OCDE) as our business administrator, the District has the opportunity to encumber unexpended PO balances in the OCDE financial management system. On August 9, 2021, the Board of Trustees approved an extended contract with Fieldman, Rolapp & Assoc. As of this date, there is an un-expended balance of \$41,530 remaining from the originally approved not to exceed amount. The District anticipates an annual expenditure not to exceed \$5,000.

Financial Implications

Financial Impact: \$5,000
Funding Source: Measure LL General Obligation Fund – Fund 21.0

Recommendation:

Superintendent's Comment:

APPROVAL RECOMMENDED.

It is recommended that the Board of Trustees approve the extension of the Professional Services Agreement, Fieldman, Rolapp & Associates Inc., DBA Applied Best Practices, effective July 1, 2023, through June 30, 2024, not to exceed \$5,000, Measure LL, (21.0 Bond Fund), and that the Superintendent or designee be authorized to execute the necessary documents.

DB:cw

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Extended Professional Services Agreement with Hancock Park & DeLong, State Facilities Program Consulting, District Wide (Special Reserve for Capital Outlay) ACTION

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election which became Measure LL. 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.

Current Considerations:

On October 7, 2019, the Board of Trustees approved an agreement with Hancock Park & DeLong, Inc., to provide State Facilities Program consulting services. Hancock Park & DeLong Inc. is a school facilities funding specialist with over thirty years of experience in planning and State funding for Public School facilities.

When the Board of Trustees approved the October 7, 2019 agreement, it was based on a “task” fee schedule versus an hourly rate, because the work Hancock Park & DeLong performs is billed by each “task” they provide the District. In October 2019, a not to exceed amount was not established because the “tasks” to be performed were under District development and control. On January 11, 2021, the Board of Trustees ratified an Amended Agreement with Hancock Park & De Long to include service and fee eligibility for an application previously submitted by the District to contracting for services provided by Hancock Park and De Long. During prior fiscal years, Hancock Park & De Long has provided the District with a total of \$15,000 in services. Hancock Park & DeLong has provided the District with a fee schedule dated June, 2023.

With the Lowell Joint School District’s July 1, 2021 migration to the Orange County Department of Education (OCDE) as our business administrator, the District will be required to encumber funds in the OCDE financial management system in order to process invoices. Staff would like to encumber an amount of \$20,000 in order to process anticipated invoices for the 23/24 fiscal year in anticipation of services being provided. If the encumbered amount is not expended, any remaining balance will be rolled over into a new fiscal year and new purchase order.

Financial Implications

Superintendent’s Comment:

APPROVAL RECOMMENDED.

Financial Impact: \$20,000
Funding Source: Special Reserve for Capital Outlay – Fund 40.0

Recommendation:

It is recommended that the Board of Trustees approve the extension of the Professional Services Agreement with Hancock Park & De Long, effective July 1, 2023, through June 30, 2024, for an amount not to exceed \$20,000 for fiscal year 23/24, and that the Superintendent or designee be authorized to execute the necessary documents.

DB:cw

Superintendent's Comment:

APPROVAL RECOMMENDED.



SCHOOL FACILITIES GRANT AND CONSULTING SERVICES PROPOSAL

for the

LOWELL JOINT SCHOOL DISTRICT

1722 J St, Suite 224
Sacramento, CA 95811

Phone: 916.832.1047

www.hpdschools.com

June 2023



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Hancock Park & DeLong, Inc. (HP&D) is a small, boutique firm focused solely on helping California school districts and other clients engaged in school facilities understand and access state, federal, and other funding programs. We have no other services or commitments—largely because we believe it is critical for the benefit and fiduciary responsibility of public school districts to keep the services of construction management, architectural design, and/or other financial decisions independent from state eligibility and funding assistance to ensure there aren't any conflict of interest issues. The sole principal of HP&D (Mr. Hancock and Ms. Park have retired) and our two Directors bring a combined 49 years of service in both the public and private-sector in the school facility funding arena. And because HP&D is a small firm, clients will be working directly with the principal or associates of the firm.

Our record of success on behalf of our clients is clear as we have garnered approval for \$1.4 billion in school facility grant funding and avoided the return of millions of state grant funding through successful negotiations with the Office of Public School Construction and formal appeals to the State Allocation Board:

- ✦ Over \$800 million in New Construction, Modernization and Seismic Mitigation Program Funding
- ✦ Over \$380 million of the total of \$800 million available statewide for the Emergency Repair Program
- ✦ Over \$50 million in Charter School Facilities Program grants
- ✦ \$57 million in Overcrowding Relief Grants
- ✦ \$50 million in Preschool/TK/Full-Day K Facilities Program, Career Technical Education Facility Program, and Joint-Use Grants
- ✦ Over \$6.0 million in California Energy Commission CalSHAPE Ventilation Program grants

HP&D has successfully assisted clients across the state in maximizing school facility funding working not only as private consultants, but also through demonstrated and lengthy public sector employment. In a nutshell, with decades of experience as civil servants working for the Office of Public School Construction and State Allocation Board, the Principals at HP&D were all significantly involved at the executive, policy and regulatory level in creating and administering the current state facility funding programs. Members of our firm literally wrote and / or directed the writing of the majority of the regulations in effect today. We also have been directly responsible and instrumental in assisting districts in obtaining billions of dollars in school facility funding in the last 30 years as public sector employees. This background is unmatched. Our experience in the public sector gives us unique insight into the rules and regulations that drive a district's financing opportunities, thereby maximizing them to their fullest.

Our firm has been in business since 2006 and has had no litigation nor has litigation been threatened.



Christopher L. DeLong, Principal, brings 27 years of school facility program experience with eleven years of public sector experience at the Office of Public School Construction (OPSC) where he served in various capacities as he rose to management levels. Beginning his career with OPSC as a Project Manager, he soon was promoted to Project Management Supervisor for the Los Angeles, Riverside, Orange, San Bernardino, and San Diego counties where he was instrumental in assisting the districts with maximizing eligibility and garnering funds for the construction and modernization of school facilities.

Mr. DeLong's extensive knowledge of the state school building programs and ability to problem solve to the benefit of his school district clients earned him a position on the OPSC Senior Management Team as the Policy Manager. This important and influential position involved the management and development of official OPSC / State Allocation Board (SAB) positions on all proposed legislation that affected the various school facility programs administered by the SAB. In this capacity, he also provided technical expertise to legislative committee staff on the state school facility funding programs.

Mr. DeLong became known to the wider school construction community through his extensive participation on the SAB Implementation Committee where he directed and participated in the development and presentation of significant state policies and regulations on many diverse facilities programs such as the Overcrowding Relief Grants, Charter School Facilities, Career Technical Education Facilities, Seismic Mitigation, Emergency Repair, and Federal Renovation Programs.

In addition, Mr. DeLong was responsible for orchestrating the development of appeals and the crafting of special reports on public policy issues that were presented to the SAB.

Since his tenure at Hancock Park & DeLong, Inc., Mr. DeLong has garnered approval for over \$700 million in various School Facility Program funds and over \$350 million in Emergency Repair Program approvals for our clients working closely with the California Department of Education, Department of Toxic Substances Control, Division of the State Architect, OPSC/SAB, and other state agencies.

Mr. DeLong earned a Bachelor's of Science degree in Environmental Design with an emphasis in architecture from the University of California, Davis. During his studies and after graduation, he worked in the design field for UC Davis before joining the government sector.



Jessica Love, Director, has 16 years of school facilities experience, five years at HP& D and 10 years experience working as both a project manager and program analyst at the Office of Public School Construction (OPSC) where she regularly worked with client school districts to establish, adjust, and review eligibility and requests for funding in the various School Facility Programs. In addition, Ms. Love most recently worked with the Policy and Specials Team of the OPSC where she reviewed and processed facility hardship and appeal requests to the State Allocation Board.

Ms. Love also has an extensive background in the implementation of legislation and administrative regulations as she assisted in the development of the Critically Overcrowded Schools Program that was created as a result of the passage of Proposition 47 in 2002.

Ms. Love holds a Bachelor's of Science degree in Managerial Economics from the University of California at Davis.



Kelly Long, Director, has 6 years of school facilities experience at HP&D and 16 years of public service experience with the State of California in a broad range of grant programs, regulatory issues, and procurement. Most notably, Kelly has over five years of experience working at the OPSC where, as a School Facility Program Analyst, Kelly assisted large and small school districts across the State with eligibility determinations and funding requests for modernization and new construction. Kelly was a key participant in the development and administration of the Career Technical Education Facilities Program and routinely presented proposals to the State Allocation Board Implementation Committee. Kelly also approved requests for site acquisition, analyzed legislation, reviewed facility hardship applications, and drafted appeals to the State Allocation Board.

Mr. Long holds a Bachelor's of Science degree in Anthropology and a minor in Geography from the University of Utah.

Hancock Park & DeLong, Inc. (Consultant) can provide the following consulting services:

OFFICE OF PUBLIC SCHOOL CONSTRUCTION (OPSC) SERVICES / PROCESSES

A. NEW CONSTRUCTION ELIGIBILITY

Establish or Update New Construction Eligibility Baseline:

- ◆ Review and disaggregate District-provided enrollment and site data.
- ◆ Review District-provided or research dwelling unit (housing development) information, if necessary and applicable.
- ◆ Analyze / calculate eligibility under a Districtwide basis, or High School Attendance Area Basis if it is believed that it would be more advantageous to file under this method.
- ◆ Provide 5 year and 10 year projections as permitted under and pursuant to the regulations of the State Allocation Board.
- ◆ Include analysis / review of alternative projection methods including use of approved tentative and final maps in the District's boundaries and birth rates as permitted under the regulations of the State Allocation Board.
- ◆ Prepare eligibility application(s) and supporting documentation for filing with the Office of Public School Construction (OPSC).

B. MODERNIZATION ELIGIBILITY

Establish and/or Update Modernization Eligibility Baselines

- ◆ Gather baseline eligibility data submitted to the OPSC in prior years.
- ◆ Review District-provided school construction data such as DSA A#s, square footages, and room use information.
- ◆ Review and update site specific eligibility for all school sites where eligibility is found.
- ◆ Estimate state grant eligibility.

C. APPLICATIONS FOR STATE FUNDING

Prepare applications for state grant funding:

- ◆ Confer with District to identify facility needs, develop strategies for meeting the needs, and identify state funding sources where available.
- ◆ Coordinate with architect of record and/or cost estimating consultant for their preparation and completion of site development worksheet for new schools as required by OPSC or the access compliance and fire/life safety checklist for modernization projects.
- ◆ Complete application(s) for state grants for each project.

OFFICE OF PUBLIC SCHOOL CONSTRUCTION (OPSC) SERVICES / PROCESSES (cont.)

D. APPLICATIONS FOR FACILITY HARDSHIP FUNDING

Prepare applications for state grant funding:

- ◆ Confer with District to identify facilities with imminent health and/or safety needs.
- ◆ Coordinate and consult with District to ensure proper professional reports/assessments and governmental concurrences are completed to document and report the mitigation required on the health and/or safety issues.
- ◆ Coordinate with architect of record and/or cost estimating consultant for their preparation and completion of cost estimates, as required, to ensure mitigation costs are delineated to meet the requirements of the state.
- ◆ Prepare and complete a request for California Department of Education (CDE) plan approval for the Projects.
- ◆ Coordinate with and respond to CDE if any issues or questions arise.
- ◆ Prepare request for facility hardship funding including the cost benefit analysis, state forms, and application for funding.
- ◆ Meet with OPSC staff, if necessary, to justify the request and costs with the assistance of the Client, architect / engineer, and/or cost estimator, as needed.
- ◆ Coordinate with and respond to OPSC if any issues or questions arise during the review of an application.

E. APPLICATION FOR FINANCIAL HARDSHIP ASSISTANCE

Prepare requests for financial assistance for state match required

- ◆ Coordinate with District to compile financial statements as required.
- ◆ Coordinate submittal of application package and assist with questions raised by OPSC.

F. STATE REVIEWS & ACCOUNTABILITY

Applications for grant funding:

- ◆ Update site development worksheets, access compliance and fire/life safety checklists, costs for repair/ replacement of utilities to over 50-year-old buildings for unit costs in year OPSC processes application.
- ◆ Coordinate with and respond to OPSC if any issues or questions arise during the review of an application, commonly called 15-day and 4-day letters.

Prepare requests for release of grants

- ◆ Prepare requests to participate in Priorities in Funding Rounds, as necessary.
- ◆ Prepare requests for fund releases.

Completion of expenditure reports and other documents

- ◆ Review expenditure reports and worksheets as required for the reporting of project expenditures, including the Project Information Worksheet for new construction projects.
- ◆ Assist with financial and program compliance audits conducted by the OPSC or independent auditor, if requested by the District, including any formal responses necessary.

CALIFORNIA DEPARTMENT OF EDUCATION (CDE) SERVICES / PROCESSES

G. SITE AND PLAN APPROVALS

Prepare requests for site approval for any new schools or acreage added to existing sites:

- ◆ Attend site walk with CDE consultant, if needed
- ◆ Review site evaluations and reports on the condition of proposed sites conducted by third party professionals paid by the District.
- ◆ Review Department of Toxic Substances Control documents
- ◆ Prepare and complete required CDE documents to request approval of the site.
- ◆ Submit request for CDE's review and approval via CDEbox

Prepare requests for plan approval for new schools or modernized schools:

- ◆ Coordinate with architect of record to obtain necessary design development drawings for each project
- ◆ Review design development drawings and educational specifications prepared by others
- ◆ Prepare and complete required CDE documents to request approval of project plan(s)
- ◆ Submit request for CDE's review and approval via CDEbox
- ◆ Coordinate with and respond to CDE if any issues or questions arise

GOVERNMENTAL RELATIONS

H. STATE AGENCY UPDATES—Monitor, analyze and advise clients on the following:

- ◆ OPSC activities
- ◆ State Allocation Board (SAB) actions on programs, regulations, etc.
- ◆ SAB Implementation Committee actions and activities
- ◆ Proposed and approved school facility legislation

I. GOVERNING BOARD AND/OR CITIZENS OVERSIGHT COMMITTEE MEETINGS:

- ◆ Attend meetings to provide background, updates, and district-specific information on the various school facility programs including eligibility, funding, and program status.

CALIFORNIA ENERGY COMMISSION

J. Application for CalSHAPE Ventilation Program grants:

- ◆ Coordinate with engineer, contractor, architect of record and/or cost estimating consultant for their preparation and completion of the required contractor's estimate.
- ◆ Complete application(s) for state grants.
- ◆ Coordinate with and respond to CEC if any issues or questions arise during the review of an application.

Our process to maximize funding for our clients is unmatched in the industry given our detailed and inside knowledge of the rules and regulations that govern the School Facility Program among other funding sources. While not all-inclusive, our approach is as follows:

Step 1

We begin with the end in mind

We first seek to understand the ultimate goal of the district for its projects. For example, the most obvious is maximizing grant funding from other state and federal agencies. But other important considerations are having a complete understanding of the timing of the project in terms of planning, construction, cash flow, etc. to ensure that any grant funding isn't jeopardized by being unable to meet the grant objectives and rules.

Step 2

We seek to understand the project scope

It is equally important to understand the scope of the project. Simply knowing that, for example, ten classrooms need to be built is just not enough to ensure a district receives as much grant assistance as possible. It is just as important to know what exactly is planned for the project in terms of construction, why it is planned, who will be the beneficiaries, and what other agencies may participate in the cost or use of the project. These other considerations also drive or limit funding opportunities.

Step 3

We determine eligibility for the various grant programs and re-examine the past

Upon understanding the project scope, we then determine the eligibility for each possible grant program. In many circumstances, eligibility can be determined many different ways that we don't overlook. With our analysis, we also don't assume that a district's eligibility for new construction or modernization funding was correctly completed in the past. We re-examine all eligibility to ensure no errors were made. By doing so, we have discovered errors by others that cost districts millions of dollars. Luckily, we have been successful in correcting those errors to the benefit of district's future projects.

Step 4

We create a funding and application plan, then apply for funding where and when able

Upon determination of the various grant options and eligibility, we then map out a plan of action to maximize funding including the development of not only a funding strategy, but also an application filing strategy as eligibility is sometimes garnered a year or several years later which can be capitalized on then. Structuring the application process is important to ensure grants can be realized in the future for the same project. In addition, the plan includes a determination if there are any prior completed projects to seek reimbursement, if able. This review includes a determination if the completed project was carried out in conformance with the major laws in effect at the time to ensure the district will have a successful audit. Seeking reimbursement of a completed project—"going after the low-hanging fruit"—many times enables a district to get in line for grants sooner than had the district waited to seek funding for a prospective project.

Step 5

We keep the lines of communication open through constant contact

Maximizing funding is not just a one-time task. Districts constantly refine projects and many times a simple renaming of a room during the design process can adversely affect funding. We commit to keeping the lines of communication open and prefer to have regularly scheduled meetings to ensure we are kept abreast of projects. In addition, since state grant funding is driven partly by the project that is approved by the California Department of Education (CDE), we prefer to complete the documents necessary to request CDE's approval of the project plans during the design development stage, if possible. This gives us yet another opportunity to provide input at the early stages of the design so that grant funding can be maximized and to ensure the design does not contain possible CDE Title 5 issues that may unnecessarily delay the submittal of an application for funding as CDE approval of the project is a prerequisite to the application for funding in many circumstances.

Step 6

We know it's not just about getting the money; we look to the future

After districts receive their grants, our assistance doesn't end there because you have to be able to keep the money as well. In order to retain the grants, it is very important to continue monitoring the project such as how the funds are used, meeting grant rules for disbursement of the cash, and to ensure proper reporting of expenses. Our firm can provide helpful summaries, reminders, and consultation all along the way should it be needed.

Following are just a few of our longstanding clients that we welcome you to contact:

Alhambra USD	Keith Matsuo Director of Construction	1515 West Mission Road Alhambra, CA 91803-1618 Phone: 626-643-6544
Centinela Valley Union High SD	John Clem, President, Telacu Construction Management Jessica Keller, Facilities Technician	14901 Inglewood Ave., Lawndale, CA 90260-1251 Phone: 323-855-7053 323-263-3227
Yuba County Office of Education	Leslie Cena, Director of Special Education or Aaron Thornsberry, CBO	935 14th St Marysville, CA 95901 Phone: 530-749-4856
Davis Joint USD	David Burke, Executive Director of Capital Operations	1919 Fifth St Davis, CA 95616 Phone: 530-757-5385
Palm Springs USD	Julie Arthur Executive Director of Facilities Planning	980 E. Tahquitz Cyn Way, Palm Springs, CA 92262 Phone: 760-416-6117
Natomas USD	Jen Mellor, Director Facilities and Strategic Planning	1901 Arena Blvd, Sacramento, CA 95834 916-567-5468
William S. Hart Union High SD	Michael Otakva Director of Facilities, Planning & Constr. or Karen Bladen, Supervisor of Fac Acctng	21380 Centre Pointe Parkway Santa Clarita, CA 91350 Phone: 661-259-0033
Jurupa Unified	Trenton T. Hansen, Ph.D. Superintendent or Robin Griffin, Director of Facilities	4850 Pedley Rd Jurupa Valley, CA 92509 Phone: 951-361-6571
San Juan USD	Frank Camarda, Assistant Superintendent, Facilities and Transportation	6135 Sutter Ave Carmichael, CA 95608 Phone: 916-971-5741
Placer Union High SD	Peter Efstathiou, Assistant Superintendent Administrative Services	13000 New Airport Rd Auburn, CA 95603 Phone: 530-886-4400
Lake Elsinore USD	James Judziewicz Assistant Superintendent, Facilities & Operations	545 Chaney St Lake Elsinore, CA 92530 Phone: 951-253-7015
Weed UESD	Jon Ray Superintendent	575 White Ave Weed, CA 96094 Phone: 530-938-6103



PROPOSED FEE

Hancock Park & DeLong Inc.'s fee* for services is as follows:

SERVICE	FEE
A. Update eligibility for new construction funding on districtwide basis	\$3,500 ^[a]
B. Update modernization eligibility at a school site: Elementary schools Middle schools High schools	\$550 \$925 \$1,110
C. Completion and submittal of application for modernization funding Completion and submittal of application for new construction funding Completion and submittal of application for Career Technical Education Facilities Program (CTEFP) funding Completion and submittal of new construction or modernization application for Preschool, Transitional Kindergarten & Full-Day Kindergarten Facilities Grant Program (Early Ed Program) (Fee is for each application above)	\$3,500 \$4,500 \$2,500 \$2,000
D. Completion and submittal of application for facility hardship rehab funding Completion and submittal of application for facility hardship replacement funding (Fee is for each application and includes Service G & 4 hours of meetings)	\$18,000 \$25,000
E. Completion and submittal of application for financial hardship assistance	\$175/hr ^[b]
F. State grant application review and accountability tasks (update cost estimates, respond to OPSC letters, prepare fund release requests, complete expenditure report packages, & assistance with audit)	\$175/hr ^[b,c]
G. Prepare CDE School Facility Program (SFP), CTEFP and Early Ed Program modernization (not replacement-in-kind projects) plan approvals requests Prepare CDE SFP, CTEFP and Early Ed Program new construction or modernization replacement-in-kind plan approvals requests (Fee is for each application above)	\$3,500 \$4,500
H. Governmental relations—state agency updates	\$0
I. Attend virtual or in-person governing board, Citizen Oversight Committee, or district meetings.	\$175/hr

^[a] If the District is unable to provide specific information on the approved developments within the District's boundaries, if any, Consultant will provide these services at a rate of \$175 per hour. Data needed is copy of approved tentative and/or final maps, approval and expiration dates of maps, date permits pulled and number of permits pulled per tract map.

^[b] District agrees to pay the Consultant \$175 per hour for the services noted above.

^[c] It is estimated these services would not exceed \$2,000 depending on the size of the projects and depth of state audits, if any.

ADDITIONAL COSTS

Any direct travel, meals, and lodging costs, when such expenses are incurred at the request of the client, will be billed at direct cost without mark-up. There are no additional costs unless expressly requested.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw, Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Professional Services Agreement, Hauffe Company Inc., (HCI) Program Management Services, District Wide (Capital Outlay Projects Fund) ACTION

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election, which became Measure LL. On November 6, 2018, the voters in the Lowell Joint School District passed measure “LL”. On September 9, 2019, the Board of Trustees approved a Professional Services Agreement with Hauffe Company Inc. (HCI) for his team to provide consulting services to assist the District with the planning and execution of various Maintenance projects and Measure LL Bond Projects. On August 10, 2020, the Board of Trustee’s approved an annual extension of that professional services agreement. This approval is an annual extension of that contract and will align with the District’s fiscal year.

Current Considerations:

Unlike the Public Works competitive bidding process, Professional Service providers can be selected on the basis of their qualifications, services they provide and their value to the Client.

As the Bond Measure LL continues and the District Wide program continues, the District would like to engage the services of Hauffe Company Inc. (HCI) to continue to provide their expertise in schedule development, site visits, costs controls, and construction management oversight. Hauffe Company Inc. has provided the District with a proposal dated June 15, 2023, to provide specialized services and advice in financial, economic, accounting, engineering, legal, administrative and construction oversight matters.

Financial Implications

Financial Impact: \$125,000 (40.0) Capital Outlay Projects Fund
Funding Source: Capital Outlay Projects – Fund 40.0

Recommendation:

It is recommended that the Board of Trustees approve a Professional Services Agreement, Hauffe Company Inc., (HCI), Program Management Services, Districtwide, effective July 1, 2023 through June 30, 2024, not to exceed \$125,000, Capital Outlay Projects Fund, (40.0) and that the Superintendent or designee be authorized to execute the necessary documents.

DB:cw

Superintendent’s Comment:

APPROVAL RECOMMENDED.

Kurt Hauffe
714 925 7878
kurt@hauffecompany.com
2713 Lowell Lane
Santa Ana, California 92706
CSLB Number:
612305,A,B,C10,C16,C20,C36,C54
DSA Class 1 #5488

June 21, 2023

Mr. David Bennett
Assistant Superintendent of Administrative Services
Lowell Joint Unifed School District
11019 Valley Home Avenue
Wittier, California 90603

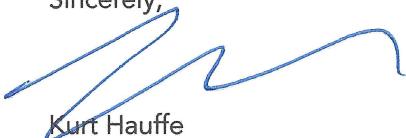
Dear Mr. Bennett,

I am pleased to provide Lowell Joint School District with a proposal for School Facilities Support, Services for PM/ Measure LL Support. July 1, 2023 – June 30, 2024. Not to exceed \$125,000.00.

Schedule Billing:

30%	July 1, 2023 – September 30, 2023	\$37,500.00
30%	Oct 1, 2023 - Dec 30, 2023	\$37,500.00
30%	Jan 1, 2024 – March 30, 2024	\$37,500.00
10%	April 1, 2024 – June 30, 2024	\$12,500.00

Sincerely,



Kurt Hauffe
President
Hauffe Company Inc.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Ratification of Agreement with Huntington Hardware Co.,
Inc. to Furnish Door Hardware for New Portable
Classrooms at the Maybrook Campus for Rancho
Starbuck

ACTION/
(RATIFICATION)

Background

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure “LL”. A part of Measure “LL” included the replacement of aging existing portable classrooms.

Current Considerations

In preparation for the modernization and installation of new modular buildings at the Maybrook campus, it is necessary to purchase door hardware to match the District standard in the 11 temporary classrooms at the Maybrook campus, for Rancho Starbuck.

Financial Implications

Financial Impact: \$14,158.58

Funding Source: Measure LL General Obligation Fund - Fund 21.0

Recommendation:

It is recommended that the Board of Trustees ratify the Agreement with Huntington Hardware Co., Inc to Furnish Door Hardware for New Portable Classrooms at the Maybrook Campus for Rancho Starbuck, and that the Superintendent or designee be authorized to execute the necessary documents.

DB/ds

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Ratification of Additive Change Order, Elite
Modular and Sales, Additional Portable Classroom
Shuttle Services, Maybrook Phase II for
Rancho Starbuck

ACTION/
(RATIFICATION)

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

On June 27, 2022, the Board of Trustees approved a Lease agreement with Elite Modular Leasing and Sales for a total of 11 additional classrooms at the Maybrook location to house and accommodate the Rancho Starbuck population while the Rancho Starbuck campus undergoes it's modernization project.

During the current installation of the portables, due to unforeseen site conditions, it became necessary to roll and relocate 10 floors to another location on campus to accommodate installation in a timely manner. The additional relocation services required to move the classrooms resulted in a \$5,000 additional charge to the original lease agreement.

Financial Implications:

Financial Impact:	\$5,000.00
Funding Source:	Measure LL General Obligation Fund – Fund 21.0

Recommendation:

It is recommended that the Board of Trustees ratify an additive change order for an amount not to exceed \$5,000 with Elite Modular Leasing & Sales, Inc., for the additional relocation services provided during the Maybrook Phase II for the Rancho Starbuck project, and that the Superintendent or designee be authorized to execute the necessary documents.

DB/cw

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Ratification of Agreement Extension with Haulaway Storage Containers, Inc. for the One (1) Year Rental, Installation, 2, 40 Foot Storage Containers at Maybrook Elementary School Campus for Rancho Starbuck ACTION/
(RATIFICATION)

Background:

On June 11, 2018, the Lowell Joint School District Board of Trustees approved Resolution 2018-19 No. 724 ordering a School Bond Election. On November 6, 2018, the voters in the Lowell Joint School District passed measure LL. A part of Measure LL includes the repairs and upgrades to District facilities. This expenditure is subject to the purview of the Citizens Bond Oversight Committee.

Current Considerations:

As part of the HVAC, Roof Replacement, Modular Building, Fire Alarm, ADA, and Related work during the modernization of the Rancho Starbuck campus project, teacher and staff supplies and furniture will be stored in storage containers, on-site at the Maybrook Campus for the Rancho Starbuck population.

On June 13, 2022, Board members took action to approve an agreement with Haulaway Storage Containers for a 12 month lease of 2 storage containers. This item extends the agreement for an additional year.

Financial Implications:

Financial Impact: \$6,000.00
Funding Source: Measure LL General Obligation Fund – Fund 21.0

Recommendation:

It is recommended that the Board of Trustees ratify the extension agreement with Haulaway Storage Containers, Inc. for the an additional 12 months for 2, 40 foot storage containers at Maybrook Elementary School for the benefit of the Rancho Starbuck population, not to exceed \$6,000.00, (21.0-00000-0-00000-85000-5620-00011500), Measure LL Bond Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with Paul Luna to Provide ACTION
Graphic Design Work for District Communication of
Programs and Facilities for the 2023-2024 School Year

Arrangements have been made with Paul Luna to provide graphic design work for District Communication of programs and facilities for the 2023-2024 school year. Mr. Luna's contract for an amount not to exceed \$5,000.00 for the school year. Funding for this expenditure will be covered by the Fund 40 Account.

It is recommended that the consultant agreement with Paul Luna to provide graphic design work for District communication of programs and facilities for the 2023-2024 school year, for an amount not to exceed \$5,000.00, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with Mrs. Linda Takacs to ACTION
 Serve as the Director, Lowell Joint Induction Program for the
 2023-2024 School Year

Arrangements have been made with Mrs. Linda Takacs to coordinate, lead, and provide coaching for our Lowell Joint Teacher and Administrative Induction program for the 2023-2024 school year. Mrs. Takacs' contract for an amount not to exceed \$35,000.00 for the school year. Funding for this expenditure to be paid from the General Fund/Educator Effectiveness Grant.

It is recommended that the consultant agreement with Mrs. Takacs to serve as the director of the Lowell Joint induction program for the 2023-2024 school year, not to exceed \$35,000.00, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

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

Arrangements have been made with Mrs. Sharon Hensley to coordinate, the C.A.R.E. Counseling and Psychologist Internship Program for the 2023-2024 school year. Mrs. Hensley's contract for an amount not to exceed \$40,000.00 for the school year. Funding for this expenditure to be paid from Out of Home Care funds.

It is recommended that the consultant agreement with Mrs. Hensley to serve as the coordinator of the C.A.R.E. program for the 2023-2024 school year, not to exceed \$40,000.00, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Educational Fieldwork Agreement with University of La Verne, effective July 1, 2023 through June 30, 2028 ACTION

University of La Verne is requesting Lowell Joint School District to enter into an educational fieldwork agreement, effective July 1, 2023, and shall remain in effect until terminated earlier by either party or through June 30, 2028. The agreement is to provide educational fieldwork experiences through directed teaching, practicum experiences and/or fieldwork experiences to its students enrolled in the University's undergraduate and graduate programs.

It is recommended that the educational fieldwork agreement with University of La Verne effective July 1, 2023, through June 30, 2028, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Educational Student Teaching Agreement with Western Governors University, effective July 1, 2023 through June 30, 2028 ACTION

Western Governors University is requesting Lowell Joint School District to enter into an educational student teaching agreement, effective July 1, 2023, and shall remain in effect until terminated earlier by either party or through June 30, 2028. The agreement is to provide educational fieldwork experiences through directed teaching, practicum experiences and/or fieldwork experiences to its students enrolled in the University's undergraduate and graduate programs.

It is recommended that the educational fieldwork agreement with Western Governors University effective July 1, 2023, through June 30, 2028, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Memorandum of Understanding Between Lowell Joint School District and Concordia University Irvine, effective July 1, 2023 through June 30, 2028 ACTION

The purpose of this agreement is define how Concordia University Irvine SMART Alliance will offer its courses at a reduced tuition rate to District employees and how District will provide opportunities to Concordia University Irvine SMART Alliance to promote and recruit their employees. This is at no cost to the district and will be effective July 1, 2023 through June 30, 2028, unless terminated sooner.

Either party may terminate this Agreement on 30 days written notice to the other party; with or without cause at any time.

It is recommended that the Memorandum of Understanding between Concordia University Irvine SMART Alliance, and Lowell Joint School District for the period of July 1, 2023 through June 30, 2028, at no cost to the district, be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with *Downey-Montebello SELPA* and *Montebello Unified School District* to Provide Deaf and Hard of Hearing Services for a district student placed at Sussman Middle School for the 2023/2024 School Year ACTION/
(RATIFICATION)

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

Arrangements have been made with *Downey-Montebello SELPA and Montebello Unified School District* to provide direct deaf and hard of hearing services for a District student who is attending at Sussman Middle School for the 2023/2024 school year. Services are to be invoiced quarterly. The first three quarterly invoices will be approximately 30% of the annual cost based on projected total cost of services. The fourth invoice will be approximately 10% of the projected cost and based on actual expenditures for the year less the amounts invoiced for the first three quarters not to exceed \$124,000.00.

It is recommended that the agreement with *Downey-Montebello SELPA and Montebello Unified School District* to provide direct deaf and hard of hearing services for a district student placed at Sussman Middle School for the 2023/2024 school year be approved, not to exceed \$124,000.00 and the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a Nonpublic Nonsectarian Agency, to Provide Occupational Therapy Services for a district student placed at Sussman Middle School for the 2023/2024 School Year ACTION/
(RATIFICATION)

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

Arrangements have been made with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a nonpublic nonsectarian agency, to provide direct occupational therapy services for a District student who is attending at Sussman Middle School for the 2023/2024 school year. Services are to be provided at the rate of \$97.69 per hour, not to exceed \$5,000.00.

It is recommended that the agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a nonpublic nonsectarian agency, to provide Occupational Therapy Services for a district student placed at Sussman Middle School for the 2023/2024 school year be approved, at the rate of \$97.69 per hour, not to exceed \$5,000.00 and the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a Nonpublic Nonsectarian Agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2023/2024 School Year ACTION/
(RATIFICATION)

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

Arrangements have been made with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a nonpublic nonsectarian agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2023/2024 School Year. Services are to be provided at the rate of \$97.69 per hour, not to exceed \$20,000.00.

It is recommended that the agreement with *Mary Kay Gallagher, Gallagher Pediatric Therapy*, a nonpublic nonsectarian agency, to provide direct physical therapy services and physical therapy evaluative services for assessments for the 2023/2024 School Year be approved, at the rate of \$97.69 per hour, not to exceed \$20,000.00 and that the Superintendent or designee be authorized to execute the agreement.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees
From: Jim Coombs, Superintendent of Schools
Subject: Purchase Order Report 2022/23 #12

ACTION/
(RATIFICATION)

In accordance with the law, Purchase Order Report 2022/23 #12 is recommended for approval. The report lists all purchase orders issued May 1, 2023 through May 31, 2023.

DB: ds

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B1-1

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 06/26/2023

FROM 05/01/2023 TO 05/31/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
S99B0051	GOVCONNECTION INC.	6,854.37	6,854.37	2100000025 4400	Non Capitalized Equipment
S99F0096	QUIEL SCHOOL SIGNS	56,479.04	56,479.04	4000000015 6200	Bldg & Improvement of Bldg
S99F0097	DECKER EQUIPMENT	2,763.47	2,763.47	0100000098 4400	Non Capitalized Equipment
S99F0098	ICS SERVICE COMPANY	327.00	327.00	0100000089 5630	Repairs or Maintenance
S99F0099	ICS SERVICE COMPANY	479.60	479.60	0100000089 5630	Repairs or Maintenance
S99M0343	AMERICAN EXPRESS	1,976.91	1,976.91	0100000317 5200	Travel and Conferences
S99M0358	AMERICAN EXPRESS	2,500.00	2,500.00	0100000317 5200	Travel and Conferences
S99M0359	AMERICAN EXPRESS	392.09	392.09	0100000317 4300	Materials and Supplies
S99M0361	AMERICAN EXPRESS	300.00	300.00	0100000317 5200	Travel and Conferences
S99M0363	AMERICAN EXPRESS	571.25	571.25	0100000317 5200	Travel and Conferences
S99M0364	AMERICAN EXPRESS	830.94	830.94	0100000317 5200	Travel and Conferences
S99M0370	AMERICAN EXPRESS	201.78	201.78	0100000108 5633	Repairs/Tools
S99R0485	F.M. THOMAS AIR CONDITIONING	2,178.25	2,178.25	0100000096 5630	Repairs or Maintenance
S99R0491	AMERICAN TIME	1,055.52	1,055.52	0100000092 4300	Materials and Supplies
S99R0493	ELITE AIR CONDITIONING INC	18,650.00	18,650.00	1400000009 6500	Equipment Replacement
S99R0499	CA DEPARTMENT OF JUSTICE	672.00	672.00	0100000317 5800	Prof/ConsultingServ&Oper Exp
S99R0500	TURF STAR INC.	2,462.76	2,462.76	0100000108 5630	Repairs or Maintenance
S99R0501	GRAINGER	58.59	58.59	0100000091 4300	Materials and Supplies
S99R0513	TURF STAR INC.	2,365.52	2,365.52	0100000108 5630	Repairs or Maintenance
S99R0516	ENCORE PIANO MOVING OF SO CALI	500.00	500.00	0100000098 5800	Prof/ConsultingServ&Oper Exp
S99R0524	ADVANCED CHEMICAL TRANSPORT	2,969.30	2,969.30	0100000125 5800	Prof/ConsultingServ&Oper Exp
S99R0525	IMAGE APPAREL FOR BUSINESS	331.96	331.96	0100000098 5895	Uniforms
S99T0081	MONOPRICE INC.	1,603.86	1,603.86	010058004 4300	Materials and Supplies

LOWELL JOINT SD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 06/26/2023

FROM 05/01/2023 TO 05/31/2023

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
Fund 01 Total:		24,540.80			
Fund 14 Total:		18,650.00			
Fund 21 Total:		6,854.37			
Fund 40 Total:		56,479.04			
Total Amount of Purchase Orders:		106,524.21			

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Consolidated Check Register Listing Report
2022/23 #12

ACTION/
(RATIFICATION)

The Consolidated Check Register Listing Report 2022/23 #12 is recommended for approval.
The consolidated check register lists all warrants issued May 1, 2023 through May 31, 2023.

DB/ds

Superintendent's Comment:

APPROVAL RECOMMENDED.

X-B2-1

LOWELL JOINT SD
Consolidated Check Register
 from 5/1/2023 to 5/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00003406	PDQ EQUIPMENT RENTAL	780097	OH	05/01/2023		MW	IS	1,517.28
99	00003407	PEST OPTION INC.	422083	OH	05/01/2023		MW	IS	290.00
99	00003408	SOUTHERN CALIFORNIA EDISON	0322041923	OH	05/01/2023		MW	IS	8,423.01
99	00003409	SOUTHERN CALIFORNIA GAS CO	0321041923	OH	05/01/2023		MW	IS	1,118.58
99	00003410	HUNTINGTON HARDWARE CO. INC.	1293686-01	OH	05/01/2023		MW	IS	13,528.90
99	00003411	BYRON FERGUSON DBA ALL AMERICA	1010 RS SPRTS	OH	05/03/2023		MW	IS	480.00
99	00003412	DAVIS, SUMMER	APR 2023 CNTRCT OH	OH	05/03/2023		MW	IS	1,512.00
99	00003413	HENSLEY , SHARON	APR2023 CARE	OH	05/03/2023		MW	IS	3,000.00
99	00003414	RMH DANCE & PRODUCTIONS	042223LJSD	OH	05/03/2023		MW	IS	9,560.00
99	00003415	TAKACS, LINDA	APR2023 TCHR	OH	05/03/2023		MW	IS	3,500.00
99	00003416	ELITE AIR CONDITIONING INC	PAY 1-HVAC DO	OH	05/03/2023		MW	IS	8,872.50
99	00003417	BUG FLIP	65450	OH	05/04/2023		MW	IS	495.00
99	00003418	GoTo Communications Inc.	IN7101944688	OH	05/04/2023		MW	IS	4,678.34
99	00003419	MORALES, OMAR	RS BYS SCCR 22-2	OH	05/04/2023		MW	IS	700.00
99	00003420	MORALES, RYAN	RS BYS SCCR 22-3	OH	05/04/2023		MW	IS	700.00
99	00003421	RUSSELL, EILEEN	APR23 OLITA	OH	05/04/2023		MW	IS	125.00
99	00003422	SOUTHERN CALIFORNIA EDISON	0324042323	OH	05/04/2023		MW	IS	1,569.28
99	00003423	T-MOBILE	0321042023	OH	05/04/2023		MW	IS	164.92
99	00003424	TARELO, BRYAN	RS BYS SCR 22-23	OH	05/04/2023		MW	IS	700.00
99	00003425	WARE DISPOSAL	1222396	OH	05/04/2023		MW	IS	10,688.05
99	00003426	SCHOLASTIC THE TEACHERS STORE	48681192	OH	05/04/2023		MW	IS	176.88
99	00003427	ACTIVE EDUCATION	2292	OH	05/05/2023		MW	IS	16,821.00
99	00003428	ARIANA CAZARES	ARTSUPPLIES	OH	05/05/2023		MW	IS	267.78
99	00003429	ATKINSON ANDELSON LOYA RUUD &	678470	OH	05/05/2023		MW	IS	670.00
99	00003430	BRENDA ALLSTUN	FRENCHHORN1	OH	05/05/2023		MW	IS	500.00
99	00003431	BUENA PARK PLAQUE & TROPHY	25425	OH	05/05/2023		MW	IS	215.50
99	00003432	CA DEPARTMENT OF JUSTICE	BE005488379	OH	05/05/2023		MW	RV	2,604.60
99	00003433	CASE PARTS COMPANY	3168609	OH	05/05/2023		MW	IS	39.53
99	00003434	Certified Transportation Servi	01-188920	OH	05/05/2023		MW	IS	2,323.00
99	00003435	CRISTIAN BOGDAN	MILEAGE	OH	05/05/2023		MW	IS	38.73
99	00003436	CURRICULUM ASSOCIATES	90737908	OH	05/05/2023		MW	IS	443.33
99	00003437	FREEDOM SCIENTIFIC BLV GROUP L	STDINV566710	OH	05/05/2023		MW	IS	3,439.83
99	00003438	FULLERTON SCHOOL DISTRICT	22SI1041	OH	05/05/2023		MW	IS	1,467.80
99	00003439	JENNIFER JACKSON	DONUTS 512023	OH	05/05/2023		MW	IS	32.90

LOWELL JOINT SD
Consolidated Check Register
 from 5/1/2023 to 5/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00003440	JIM COOMBS	VARIOUS-	OH	05/05/2023		MW	IS	289.56
99	00003441	JNL GLOBAL CO	12651	OH	05/05/2023		MW	IS	6,600.00
99	00003442	JOHN ZAPPULLA	MILEAGE	OH	05/05/2023		MW	IS	81.63
99	00003443	JULIEANNE ALLEN	GIFTBAGS52023	OH	05/05/2023		MW	IS	26.88
99	00003444	KNOTT'S BERRY FARM	043RC9972327	OH	05/05/2023		MW	IS	3,697.00
99	00003445	MONOPRICE INC.	23299940	OH	05/05/2023		MW	IS	348.05
99	00003446	MYSTERY SCIENCE	220374	OH	05/05/2023		MW	IS	1,395.00
99	00003447	PLUMBING WHOLESAL OUTLET	S100670567.001	OH	05/05/2023		MW	IS	97.94
99	00003448	RMH DANCE & PRODUCTIONS	041423RSI	OH	05/05/2023		MW	IS	1,000.00
99	00003449	RONICA DIXON	05032023	OH	05/05/2023		MW	IS	3,000.00
99	00003450	SHERYL MCDONALD	BOOKS 4202023	OH	05/05/2023		MW	IS	183.07
99	00003451	SOUTHERN CALIFORNIA GAS CO	0322042023	OH	05/05/2023		MW	IS	490.22
99	00003452	SUBURBAN WATER SYSTEMS	180051883659	OH	05/05/2023		MW	IS	7,905.18
99	00003453	THE HOME DEPOT PRO INSTITUTION	742241920	OH	05/05/2023		MW	IS	3,295.92
99	00003454	WALTERS WHOLESAL ELECTRIC	S122695045.001	OH	05/05/2023		MW	IS	857.04
99	00003455	ACTIVE EDUCATION	2293	OH	05/05/2023		MW	IS	5,460.62
99	00003456	YMCA OF ORANGE COUNTY	MAR23ELOPPGR	OH	05/05/2023		MW	IS	35,511.19
99	00003457	COASTLINE TERMITE & PEST CONTR	29224	OH	05/08/2023		MW	IS	595.00
99	00003458	MUCKENTHALER CULTURAL CENTER F	1720REVISED	OH	05/08/2023		MW	IS	49,148.00
99	00003459	APPLIED BEST PRACTICES	28175	OH	05/08/2023		MW	IS	2,475.00
99	00003460	ERICKSON-HALL CONSTRUCTION	PAY_APP 12	OH	05/08/2023		MW	IS	117,606.28
99	00003461	GHATAODE BANNON ARCHITECTS	5246	OH	05/08/2023		MW	IS	20,783.55
99	00003462	HAUFFE COMPANY	463	OH	05/08/2023		MW	IS	20,608.00
99	00003463	CDW GOVERNMENT INC.	HZ37622	OH	05/09/2023		MW	IS	99.45
99	00003464	DATA IMPRESSIONS	21940-IN	OH	05/09/2023		MW	IS	13,166.85
99	00003465	FED EX	4802962953	OH	05/09/2023		MW	IS	128.02
99	00003466	BEST LAWNMOWER INC.	108248	OH	05/10/2023		MW	IS	1,026.38
99	00003467	GLASBY MAINTENANCE SUPPLY	333137A	OH	05/10/2023		MW	IS	19,812.19
99	00003468	JAMES HARDWARE COMPANY	2304-049822	OH	05/10/2023		MW	IS	483.56
99	00003469	SOUTHEAST CONSTRUCTION PRODUCT	2304-234006	OH	05/10/2023		MW	IS	212.95
99	00003470	Continental Sales	APRIL23	OH	05/10/2023		MW	IS	10,030.15
99	00003471	DRIFTWOOD DAIRY	APRIL23	OH	05/10/2023		MW	IS	12,951.83
99	00003472	GOLD STAR FOODS	APRIL23	OH	05/10/2023		MW	IS	30,849.30
99	00003473	SOUTHERN CALIFORNIA PIZZA	APRIL23	OH	05/10/2023		MW	IS	12,924.40

LOWELL JOINT SD
Consolidated Check Register
 from 5/1/2023 to 5/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00003474	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	MAY23VLIFBU	OH	05/11/2023	MW	IS	1,325.13
99	00003475	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	MAY23VSR	OH	05/11/2023	MW	IS	6,297.29
99	00003476	F9900033	GLASBY MAINTENANCE SUPPLY	332564A	OH	05/11/2023	MW	IS	4,216.26
99	00003477	E9900221	JENNIFER JACKSON	SCHLS2WTCH	OH	05/11/2023	MW	IS	597.54
99	00003478	U9900004	SOUTHERN CALIFORNIA EDISON	0405050323	OH	05/11/2023	MW	IS	7,685.00
99	00003479	U9900005	SOUTHERN CALIFORNIA GAS CO	0329042723	OH	05/11/2023	MW	IS	608.48
99	00003480	U9900006	SUBURBAN WATER SYSTEMS	180032282937	OH	05/11/2023	MW	IS	1,801.38
99	00003481	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	MAY23VSR	OH	05/11/2023	MW	IS	13.55
99	00003482	V9900008	ADMINISTRATIVE SERV. CO-OP	16241	OH	05/12/2023	MW	IS	13,584.88
99	00003483	VOID.CONTI	Void - Continued Stub	CONTINUE	OH	05/12/2023	VM	VD	0.00
99	00003484	V9900013	AMERICAN EXPRESS	WLH04892	OH	05/12/2023	MW	IS	22,305.43
99	00003485	E9903244	CRISTIAN BOGDAN	MILEAGE	OH	05/12/2023	MW	IS	14.31
99	00003486	S9990002	GALLAGHER PEDIATRIC THERAP	10604	OH	05/12/2023	MW	IS	1,029.19
99	00003487	V9903303	iPRINT TECHNOLOGIES	1027720	OH	05/12/2023	MW	IS	200.67
99	00003488	E9900084	JIM COOMBS	COOKIESFLRS315	OH	05/12/2023	MW	IS	191.83
99	00003489	E9900087	JOHN ZAPPULLA	MILEAGE	OH	05/12/2023	MW	IS	64.62
99	00003490	V9900095	JONES SCHOOL SUPPLY COMPANY	1958263	OH	05/12/2023	MW	IS	130.66
99	00003491	V9900098	KIDS DISCOVER	100162491-1	OH	05/12/2023	MW	IS	144.00
99	00003492	V9903622	KWORLD USA COMPUTER INC	0056691-IN	OH	05/12/2023	MW	IS	1,116.00
99	00003493	V9900104	LEADER SERVICES	CDS6238	OH	05/12/2023	MW	IS	1,545.69
99	00003494	V9900123	MONOPRICE INC.	23369049	OH	05/12/2023	MW	IS	2,264.74
99	00003495	V9900129	NCS PEARSON INC.	21721600	OH	05/12/2023	MW	IS	583.28
99	00003496	V9900130	NIC PARTNERS INC.	55277	OH	05/12/2023	MW	IS	19,990.99
99	00003497	V9903367	OAK HALL INDUSTRIES L.P.	4456683	OH	05/12/2023	MW	IS	4,579.30
99	00003498	E9900172	RHONDA OVERBY	ACSA-JAN CUE-	OH	05/12/2023	MW	IS	492.98
99	00003499	E9900189	SHERYL MCDONALD	BOOKS,LDRSHP1/	OH	05/12/2023	MW	IS	172.48
99	00003500	E9900199	SYLVIA BEHURA	CLE CONF3/9-3/11	OH	05/12/2023	MW	IS	165.53
99	00003501	V9903612	THE ELD EXPERTS MONARCH	06223-VKCM	OH	05/12/2023	MW	IS	2,354.94
99	00003502	V9900013	AMERICAN EXPRESS	TPT 04242023	OH	05/12/2023	MW	IS	1,323.90
99	00003503	V9900008	ADMINISTRATIVE SERV. CO-OP	16356	OH	05/15/2023	MW	IS	13,212.40
99	00003504	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	MAY23DDR	OH	05/15/2023	MW	IS	29,566.95
99	00003505	S9990001	BEHAVIOR AND EDUCATION INC	6030959	OH	05/15/2023	MW	IS	7,840.00
99	00003506	F9900014	BUG FLIP	66619	OH	05/15/2023	MW	IS	395.00
99	00003507	F9900015	CANNINGS HARDWARE LA HABRA	495759	OH	05/15/2023	MW	IS	19.03

LOWELL JOINT SD
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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00003508	GALLAGHER PEDIATRIC THERAP	10677	OH	05/15/2023		MW	IS	1,268.21
99	00003509	Granite Telecommunications LLC	600922554	OH	05/15/2023		MW	IS	1,403.36
99	00003510	ICS SERVICE COMPANY	37332	OH	05/15/2023		MW	IS	6,662.31
99	00003511	IMPERIAL BAND INSTRUMENTS	77633	OH	05/15/2023		MW	IS	190.53
99	00003512	iPRINT TECHNOLOGIES	1021718	OH	05/15/2023		MW	IS	140.03
99	00003513	JULIE MAYHEW	SCHLS2WCH39311	OH	05/15/2023		MW	IS	500.61
99	00003514	MCI A VERIZON COMPANY	409098576	OH	05/15/2023		MW	IS	15.68
99	00003515	PAR INC	IN-00198716	OH	05/15/2023		MW	IS	337.99
99	00003516	PEST OPTION INC.	423687	OH	05/15/2023		MW	IS	951.01
99	00003517	THE SHERWIN-WILLIAMS CO.	5568-1	OH	05/15/2023		MW	IS	249.14
99	00003518	ACTIVE EDUCATION	2318	OH	05/15/2023		MW	IS	5,460.62
99	00003519	CHRISTINA LOPEZ	05082023	OH	05/15/2023		MW	IS	292.10
99	00003520	ALLIANCE OF SCHOOLS FOR COOPER	MAY23DDR	OH	05/15/2023		MW	IS	65.22
99	00003521	A & D TRANSPORTATION L.P.	12678	OH	05/16/2023		MW	IS	375.00
99	00003522	APPLE INC.	AL23220897	OH	05/16/2023		MW	IS	1,215.65
99	00003523	BAUDVILLE	4035918	OH	05/16/2023		MW	IS	309.91
99	00003524	BSN SPORTS LLC dba US GAMES	921206757	OH	05/16/2023		MW	IS	892.25
99	00003525	CA DEPARTMENT OF JUSTICE	653576	OH	05/16/2023		MW	IS	672.00
99	00003526	DAVID BENNETT	CASBO 45-472023	OH	05/16/2023		MW	IS	113.81
99	00003527	DELTA DENTAL OF CALIFORNIA	BE005488379	OH	05/16/2023		MW	IS	2,412.60
99	00003528	EAST WHITTIER GLASS & MIRROR	19231	OH	05/16/2023		MW	IS	467.00
99	00003529	EDUPARTS	INV-000017273	OH	05/16/2023		MW	IS	28.73
99	00003530	F.M. THOMAS AIR CONDITIONING	45172	OH	05/16/2023		MW	IS	2,178.25
99	00003531	FRANK MARRONE	CUE316-3182023	OH	05/16/2023		MW	IS	140.35
99	00003532	FULLERTON JOINT UNION HS DIST	70SI0202	OH	05/16/2023		MW	IS	1,089.76
99	00003533	PAOLO ANDRES	CUE316-3182023	OH	05/16/2023		MW	IS	48.91
99	00003534	SUBURBAN WATER SYSTEMS	180051889364	OH	05/16/2023		MW	IS	1,098.01
99	00003535	WHITNEY TAKACS	VARIOUS 532023	OH	05/16/2023		MW	IS	120.96
99	00003536	ECONO FENCE INC	5574	OH	05/16/2023		MW	IS	1,890.00
99	00003537	SOUTHERN CALIFORNIA EDISON	0410050823	OH	05/17/2023		MW	IS	3,126.51
99	00003538	GHATAODE BANNON ARCHITECTS	5314	OH	05/17/2023		MW	IS	22,183.50
99	00003539	GHATAODE BANNON ARCHITECTS	5312	OH	05/17/2023		MW	IS	16,872.80
99	00003540	GHATAODE BANNON ARCHITECTS	5313	OH	05/17/2023		MW	IS	4,221.00
99	00003541	HAUFFE COMPANY	464	OH	05/17/2023		MW	IS	10,752.00

LOWELL JOINT SD
Consolidated Check Register
 from 5/1/2023 to 5/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00003542	B990013	HAUFFE COMPANY	465	OH	05/17/2023		MW	IS	7,168.00
99 00003543	V9903637	ALEXANDRA DAVILA	051623REIMB	OH	05/18/2023		MW	IS	61.74
99 00003544	V9903634	ANNETTE AGUILLON	051623REIMB	OH	05/18/2023		MW	IS	15.99
99 00003545	V9903554	BOSWELL, KURTIS	JAN-FEB CNTRCT	OH	05/18/2023		MW	IS	805.00
99 00003546	I9900002	BYRON FERGUSON DBA ALL AMERICA	1011 -RS	OH	05/18/2023		MW	IS	360.00
99 00003547	V9903305	CARTY, LYN	051623REIMB2	OH	05/18/2023		MW	IS	508.48
99 00003548	U9900002	FRONTIER	0510060923	OH	05/18/2023		MW	IS	55.79
99 00003549	V9903635	JESSICA SOBER	051623REIMB	OH	05/18/2023		MW	IS	204.65
99 00003550	E9900093	KAITLYN CAMPBELL	051623REIMB	OH	05/18/2023		MW	IS	50.49
99 00003551	E9900098	KARI DANIEL	051623REIMB2	OH	05/18/2023		MW	IS	159.71
99 00003552	E9900105	KELLY HIGGINS	051623REIMB	OH	05/18/2023		MW	IS	87.75
99 00003553	E9900149	MICHELLE VANDERLEE	051623REIMB	OH	05/18/2023		MW	IS	202.99
99 00003554	V9903419	NANCY KEMP	IV 1 CNTRCT SVC	OH	05/18/2023		MW	IS	750.00
99 00003555	V9903412	NATALY BENTON	051623REIMB	OH	05/18/2023		MW	IS	204.00
99 00003556	V9903636	RILEY FISCUS	051623REIMB	OH	05/18/2023		MW	IS	53.97
99 00003557	V9903330	SCHOLASTIC	614548059-782246	OH	05/18/2023		MW	IS	322.17
99 00003558	U9900004	SOUTHERN CALIFORNIA EDISON	0412051023	OH	05/18/2023		MW	IS	3,721.95
99 00003559	U9900005	SOUTHERN CALIFORNIA GAS CO	0410050923	OH	05/18/2023		MW	IS	638.40
99 00003560	V9900180	SPARKLETT'S	15734879050723	OH	05/18/2023		MW	IS	206.33
99 00003561	U9900008	T-MOBILE	0404050323	OH	05/18/2023		MW	IS	31.00
99 00003562	I9900011	TRINIDAD, GINA	S99X0022-APR-	OH	05/18/2023		MW	IS	975.11
99 00003563	E9900218	YUMI YAMAMOTO	051623REIMB	OH	05/18/2023		MW	IS	105.88
99 00003564	V9903399	CALIFORNIA DEPT OF SOCIAL SERV	MACYPRESCH_FE	OH	05/18/2023		MW	IS	968.00
99 00003565	V9900020	ATKINSON ANDELSON LOYA RUUD &	680943 APR 2023	OH	05/19/2023		MW	IS	7,878.75
99 00003566	F9900038	ICS SERVICE COMPANY	37451	OH	05/19/2023		MW	IS	571.27
99 00003567	V9903291	JEANETTE TREVINO	05152023	OH	05/19/2023		MW	IS	27.90
99 00003568	V9903595	LAGUNA CLAY COMPANY	SI94481	OH	05/19/2023		MW	IS	4,800.40
99 00003569	V9900134	OCDE	94SI4358	OH	05/19/2023		MW	IS	900.00
99 00003570	V9900134	OCDE	94SI4215	OH	05/19/2023		MW	IS	7,600.00
99 00003571	V9903591	U-Haul	5402642286	OH	05/22/2023		MW	IS	279.16
99 00003572	V9903347	BREAKOUT INC.	45293	OH	05/23/2023		MW	IS	1,499.00
99 00003573	V9903335	CONSTANT CONTACT INC.	OSSOWEBBB11123OH	OH	05/23/2023		MW	IS	452.25
99 00003574	V9900084	HOUGHTON MIFFLIN HARCOURT	955807792	OH	05/23/2023		MW	IS	2,401.77
99 00003575	F9900038	ICS SERVICE COMPANY	37450	OH	05/23/2023		MW	IS	806.60

LOWELL JOINT SD
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Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00003576	E9900084	JIM COOMBS	STRBCKS 5-9-2023	OH	05/23/2023		MW	IS	65.27
99 00003577	V9900103	LAKESHORE LEARNING MATERIALS	677071051023	OH	05/23/2023		MW	IS	234.22
99 00003578	V9900144	PRO-ED	2988874	OH	05/23/2023		MW	IS	96.20
99 00003579	V9900024	BEARCOM	5554883	OH	05/23/2023		MW	IS	680.77
99 00003580	V9903259	A-TECH CONSULTING INC	231558	OH	05/23/2023		MW	IS	48,030.00
99 00003581	V9903352	ACTIVE EDUCATION	2317	OH	05/24/2023		MW	IS	16,821.00
99 00003582	U9900001	CITY OF LA HABRA WATER DEPARTM	0412051523	OH	05/24/2023		MW	IS	2,036.08
99 00003583	U9900004	SOUTHERN CALIFORNIA EDISON	0412051023A	OH	05/24/2023		MW	IS	6,950.47
99 00003584	U9900005	SOUTHERN CALIFORNIA GAS CO	0413051223	OH	05/24/2023		MW	IS	683.20
99 00003585	R9900001	BRENT ALLSMAN	JUNE2023	OH	05/25/2023		MW	IS	603.64
99 00003586	R9903247	CAROLYN KANE	JUNE2023	OH	05/25/2023		MW	IS	1,358.28
99 00003587	F9900019	CITY OF LA HABRA	LH23-539AR	OH	05/25/2023		MW	IS	2,380.27
99 00003588	R9900014	EDDY VEGA	JUNE2023	OH	05/25/2023		MW	IS	603.64
99 00003589	R9900007	GAYLE ROGERS	JUNE2023	OH	05/25/2023		MW	IS	269.02
99 00003590	R9900015	KATHRYN ALLSMAN	JUNE2023	OH	05/25/2023		MW	IS	603.64
99 00003591	R9900013	MARGARET DUMADAG	JUNE2023	OH	05/25/2023		MW	IS	603.64
99 00003592	R9900009	NANCY WHITE	JUNE2023	OH	05/25/2023		MW	IS	1,358.28
99 00003593	R9900010	PENNY MAYERCHECK	JUNE2023	OH	05/25/2023		MW	IS	1,358.28
99 00003594	R9900011	RONALD RANDOLPH	JUNE2023	OH	05/25/2023		MW	IS	689.04
99 00003595	R9900012	SHELLEY MARKER	JUNE2023	OH	05/25/2023		MW	IS	603.64
99 00003596	V9900024	BEARCOM	5554368	OH	05/25/2023		MW	IS	680.77
99 00003597	F9900019	CITY OF LA HABRA	LH23-539AR	OH	05/25/2023		MW	IS	175.13
99 00003598	R9900002	BRUCE PATTILLO	JUNE2023	OH	05/25/2023		MW	IS	603.64
99 00003599	V9900104	LEADER SERVICES	6274	OH	05/30/2023		MW	IS	5,599.91
99 00003600	V9903566	MRS. NELSON'S BOOK COMPANY	15956	OH	05/30/2023		MW	IS	2,112.93
99 00003601	U9900005	SOUTHERN CALIFORNIA GAS CO	0419051823	OH	05/30/2023		MW	IS	525.48
99 00003602	V9903521	YMCA OF ORANGE COUNTY	APRIL23ELOPPGR	OH	05/30/2023		MW	IS	29,855.23
99 00003603	U9900004	SOUTHERN CALIFORNIA EDISON	0420051823	OH	05/31/2023		MW	IS	4,626.93
99 00003604	U9900005	SOUTHERN CALIFORNIA GAS CO	0420051923	OH	05/31/2023		MW	IS	206.85

Issued: 890,068.54
Reversed: 2,604.60

LOWELL JOINT SD
Consolidated Check Register
 from 5/1/2023 to 5/31/2023

Check	Payee ID	Payee Name	Reference	Subs Check Date	Cancel Date	Type	Status	Check Amount
99 Bank Total:								
								892,673.14

Grand Total: 892,673.14

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Amended Agreement Numbers 50622, Amendment #3 and 50623 Amendment #3 with the Orange County Department of Education (OCDE) for Software Support Services ACTION

The Board of Trustees approved agreement numbers 50622 and 50623 on November 2, 2020, for the use of the Orange County Department of Education (OCDE) financial systems. The annual fee for the 2023-24 year has changed.

Human Resources Application Software Support Services	\$11,550
Business Plus System Implementation and Software Support Services	\$29,700

It is recommended that the Amended Agreement Numbers 50622, Amendment #3 and 50623 Amendment #3 with the Orange County Department of Education (OCDE) for Software Support Services be approved, and that the Superintendent or designee be authorized to execute the resolution.

Attachments

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Employer-Employee Relations/Personnel Report 2022/2023
#12 Which Includes Hiring, Resignations, Contract
Adjustments, and Retirements for Certificated, Classified, and
Confidential Employees

ACTION/
(RATIFICATION)

The attached Employer-Employee Relations/Personnel Report 2022/2023 #12, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees has been completed without irregularities and in compliance with the law, District policy, administrative regulations, rules, procedures, and direction of the supervisor and all information has been fully disclosed.

It is recommended that Employer-Employee Relations/Personnel Report 2022/2023 #12, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees, be ratified.

Attachment

JC/me

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2022/23 #12

June 26, 2023

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS 2023-2024**

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Petersen, Kaycee	08/14/2023	05/31/2024	JO	Class 5/Step 1 Correction of EER #11 2022-2023

B. EXTRA DUTY PAY/STIPENDS 2023-2024**

NAME	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	SITE	COMMENTS
Castillo, Barbara	07/01/2023	08/11/2023	DO	Stipend for 10 days not to exceed \$3,750 for Professional Development and Planning. To be paid from ESSERIII Funds
Champion, Rebecca	07/01/2023	08/11/2023	DO	Stipend for 10 days not to exceed \$3,750 for Professional Development and Planning. To be paid from ESSERIII Funds
Brander, Holly	07/01/2023	08/11/2023	DO	Stipend for 10 days not to exceed \$3,750 for Professional Development and Planning. To be paid from ESSERIII 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 LCFE 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.

II. CLASSIFIED EMPLOYEES June 26, 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>
Alatorre, Brandon	6/7/23	8/15/23	R21/S01	M&O	Day Custodian Substitute/Summer Assignment
Anaya, Arlene	6/5/23	6/16/23	R21/S01	MA	ESY Instructional Aide/Summer School Assignment
Andrade, Rudy	6/7/23	8/15/23	R21/S01	M&O	Day Custodian Substitute/Summer Assignment
Beiderwell, Alexis	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment

Belk, Juliette	6/6/23	8/15/23	R17/S01	DO	Systems Aide - Technology/Summer Assignment
Berduo, Samuel	6/5/23	8/15/23	R21/S01	M&O	Day Custodian Substitute/Summer Assignment
Bullard, April	6/6/23	8/15/23	R17/S01	DO	Systems Aide - Technology/Summer Assignment
Cardenas, Eva	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Carr, Candice	6/5/23	6/30/23	R17/S01	JO	Power Source Site Coordinator/Summer School Assignment
Carr, Candice	7/19/23	6/30/23	R17/S01	EP	Power Up Coordinator/Summer School Assignment
Castro, Claudia	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Castro, Claudia	7/19/23	7/19/23	R15/S01	EP	Power Up Health Tech/ Summer School Assignment
Castro, Jenny	6/5/23	6/30/23	R16/S04	MA	ESY Instructional Aide/Summer School Assignment
Chavez, Diane Marie	6/5/23	6/30/23	NDA R01/S01	JO	Noon Duty Aide/Summer School Assignment
Coombs, Tucker	6/5/23	8/15/23	R21/S01	M&O	Day Custodian Substitute/Summer Assignment
Costello, Jennifer	8/16/23			MG	Increase Hours: SCW from 3.75 hours to 5 hours per day
Davis, Summer	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Del Orbe, Ruth	6/5/23	6/30/23	R14/S03	RS	SCW-Central Kitchen/ Summer School Assignment
Espinoza, Sergio	6/5/23	6/30/23	R22/S08	DO	Nutrition Services Driver/Summer School Assignment
Estrada Valencia, Elizabeth	6/5/23	6/30/23	R14/S07	JO	Power Source Instructional Aide/Summer School Assignment
Estrada Valencia, Elizabeth	7/19/23	8/2/23	R14/S07	EP	PowerUp Instructional Aide/Summer School Assignment
Flores, Maria	6/5/23	6/30/23	R15/S08	MA	ESY Instructional Aide/Summer School Assignment
Flores, Victor	6/5/23	6/30/23	R16/S01	MA	ESY Instructional Aide/Summer School Assignment
Francis, Annalisa	7/20/23	8/2/23	R23/S08	EP	Power Up LVN/ Summer School Assignment
Garcia, Melissa	7/19/23	6/30/23	R14/S02	EP	SCW/Summer School Assignment
Garcia, Olivia	6/5/23	6/30/23	R15/S05	MA	ESY Instructional Aide/Summer School Assignment
Gonzalez, Angelica	6/5/23	6/30/23	NDA R01/S01	JO	Noon Duty Aide/Summer School Assignment
Gonzalez, Leslie	6/20/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Goodenow, Arlene	6/6/23	6/30/23	R14/S03	JO	SCW/Summer School Assignment
Green, Benjamin	6/5/23	8/15/23	R21/S01	M&O	Day Custodian Substitute/Summer Assignment
Hernandez, Frances	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Hoffman, Tabatha	6/5/23	6/30/23	R16/S01	MA	ESY Instructional Aide/Summer School Assignment

Lepe, Caroline	6/6/23	8/15/23	R17/S01	DO	Systems Aide - Technology/Summer Assignment
Lepe, Caroline	7/19/23	8/2/23	R14/S05	EP	PowerUp Instructional Aide/Summer School Assignment
Leon Guerrero, Robyn	6/6/23	8/15/23	R17/S01	DO	Systems Aide - Technology/Summer Assignment
Licea, Erica	06/15/23	06/30/23	R16/S01	MA	ESY Instructional Aide/Summer School Assignment
Long-Gomez, Stephanie	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Lopez, Donna	6/5/23	6/30/23	R15/S08	JO	Power Source Instructional Aide/Summer School Assignment
Marquez, Francisco	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Mehta, Katheryn	6/5/23	6/30/23	R15/S03	MA	ESY Instructional Aide/Summer School Assignment
Meza Soto, Katie	6/5/23	6/30/23	R15/S04	MA	ESY Instructional Aide/Summer School Assignment
McCoy, Stacy	06/15/23	06/28/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Morgan, Diane	6/5/23	6/30/23	R15/S08	MA	ESY Instructional Aide/Summer School Assignment
Muravez, Alicia	8/16/23			EP	Increase Hours: SCW from 3.75 hours to 5 hours per day
Obezo, Brittney	6/6/23	8/15/23	R17/S01	DO	Systems Aide - Technology/Summer Assignment
Ornelas, Ivonne	6/5/23	6/30/23	R14/S08	JO	SCW/Summer School Assignment
Ornelas, Ivonne	8/16/23			JO	Increase Hours: SCW from 3.75 hours to 5 hours per day
Pacheco, Emilia	06/26/23	06/30/23	R16/S01	MA	ESY Instructional Aide/Summer School Assignment
Padilla, Myra	6/13/23		R23/S08	DO	Step Increase: Fiscal Clerk
Palmer, Mary	6/5/23	6/30/23	R14/S08	JO	Power Source Instructional Aide/Summer School Assignment
Paz, Carrie	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Perez, Kara	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Ponce, Adriana	06/12/23	08/15/23	R29/S06	DO	Substitute Information Systems Specialist
Pullen, Darlene	6/6/23	8/15/23	R17/S07	DO	Systems Aide - Technology/Summer Assignment
Rapp, Wendi	06/09/23	09/09/23		DO	Info. Systems Specialist: Medical LOA: 6/9/23 – 9/9/23
Rivera, Evan	6/5/23	8/15/23	R21/S01	M&O	Day Custodian Substitute/Summer Assignment
Rubio, Sandra	6/5/23	6/30/23	R14/S07	RS	SCW-Central Kitchen/ Summer School Assignment
Rubio, Sandra	8/16/23			RS	Increase Hours: SCW from 3.75 hours to 5 hours per day
Sanchez, Alexandra	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Sanchez, Kris	6/5/23	6/30/23	R14/S05	MA	SCW/Summer School Assignment

Sanchez, Kris	8/16/23			MA	Increase Hours: SCW from 3.75 hours to 5 hours per day
Solorzano Fonseca, Casta	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Sotelo, Alex	6/5/23	8/15/23	R21/S01	M&O	Day Custodian Substitute/Summer Assignment
Soto Meza, Katie	6/5/23	6/30/23	R14/S04	MA	ESY Instructional Aide/Summer School Assignment
Staffon, Santy	6/5/23	6/30/23	R15/S08	JO	Power Source Instructional Aide/Summer School Assignment
Swisshelm, Lisa	8/16/23			OL	Increase Hours: SCW from 3.75 hours to 5 hours per day
Valdez, Faith	6/20/23	6/30/23	R14/S03	MA	ESY Instructional Aide/Summer School Assignment
Valdez, Faith	7/19/23	8/2/23	R14/S03	EP	PowerUp Instructional Aide/Summer School Assignment
Vazquez, Maricela	6/5/23	6/30/23	R14/S05	MA	ESY Instructional Aide/Summer School Assignment
Xiomara Villa	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Xiomara Villa	7/19/23	8/2/23	R14/S01	EP	PowerUp Instructional Aide/Summer School Assignment
Villapania, Thomas	6/1/23		R28/S08	M&O	Step Increase: Maintenance General
Villarino, Pilar	6/5/23	6/30/23	R14/S05	MA	ESY Instructional Aide/Summer School Assignment
Weimholt, Lina	6/5/23	6/30/23	R16/S08	MA	ESY Instructional Aide/Summer School Assignment
Wendler, Lucille	6/5/23	6/30/23	NDA R01/S01	JO	Noon Duty Aide/Summer School Assignment
Westerhold, Paul	6/5/23	6/30/23	R14/S01	JO	Power Source Instructional Aide/Summer School Assignment
Williams Stanford, Carol	6/5/23	6/30/23	R15/S08	MA	ESY Instructional Aide/Summer School Assignment

C. CLASSIFIED JOB DESCRIPTIONS

- EXPANDED LEARNING SITE COORDINATOR
- NETWORK AND DATA SYSTEMS TECHNOLOGY SUPERVISOR
- CLERK - SPECIAL PROGRAMS



LOWELL JOINT SCHOOL DISTRICT

EXPANDED LEARNING SITE COORDINATOR

Classified Salary Schedule
Range 18

JOB SUMMARY:

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

DISTINGUISHING CHARACTERISTICS:

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

ESSENTIAL FUNCTIONS:

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

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

QUALIFICATION GUIDELINES:

Knowledge of:

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

Ability to:

- Appropriately manage student behavior and guide students toward acceptable social behavior.
- Implement learning activities for children while maintaining a healthy and safe environment.
- Monitor and assist students.
- Communicate clearly and effectively, both orally and in writing, with administrators, employees, parents and the public.
- Maintain confidentiality.
- Work independently with minimal supervision, meeting schedules and timelines.

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

Education/Training/Licenses/Experience:

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

PHYSICAL STANDARDS AND WORKING CONDITIONS:

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

Physical Demands:

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

Mental Demands:

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

Work Environment:

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

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

WORK PERIOD:

10 months per year, 5 days per week, up to 5 hours/day at the end of/after school.



NETWORK & DATA SYSTEMS TECHNOLOGY SUPERVISOR

Classified Management Salary Schedule

JOB SUMMARY:

Under supervision of the Director of Technology, the lead performs site and district network, data systems, and related technology maintenance; repair, modifications and installation of electrical and all electronic systems and equipment. This includes all types of computer hardware and software, printers, stored data information, electronic media, audio-visual and video monitoring systems, and data server equipment. The supervisor may direct and evaluate the work of other technology staff under the guidance of the Director of Technology.

ESSENTIAL FUNCTIONS:

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

Must be able to perform the following:

- Maintain and upkeep all of the District's Technology needs.
- Creation of User accounts in any and all systems, including Activer Directory, Google, and UMRA management.
- Ordering and receiving inventory including asset tagging and tracking.
- Install video, Wi-Fi based systems, computer wiring or cables.
- Be able to successfully collaborate with staff and lead projects.

NETWORKING

- Install, configure, and maintain WAN, LAN, switches, routers, gateways, content filters, and firewalls.
- Maintain documentation of equipment installations (maps and equipment inventories).
- Install, configure, and maintain enterprise wireless systems, including physically mounting wireless access points when needed and managing wireless controllers.
- Maintain enterprise backup for District wide resources, including the backup and restore of user data and backup and restore of all servers.
- Maintain VoIP phone and voicemail system.

INFRASTRUCTURE/SERVER

- Install, configure and maintain Virtual Server environment, and cloud based backups.
- Install, configure, and maintain windows servers, used for infrastructure services such as Active Directory, DNS, DHCP, Radius, and Group Policy management.
- Maintain enterprise antivirus systems and other cyber security protocols..
- Maintain District website and social media as needed.
- Maintain Google infrastructure, including domain, chromebook, and apps management.

END USER SUPPORT

- Manage Google Workspace for Education for all staff and students.
- Support Windows PC, laptop, MACs and Chromebook.
- Manage SSO and 2FA for applications such as Google, Clever, Aeries.
- Support classroom management applications such as GoGuardian.
- Support helpdesk ticketing system such as Incident IQ.

EXAMPLES OF ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Install, maintain, and troubleshoot hardware and devices for WAN and LAN routing and switching.

- Install, maintain, and troubleshoot physical, virtual servers and backup appliances.
- Install, maintain, and troubleshoot hardware, including but not limited to the following: Desktops, laptops, printers, and other computer related devices, various types of projectors, and video distribution systems
- Install, maintain and troubleshoot software, including but not limited to the following: Windows, MAC, and Chromebook operating systems, SSO portals, education software and applications.
- Maintain inventory of spare parts; requisition parts and materials.
- Assist in planning the District's technology needs and roadmap for future expansions.
- Assists Schools in planning Technology needs for classrooms and programs.
- Other related duties.

QUALIFICATION GUIDELINES:

Knowledge of:

- Network-level protocols, software systems and infrastructure.
- Microsoft Active Directory and Google Workspace for Education.
- Computers, computer networks, sound systems, and audio visual equipment theory and techniques.
- Methods, materials, and terminology used in current technology.
- The principles of a classroom environment.

Ability to:

- Prepare, interpret, and work from wiring diagrams, schematics, drawings, and blueprints.
- Use tools and electronic testing equipment.
- Analyze equipment problems and determine necessary repairs.
- Follow verbal and written instructions.
- Prepare written reports.
- Train and provide work directions to others.
- Work cooperatively with others.
- Operate a motor vehicle.
- Access confined areas and exterior roof areas.

Education/Training/Experience:

Bachelor's degree in Computer Science, Information Systems, or related field from an accredited college or university. OR four or more years of increasingly responsible server and network administration experience in an enterprise level network operations center. Experience with both Windows and Mac operating systems required. Experience in a K-12 environment desirable.

Licenses/Certificates/Special Requirements:

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

PHYSICAL STANDARDS AND WORKING CONDITIONS:

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

Physical Demands:

Physical demands of this position include sitting or standing for extended periods of time, regularly required to use hands and fingers to handle and operate objects, tools, or controls and reach with hands and arms. The employee is required to frequently walk, stand, stoop or kneel, bend at the waist and reach above the shoulders. Lifting, pushing, pulling or carrying objects typically weighing up to 65 pounds may be required. Specific vision abilities required by this job include close vision and the ability to adjust focus.

Mental Demands:

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

Work Environment:

Employees work in both office and school settings, and may work without direct and/or constant supervision. Employees frequently drive to District sites to conduct work. Noise level in the work environment is usually moderate.

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

WORK PERIOD: 12 months per year, 5 days per week, up to 8 hours per day

CLERK – SPECIAL PROGRAMS**DEFINITION:**

Under general supervision, performs clerical duties of average difficulty in an office setting; serves as primary support for Early Learning programs and added support for Expanding Learning programs when necessary; and performs related duties as required.

TYPICAL TASKS:

1. Maintain records of sign-in/out and attendance sheets.
2. Maintains enrollment files. Process registrations, create new student files, maintain checklists, and inform teachers of new student arrivals.
3. Types various materials such as reports, bulletins, notices, correspondence, etc.
4. May perform clerical tasks in connection with Special Programs.
5. Answer emails and phone calls, maintain and update calendars, and oversee filing systems. Respond to inquiries about the preschool program and provide information to potential students and families. Schedule tours for prospective students and families with the Site Coordinators.
6. Assists in processing new pupil enrollments.
7. Receives, sorts, and routes mail.
8. Manage schedules; assist in planning meetings and events, including organizing all logistical needs for events or meetings.
9. Processes computer information on student attendance, progress monitoring, and scheduling.
10. Operates computers and various office machines.
11. If applicable, can substitute at the site level when necessary (12 ECE units minimum) Act as the interim Site Supervisor and or Preschool Teacher during their absence, ensuring smooth operations and effective communication between staff and parents.
12. Support program coordinator with ordering, state reports, licensing, and records necessary for the operation of a preschool
13. Coordinate with the nutrition department to confirm snack/lunch menus, and record snack/lunch counts.
14. Assist in managing any emergency situations or unexpected incidents that may arise during the Site Supervisor and or Program Coordinator's absence, while following established policies and procedures.
15. Performs related duties as assigned.

MINIMUM QUALIFICATIONS

- One year experience in clerical work; equivalent to graduation from high school;
- Possession of a valid First Aid Certificate
- Basic computer knowledge
- Strong organizational and time management skills, with the ability to prioritize tasks and manage multiple responsibilities simultaneously.
- Strong attention to detail.
- A commitment to providing a positive, nurturing, and inclusive environment for children and families.
- Ability to appropriately handle confidential information.
- Be personally committed to the ideals, values and mission of LJSD
- Satisfactory background check through DOJ livescan

Preferred:

- Associate's degree in a relevant field (such as Business Administration, Office Management, or Early Childhood Education).
- Knowledge of Title 22, community care licensing requirements, Department of Education, and Child Development Program standards.
- A basic understanding of preschool operations and familiarity with relevant regulations and best practices in early childhood education.

Required Documents:

- Copy of College Transcript(s)
- Letter of Introduction
- Current Resume
- Pediatric First Aid & CPR (prior to employment) & successful completion of a 15 hour Health & Safety Course
- 3 Signed Letters of Recommendation dated within the last 18 months
- Copy of Permit (if applicable)
- Must possess a valid State of California Driver's license

Environment:

- District office environment.
- Constant interruptions.

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information in person or on the telephone.
- Sitting for extended periods of time.
- Bending at the waist, kneeling or crouching to file materials.
- Must be able to lift 50 pounds

SUPERVISION: Early Learning Coordinator

OVERTIME STATUS: Non-exempt

COLLECTIVE BARGAINING STATUS: Member

WORK PERIOD: 12 months per year, 5 days per week, 8 hours per day

Approved by Board of Trustees: _____
Reviewed: _____

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Agreement with Orange County Department of Education for GATE Certification Training during the 2023-24 School Year ACTION

Arrangements have been made with Orange County Department of Education to provide GATE Certification Trainings with 15 teachers. There will be 6 days of training (Cohort 6 & 7) during the 2023-24 school year. This training is to certify teachers in gifted instruction using the CA GATE Standards and high yield GATE Strategies. Teachers will learn about the academic, behavioral and social emotional needs of students who are gifted. The cost of the training will not exceed \$8,700.00. Funding will be through Educator Effectiveness Grant.

It is recommended that the Agreement with Orange County Department of Education for GATE Certification during the 2023-24 school year for a total not to exceed \$8,700.00 be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

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LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with Cori Close to Provide Professional Development to all staff on August 14, 2023 entitled “Building Champions in the Classroom” ACTION

Arrangements have been made with Cori Close to provide Professional Development with a presentation entitled “Building Champions in the Classroom” on August 14, 2023 to all District staff at the “Welcome Home Rally”. Cori will be speaking on how to be leaders of integrity and to build champions in our classrooms. The cost for this presentation will not exceed \$2,500.00. Funding for this expenditure will be covered by the Educator Effectiveness Grant.

Cori Close to Provide Professional Development entitled “Building Champions in the Classroom” on August 14, 2023 at an amount not to exceed \$2,500.00, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent’s Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Before and After School Childcare Services with Boys & Girls Club La Habra Effective August 16, 2023, through May 31, 2024, at Various Sites in Lowell Joint School District ACTION

In an effort to meet the needs of LJSJ families, Boys & Girls Club La Habra will offer before and after school, full cost child care services to school district community members. BGCLH will provide services with the following program goals at no cost to the district:

1. Provide a safe, supportive and comprehensive program and environment daily for participating students.
2. Provide students with opportunities to practice their academic skills (language arts, math, science and social studies) through diverse activities, projects, books, materials, computer software, and community settings which will enable students to grow academically.
3. Support and supplement the standards-based academic instruction that students receive during the school day with homework help, diverse activities and communication between school/before school staff and parents.
4. Provide the students with enrichment activities to further develop leadership, responsibility, health and safety awareness, social skills, and encourage community engagement.
5. Provide staff with staff development opportunities for working effectively with students and delivering an exemplary program.

The program will be open from 7:00 a.m. until the start of the TK/K school day (9:30 a.m.), and then from TK early bird dismissal until 6:00 p.m. The program serves children grades Transitional Kindergarten - 6th grade attending elementary school at no cost to the district. The cost to families is: Before school only: \$25.00 a week, after school only \$60.00 a week, and before school and after school \$85.00. This will operate at El Portal, Jordan, Macy, Meadow Green, and Olita Elementary Schools. A termination notice of thirty days is also included in this contract, should the district determine these services are no longer necessary.

It is recommended that the agreement with Boys & Girls Club La Habra effective August 16, 2023, through May 31, 2024, at various sites in Lowell Joint School District, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with Marie Madeline Neavez to be a Vocal Director for the Lowell Joint Youth Theater for the 2023/24 School Year ACTION

Arrangements were made with Marie Madeline Neavez to be a Vocal Director for the Lowell Joint Youth Theater during the 2023/24 school year. Marie Madeline Neavez's contract amount is \$1650 per show, 2 shows for a total not to exceed \$3,300. Funding for this expenditure will be covered by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds.

It is recommended that the consultant agreement for Marie Madeline Neavez to be a Vocal Director for the Lowell Joint Youth Theater for Lowell Joint School District during the 2023/24 school year, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with Brennan Logan to be a Choreographer for the Lowell Joint Youth Theater for the 2023-24 School Year ACTION

Arrangements were made with Brennan Logan to be a Choreographer for the Lowell Joint Youth Theater during the 2023/24 school year. Brennan Logan's contract amount is \$1200 per show, 4 shows for a total not to exceed \$4,800. Funding for this expenditure will be covered by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds.

It is recommended that the consultant agreement for Brennan Logan to be a Choreographer for the Lowell Joint Youth Theater for Lowell Joint School District during the 2023/24 school year, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval of Consultant Agreement with Christine Logan to be Assistant Director for the Lowell Joint Youth Theater for the 2023-24 School Year ACTION

Arrangements were made with Christine Logan to be Assistant Director for the Lowell Joint Youth Theater during the 2023/24 school year. Brennan Logan's contract amount is \$1200 per show, 2 shows for a total not to exceed \$2,400. Funding for this expenditure will be covered by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds.

It is recommended that the consultant agreement for Brennan Logan to be Assistant Director for the Lowell Joint Youth Theater for Lowell Joint School District during the 2023/24 school year, be approved and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.

LOWELL JOINT SCHOOL DISTRICT
June 26, 2023

To: President Shaw and Members, Board of Trustees

From: Jim Coombs, Superintendent of Schools

Subject: Approval to Utilize San Gabriel Valley Food Services Cooperative Purchasing Group School Districts/Agency Bids for Food and Supplies for the 2023/24 School Year ACTION

As a member district of the San Gabriel Valley Food Services Cooperative Purchasing Group (SGV Co-Op), office of Food and Nutrition Services requests to use bids which other school districts or agencies have performed all legal advertising costs and timely bid processing procedures on behalf of the SGV Co-Op member districts. Pursuant to Title 7, *CFR*, Parts 3016.36, School Food Authorities (SFAs) may utilize provisions to conduct procurements in a competitive manner. Education Code Section 39644 authorizes school districts to renew competitive bids for supplies for two additional years beyond the base issue and to renew competitive bids for service and equipment for four additional years beyond the base year. The SGV Co-Op consists of 30 school districts, of which Lowell Joint School District is included. Bids for food and supplies are:

<u>Product</u>	<u>Bid Number</u>	<u>Issuing District/Agency</u>	<u>Awarded Vendor</u>	<u>Effective Dates</u>
Bread Items	RFP # 22-23-01-01	Azusa USD	Galasso's and GoldStar Bread	7/1/23 – 6/30/24
Milk and Dairy	Bid # 2022-23.RFP.02	Hacienda, La Puente USD	Driftwood Dairy	7/1/23 – 6/30/24
Frozen Foods	RFP # 0221-12/123	Rosemead USD	GoldStar	7/1/23 – 6/30/24
Produce	RFP # FSO301:23-24	Duarte USD	GoldStar	7/1/23 – 6/30/24
Pizza	RFP #01:22/23(P2)	West Covina USD	Pizza Hut, Domino's, Papa Johns	7/1/23 – 6/30/24
Grocery	RFP # 001-22/23	Walnut Valley USD	GoldStar	7/1/23 – 6/30/24
Paper, Plastic,	Bid # 22-23107	Covina Valley USD	P&R, Platinum Packaging, Forms	7/1/23 – 6/30/24

Superintendent's Comment:

APPROVAL RECOMMENDED.

and Film			Plastic	
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It is recommended that the Board of Trustees approve the utilization of other agency's bids for Districtwide Nutrition Services products for the 2023/24 school year be approved, and that the Superintendent or designee be authorized to execute the necessary documents.

Superintendent's Comment:

APPROVAL RECOMMENDED.