

LOWELL JOINT SCHOOL DISTRICT – Lowell Joint School District
11019 Valley Home Avenue, Whittier, CA 90603

MINUTES OF THE BOARD MEETING OF THE BOARD OF TRUSTEES
February 7, 2022

Call to Order	President Salinas called the meeting to order at 6:30 p.m. at Lowell Joint School District, 11019 Valley Home Avenue, Whittier, CA 90603
Topics Not on the Agenda	None.
Closed Meeting	President Salinas declared the meeting recessed to closed session at 6:31 p.m.
Call to Order	President Salinas reconvened the meeting to order at 7:34 p.m.
	The flag salute was led by Anthony Zegarra, Board of Trustees Board Member.
	Trustees Present: Melissa A. Salinas, Karen L. Shaw, Anastasia M. Shackelford, William A. Hinz, Anthony A. Zegarra
	Trustees Absent: None
	Staff Present: Jim Coombs, Superintendent of Schools, Andrea Reynolds, Assistant Superintendent of Administrative Services; Sheri McDonald, Assistant Superintendent of Educational Services; and David Bennett, Assistant Superintendent of Facilities and Operations
	Staff Absent: None.
Reporting Out Action (if any) Taken in Closed Session	None.
Introduction / Welcome	President Salinas welcomed the many guests in attendance, staff members present, guests, Leslie Mangold, LJEAs lead negotiator and CSEA President, Darleene Pullen.
Acknowledgement of Correspondence	None.
Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the February 7, 2022, Board agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the minutes from the January 10, 2022, Regular Board Meeting and the January 24, 2022, Special Board Meeting.

Topics Not on the Agenda

Laura Curbell – Spoke regarding masking of children. Her concern regarding her niece being conscientious about wearing the mask and her great nephew's health due to wearing the masks.

Leslie Mangold – LJEA. Spoke of her experience of 26 years teaching in Lowell Joint District at Meadow Green Elementary School and being Lowell Joint Strong. Refreshing to speak to the board in times of economic certainty. The recent Governor's overview and school districts being given increase in per pupil funding and substantial COLA to give pay increase to their employees. The COLA most likely increase to over six percent this year. The district being in a healthy financial state for the 21-22 school year. Surrounding districts given teacher increase. Asking that Lowell Joint take care of their family.

Michelle Bohlen- She joined the Lowell Joint family 24 years ago coming from the private sector. She spoke of given curriculum and filling in the gaps to finding ways to supplement and purchasing materials for her classroom. The bargaining team negotiating raises for teachers. She spoke of calling in sick, creating sub plans, and filling out a form to explain why being out. They should have to explain medical conditions on the form.

Teddy Sachs – Social Studies teacher at Rancho, teaching since 1988 and the last 24 years here at Lowell Joint. Shared her concerns with the ongoing contract negotiations. Minimum expectations retroactive COLA for this year and additional compensation next year. Inflation currently over 7% and the Governor has allocated additional funds to supplement budgets. Meant to be spent on resources for students and teachers are the greatest resource they have. The Board refuses to change the number of compelling personal necessity days from two to more reasonable. They need to make all personal necessity.

Deanna Morrison – 30th year teaching in the district. Her concern is between the rising cost of living and the current salary schedule. Inflation at 7% and rising, teachers need fair pay to survive the crippling financial market. Her children attended school in the district. Lowell Joint teachers have always gone beyond and our test scores prove this. Currently earning 11 percent less than a teacher with 26 years in La Habra. The time is right for reserves to serve emergency purpose and supporting our Lowell Joint Family.

Stephanie Rutledge – 4th grade teacher at Macy Elementary School. Asked that there be no retaliation towards herself and colleagues for speaking here this evening. Spoke of the extreme hardships these last years during the COVID pandemic and not begin given compensation. The cost of living adjustment will be adjusted to over 6 percent by Governor Newsom. This will barely cover inflation that is exceeding 7 percent. Her household expenses and school supplies have gone up and the only thing not gone up is her salary with the Lowell Joint School District. She is at the end of the salary scale with 27 years of teaching. Please do the right thing and show grace and mercy to your teachers by compensating them for a job done.

Kristen Gober – Her 26th year teaching in Lowell Joint. There have been many changes but the one thing that is constant is the hard work ethic by the teachers. This goes unnoticed and the district doesn't pass on COLA to teachers automatically. District purchased Iready to fill in learning gaps but

did not provide Iready curriculum books for teacher to utilize. The district reserves continue to rise and not getting paid competitively like other districts. Take care of Lowell Joint family.

Kelly Aldecoa – Teaches 6th grade at Macy Elementary. Anyone speaking here tonight will not receive any form of retaliation from the district’s administration. Never in my 25 years in the district have I felt in necessary to state this than with this administration. She is a single parent and sole provider of three kids. The rising costs makes it hard to survive the one month that she does not receive a check and would need to get a second job. The government gave the district eight million one hundred five thousand nine hundred seventy five dollars for federal and state pandemic funding, why weren’t they compensated for their expenses. Her son is in Mrs. Shackelford’s math class and she asked her to ask him tomorrow when was the last time his mom took her family on a vacation, sit down meal at restaurant, how she has juggled to pay for a haircut and cried figuring out how to support their family during the month they don’t get paid. Do the right thing and take care of the Lowell family and pay them a fair wage

Timely Information from the Board and Superintendent None.

Recognition of the John Greenleaf Whittier Chapter Daughters of the American Revolution Essay Contest Winners
Mr. Coombs introduced Maya Rosiles-Camelo, 7th grade student from Rancho Starbuck Intermediate School and Julia Machon, 8th grade student from Rancho Starbuck Intermediate School. These students won the John Greenleaf Whittier Chapter Society Daughters of the American Revolution American History Essay Contest for their grade level on the “The Tomb of the Unknown Soldier”. They were each awarded a Certificate of Outstanding Achievement by President Salinas and asked to introduce their families and teachers.
Mrs. Machon spoke of appreciating the teachers at El Portal and Rancho and all they do for our children.

RECESS ****
Mrs. Salinas declared a recess at 8:15 p.m. Mrs. Salinas reopened the board meeting at 8:20 p.m.

School Reports Each Board member shared highlights of their respective schools.

Resolution 2021/22 #849 of the Board of Trustees of the Lowell Joint School District Adjusting Trustee Area Boundaries From Which District Governing Board Members will be Elected
Mr. Coombs spoke of the by trustees reevaluation. Education Code section 5019.5’s requirement to adjust trustee area boundaries after each federal census. The district hired a demographer to review data and make sure all by trustee areas are proportionate. Legal counsel Ron Wenkart is here, via zoom, and available if you have any questions of this process. We saw the two maps presented at the last board meeting, which was a public hearing. The demographer was there and said that these maps meet the legal requirements, as does our legal counsel for CVRA. Two maps for consideration and need to pick one for the March 1 deadline.

Mr. Hinz said that the recommended changes in both maps are relatively minimal and he made a motion to accept proposed map #2. Mrs. Shackelford seconded the motion.

Mrs. Shackelford stated that though the changes are minor, it does make it easier that as a school district that splits two counties, we will have another trustee that is solely in one county.

Mrs. Shaw said that they all had several schools in their attendance area. Mrs. Salinas agreed.

Mr. Coombs asked legal counsel Mr. Wenkart if there is anything that was missed to make sure that we were in complete compliance.

Mr. Wenkart said that the all information was covered at the last board meeting and both maps are below the 10 percent population variance that is required. Both maps create the Hispanic minority within the district fairly. They are both legally compliant.

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to adopt Resolution 2021/22 #849 of the Board of Trustees of the Lowell Joint School District Adjusting Trustee Area Boundaries From Which District Governing Board Members will be Elected, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2021/22 No. 850, Recognizing February 7-11, 2022 as “School Counseling Week”

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to adopt Resolution 2021/22 No. 850, Recognizing February 7-11, 2022 as “School Counseling Week”, and that the Superintendent or designee be authorized to execute the necessary documents.

Approve Resolution 2021/22 #851, Establishment of an Irrevocable Trust for Other Post-Employment Benefits with the California Employers' Retiree Benefit Trust through California Public Employees Retirement System

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to adopt Resolution 2021/22 #851, Establishment of an Irrevocable Trust for Other Post-Employment Benefits with the California Employers' Retiree Benefit Trust through California Public Employees Retirement System, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Professional Services Agreement, Nigro and Nigro, A Professional Accountancy Corporation, Provide a Performance Audit for State Facilities Program Expenditure Reporting

It was moved, seconded, and carried by unanimous vote (5 – 0), to Approve of Professional Services Agreement, Nigro and Nigro, A Professional Accountancy Corporation, Provide a Performance Audit for State Facilities Program Expenditure Reporting, and that the Superintendent or designee be authorized to execute the necessary documents.

Resolution 2021/22 No. 852, Adopting Staffing Flexibility Measures in Accordance

It was moved, seconded, and carried by unanimous roll call vote (5– 0) to adopt Resolution No. 852, adopting staffing flexibility measures in

with Governor Newsom's Executive Order N-3-22	accordance with Governor Newsom's executive order N-3-22, and that the Superintendent or designee be authorized to execute the necessary documents.
Mid year LCAP Review	<p>Dr. McDonald presented the mid year LCAP update.</p> <p>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).</p> <p>Due to some additional one-time dollars for the LCAP, the State Board of Education is requiring a mid-year update to be presented to the Board for the 2021-2022 school year. The update will ultimately be submitted for approval along with the LCAP in June of 2022.</p>
Consent Calendar	It was moved, seconded, and carried by unanimous vote, (5 – 0), to approve/ratify the following items, under a consent procedure.
Acceptance of Gift/Donations	Ratified the acceptance of donations as listed: El Portal Parent Teacher Association, ViewSonic Board ViewBoard 65", valued at \$3676.80 to El Portal Elementary School, David Bennett - Bells and Drum Practice set donated to Rancho Starbuck Intermediate School band program. Valued at \$500.00. and requested a letter of appreciation be written to the donors.
Purchase Order Report 2021/22 #7	Approved Purchase Order Report 2021-22 #7, as attached, which lists all warrants issued December 1, 2021, through December 31, 2021.
Consolidated Check Register Listing Report 2021/22 #6	Approved Consolidated Check Register Listing Report 2021/22 #5, as attached, which lists all warrants issued December 1, 2021, through December 31, 2021.
Employer-Employee Relations/Personnel Report 2021/22 #7 Which Includes Hiring, Resignations, Contract Adjustments and Retirements for Certificated, Classified, and Confidential Employees	Ratified Employer-Employee Relations/Personnel Report 2021/22 #7, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.
Approval of Agreement #14042 with Inside the Outdoors, Orange County Department of Education, to Provide a Traveling Scientist Assembly for the TK/K and	Approved the contract with Inside the Outdoors, Orange County Department of Education to provide two Traveling Scientist Assemblies for the second-grade and TK/K students of El Portal Elementary School, not to exceed \$1,100.00, to be paid by El Portal PTA, and that the Superintendent or designee be authorized to execute the necessary documents.

Second Grade Students of El
Portal Elementary School

Board Member/
Superintendent Comments

Mr. Hinz spoke of the channel 11 news broadcast that featured our superintendent. He was never so proud of anyone representing this district.

“Mr. Coombs you did well, represented well, made me very proud of this district and represented us glowingly”. Mr. Coombs had the opportunity to talk about what we are doing and why we are successful.

Mr. Coombs mentioned that it was easy to talk about Lowell because it is great and people and staff are doing and incredible job.

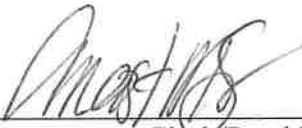
Mr. Coombs also highlighted that in the upcoming week, there is a film crew coming from Virginia to highlight and put together a recognition of the “Arts For All Let the Music Play Band Program”. The band program received the national MANGA award. This is one of only three programs in the United States to be selected for the grand prize. Jeremy Fletcher did an incredible job and when he left, it hasn’t missed a beat and credit being given to Cameron Miller.

Adjournment

President Salinas declared the meeting adjourned at 9:02 p.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken

Date Approved:

3/7/22



Clerk/President/Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2021/22 NO. 849

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT OF
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
ADJUSTING TRUSTEE AREA BOUNDARIES FROM WHICH
DISTRICT GOVERNING BOARD MEMBERS WILL BE ELECTED**

WHEREAS, on January 16, 2016, the governing board of the Lowell Joint School District (“District”) voted to adopt a trustee area plan and transition to by-trustee area elections by approval of Resolution Number 2017/18 No. 713; and

WHEREAS, the Orange County Committee on School District Organization approved the District’s by-trustee area plan and the plan took effect for an election that took place in November 6, 2018; and

WHEREAS, the District has reviewed the adopted trustee area plan and determined that adjustment of the trustee area boundaries is required based on the results of the 2020 census;

WHEREAS, the Board held a public hearing on January 24, 2022, to obtain public input; and

WHEREAS, Education Code section 5019.5 requires the adjustments of area boundaries following each decennial federal census, if necessary.

NOW THEREFORE, be it resolved by the Board of Trustees of the Lowell Joint School District as follows:

1. That the above recitals are true and correct.
2. That the Board hereby adjusts the current trustee area boundary plan for use in the November 2022 election and elections thereafter as set forth in Exhibit A attached hereto.
3. That the Superintendent and/or his designee take all actions necessary to notify the Orange County Committee on School District Organization of the Board’s determination forthwith and provide whatever assistance may be required by the Committee to complete the process.

ADOPTED, SIGNED, AND APPROVED this 7th day of February 2022.



President of the Board of Trustees of the
Lowell Joint School District

I,  _____, Clerk of the Board of Trustees of the Lowell Joint School District, do hereby certify that the foregoing Resolution was adopted by the Board of Trustees of


the Lowell Joint School District at a meeting of said Board held on the 7th day of February, 2022, and that it was so adopted by the following vote:

AYES: Melissa Salinas, Karen Shaw, Anastasia Shackelford, William Hinz, Anthony Zegarra

NOES: None

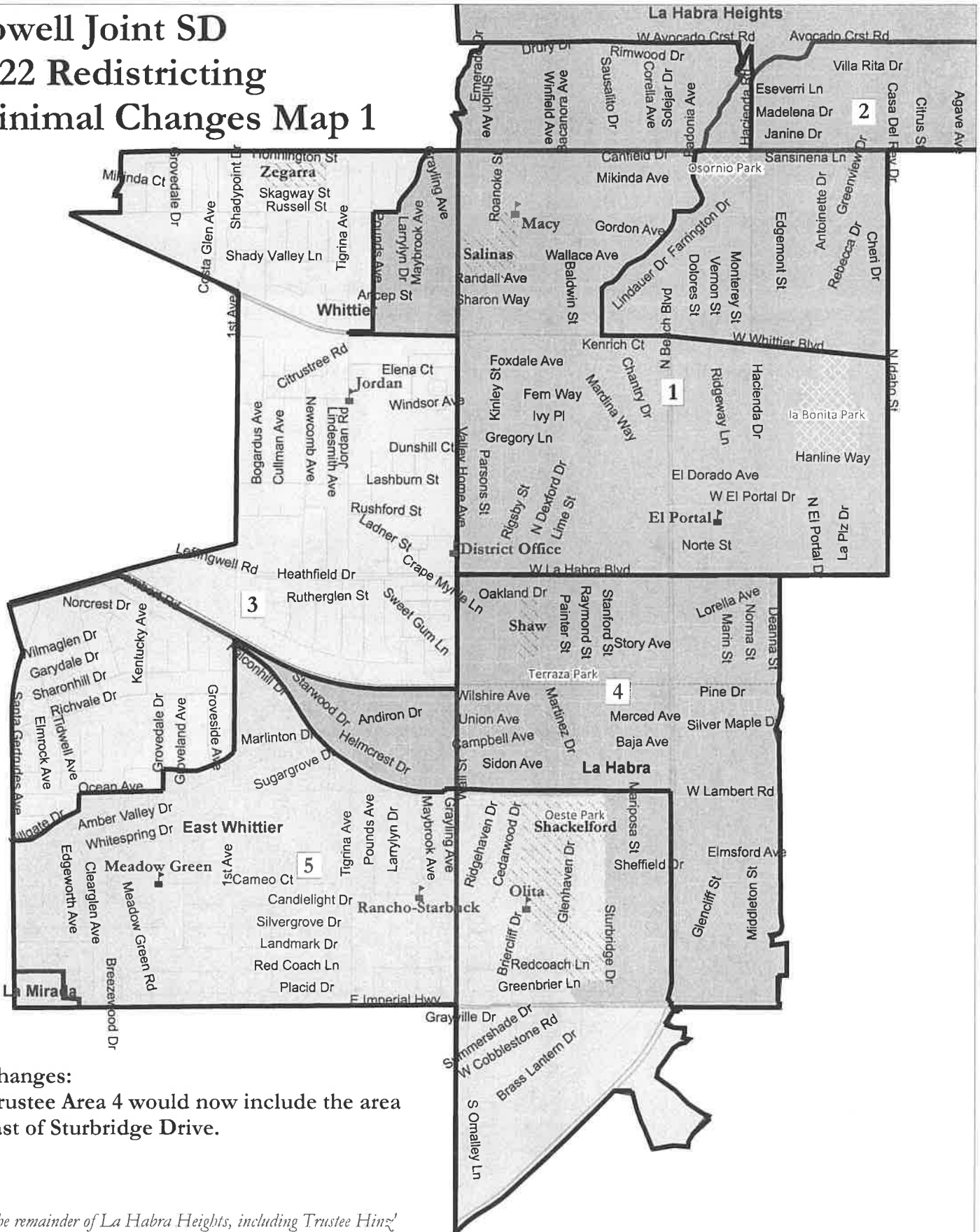
ABSTAIN: None

ABSENT: None



Clerk of the Board of Trustees of the
Lowell Joint School District

Lowell Joint SD 2022 Redistricting Minimal Changes Map 1



Changes:
Trustee Area 4 would now include the area east of Sturbridge Drive.

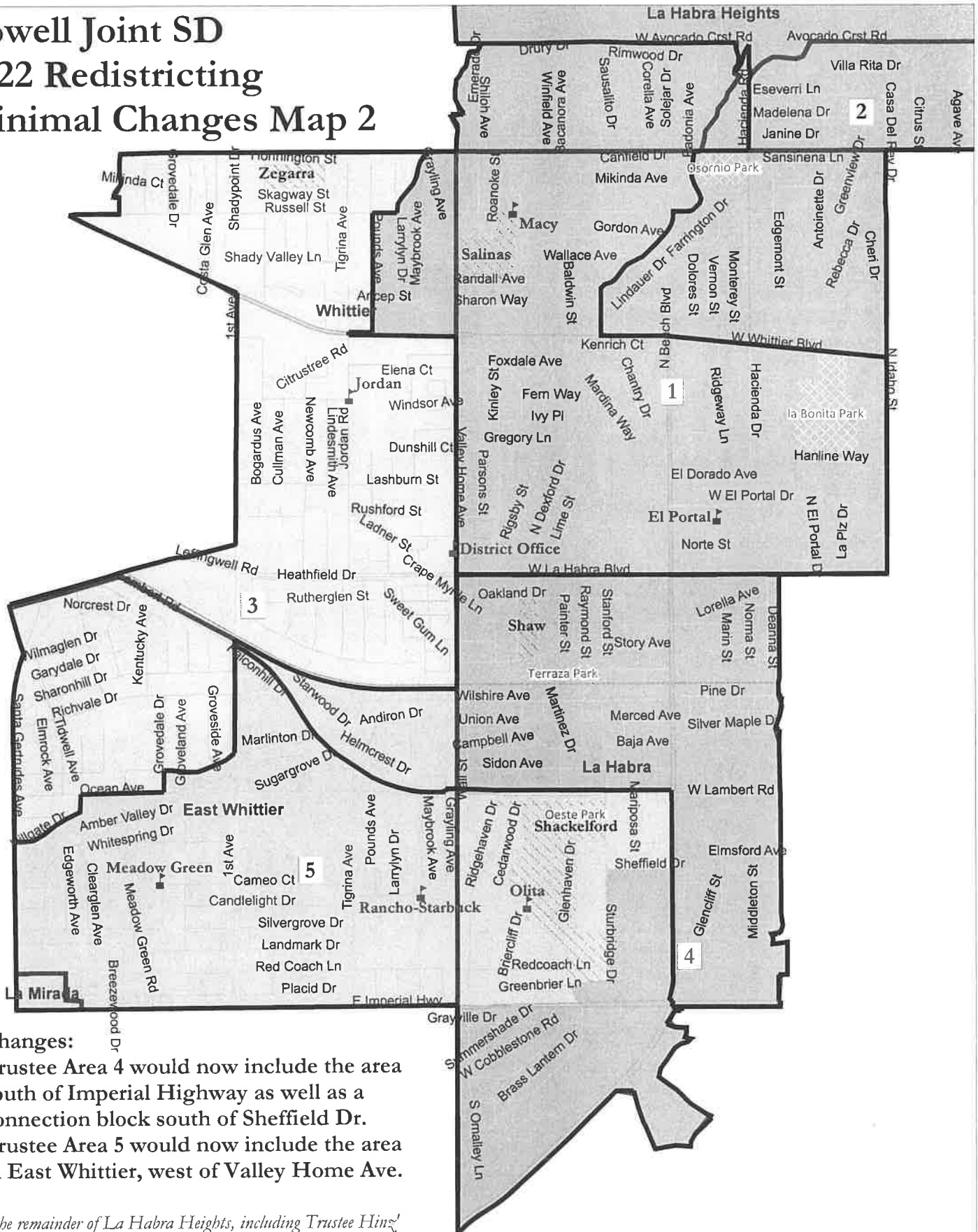
The remainder of La Habra Heights, including Trustee Hinzel's address, is in Trustee Area 2

Lowell Joint School District - Minimal Changes Map 1

District		1	2	3	4	5	Total
2020	2020 Census (Adj)	6,928	7,335	7,219	6,781	7,109	35,372
	Deviation from ideal	-146	261	145	-293	35	554
	% Deviation	-2.07%	3.68%	2.04%	-4.15%	0.49%	7.83%
2020 Total Pop	% Hisp	57%	37%	56%	51%	49%	50%
	% NH White	32%	41%	31%	29%	32%	33%
	% NH Black	2%	1%	1%	3%	2%	2%
	% Asian-American	6%	18%	9%	15%	13%	12%
Citizen Voting Age Pop	Total	4,967	6,485	5,316	4,290	5,147	26,205
	% Hisp	40%	31%	50%	45%	50%	43%
	% NH White	47%	50%	42%	41%	39%	44%
	% NH Black	4%	0%	1%	2%	1%	1%
	% Asian/Pac.Isl.	8%	18%	7%	12%	10%	11%
Voter Registration (Nov 2020)	Total	4,066	5,097	4,817	3,767	4,628	22,375
	% Latino est.	45%	28%	49%	47%	44%	42%
	% Spanish-Surnamed	41%	26%	44%	43%	40%	38%
	% Asian-Surnamed	3%	11%	4%	6%	6%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	51%	62%	49%	48%	52%	52%
	% NH Black	3%	0%	1%	1%	0%	1%
Voter Turnout (Nov 2018)	Total	2,359	3,151	2,580	2,039	2,581	12,710
	% Latino est.	39%	23%	43%	43%	40%	36%
	% Spanish-Surnamed	36%	21%	40%	39%	36%	34%
	% Asian-Surnamed	2%	8%	3%	3%	5%	5%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	57%	69%	54%	55%	56%	59%
	% NH Black	4%	0%	1%	1%	0%	1%
Voter Turnout (Nov 2020)	Total	3,463	4,246	3,870	3,167	3,766	18,512
	% Latino est.	44%	27%	48%	46%	44%	41%
	% Spanish-Surnamed	41%	25%	44%	42%	40%	38%
	% Asian-Surnamed	3%	10%	4%	6%	6%	6%
	% Filipino-Surnamed	1%	1%	1%	1%	1%	1%
	% NH White est.	52%	63%	49%	49%	52%	53%
	% NH Black est.	3%	0%	1%	1%	0%	1%
ACS Pop. Est.	Total	7,133	8,666	7,036	6,281	6,740	35,856
Age	age0-19	26%	21%	21%	26%	21%	23%
	age20-60	53%	52%	53%	56%	56%	54%
	age60plus	20%	27%	26%	18%	23%	23%
Immigration	immigrants	18%	20%	15%	23%	22%	19%
	naturalized	56%	75%	71%	61%	63%	66%
Language spoken at home	english	71%	63%	77%	65%	67%	68%
	spanish	22%	21%	17%	22%	21%	21%
	asian-lang	6%	11%	4%	13%	10%	9%
	other lang	1%	5%	2%	1%	2%	2%
Language Fluency	Speaks Eng. "Less than Very Well"	12%	13%	8%	14%	11%	11%
Education (among those age 25+)	hs-grad	53%	38%	54%	55%	54%	50%
	bachelor	19%	26%	22%	19%	17%	21%
	graduatedegreec	8%	18%	10%	8%	11%	12%
Child in Household	child-under18	40%	30%	31%	40%	30%	34%
Pct of Pop. Age 16+	employed	70%	60%	62%	66%	63%	64%
Household Income	income 0-25k	13%	6%	21%	14%	10%	13%
	income 25-50k	14%	11%	10%	15%	16%	13%
	income 50-75k	13%	13%	17%	16%	12%	14%
	income 75-200k	49%	43%	45%	47%	50%	47%
	income 200k-plus	11%	26%	8%	9%	12%	14%
Housing Stats	single family	74%	90%	83%	76%	77%	81%
	multi-family	26%	10%	17%	24%	23%	19%
	rented	37%	16%	23%	32%	28%	27%
	owned	63%	84%	77%	68%	72%	73%

Total population data from the California adjustment to the 2020 Decennial Census. Surname-based Voter Registration and Turnout data from the California Statewide Database. Latino voter registration and turnout data are Spanish-surname counts adjusted using Census Population Department undercount estimates. NH White and NH Black registration and turnout counts estimated by NDC. Citizen Voting Age Pop., Age, Immigration, and other demographics from the 2015-2019 American Community Survey and Special Tabulation 5-year data.

Lowell Joint SD 2022 Redistricting Minimal Changes Map 2



Changes:
Trustee Area 4 would now include the area south of Imperial Highway as well as a connection block south of Sheffield Dr.
Trustee Area 5 would now include the area in East Whittier, west of Valley Home Ave.

The remainder of La Habra Heights, including Trustee Hinckley address, is in Trustee Area 2

Lowell Joint School District - Minimal Changes Map 2

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2020	2020 Census (Adj)	6,928	7,335	7,219	7,141	6,749	35,372
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	age20-60	53%	52%	53%	57%	55%	54%
	age60plus	20%	27%	26%	18%	23%	23%
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Household Income	income 0-25k	13%	6%	21%	13%	11%	13%
	income 25-50k	14%	11%	10%	15%	17%	13%
	income 50-75k	13%	13%	17%	13%	15%	14%
	income 75-200k	49%	43%	45%	47%	50%	47%
	income 200k-plus	11%	26%	8%	12%	8%	14%
Housing Stats	single family	74%	90%	83%	76%	77%	81%
	multi-family	26%	10%	17%	24%	23%	19%
	rented	37%	16%	23%	31%	30%	27%
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LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2021/2022 NO. 850

**A RESOLUTION OF THE BOARD OF TRUSTEES OF
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
RECOGNIZING FEBRUARY 7-11, 2022, AS
“SCHOOL COUNSELING WEEK”**

WHEREAS, school counselors are employed in public and private schools to help students reach their full potential; and

WHEREAS, school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

WHEREAS, School counselors help parents focus on ways to further the educational, personal and social growth of their children; and

WHEREAS, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

WHEREAS, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school;

NOW, THEREFORE BE IT RESOLVED that we, the Board of Trustees on behalf of the students, parents, and community at large, does hereby recognize February 7-11, 2022, as “School Counseling Week” and that all school counselors in the Lowell Joint School District be commended for the contributions they make to successful student achievement.

APPROVED AND ADOPTED this 7th day of February, 2022, by the following vote:

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

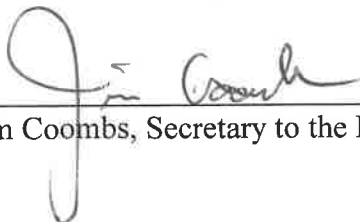
NOES: None

ABSTAIN: None

ABSENT: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 7th day of February, 2022, and passed by a unanimous vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the 7th day of February, 2022.



Jim Coombs, Secretary to the Board of Trustees

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2021/22 No. 851

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
LOWELL JOINT SCHOOL DISTRICT OF
LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
ESTABLISHMENT OF AN IRREVOCABLE TRUST FOR OTHER POST-EMPLOYMENT
BENEFITS THROUGH CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM**

WHEREAS, the Governing Board of the Lowell Joint School District wishes to establish an irrevocable trust; and,

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

WHEREAS, to participate in the CERBT program, CalPERS requires that the Governing Board approve the associated agreement.

NOW, THEREFORE BE IT RESOLVED, by the Governing Board of the Lowell Joint School District, hereby adopts the agreement with California Public Employees' Retirement Systems (CalPERS) to prefund retiree medical benefits through participation in the California Employer's Retiree Benefit Trust Program (CERBT); and appoints the incumbents in the following positions, Superintendent, Assistant Superintendent of Administrative Services, and the Director of Fiscal Services, as Plan Administrators of the Program;

AND BE IT FURTHER RESOLVED that the Plan Administrators are authorized to execute the Program legal and administrative documents on behalf of the district and to take whatever additional actions are necessary to maintain the district's participation, facilitate the funding, investment management and administration in the Program, and to maintain compliance of any relevant regulation issued or as may be issued; therefore, authorizing the Plan Administrators to take whatever additional actions are required to administer the district's Program.

APPROVED AND ADOPTED this 7th day of February 2022, by the following vote:

AYES: Melissa Salinas, Karen Shaw, Anastasia Shackelford, William Hinz, Anthony Zegarra


NOES: None

ABSENT: None

ABSTAIN: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 7th day of February 2022, and passed by a vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 7th day of February 2022.



Jim Coombs
Secretary to the Board of Trustees



Lowell Joint
DEC 27 2021
SCL

December 23, 2021

To the Board of Trustees and Management of
Lowell Joint School District
Whittier, California

We are pleased to confirm our understanding of the services we are providing for Lowell Joint School District. We will conduct a performance audit in accordance with *Government Auditing Standards* and Education Code section 41024 to ensure that school facility program (SFP) bonds have been appropriately spent according to State guidelines for Project No. 57/64766-00-001: Olita Elementary School.

Objective

The objective of our performance audit is the expression of an opinion about whether the District complied with the State's requirements with regards to the use of school facility program (SFP) bonds.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and will include tests of the accounting records of Lowell Joint School District and other procedures we consider necessary to enable us to express an opinion on whether the District complied with State requirements regarding the use of school facility program (SFP) bonds. If our opinion is other than *unqualified*, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or form an opinion, we may disclaim an opinion or not issue a report.

Audit Procedures

An audit includes examining, on a test basis, evidence supporting the SAB 50-06 reports. Therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. Also, we will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the District complied with the State's requirements with regards to the use of school facility program (SFP) bonds, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. An audit is not designed, though, to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, because of the concept of reasonable assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. We will inform you of any material errors, fraudulent financial reporting or misappropriation of assets that come to our attention. In addition, we will inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is, of course, limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

As part of obtaining reasonable assurance about whether the District complied with the State's requirements with regards to the use of school facility program (SFP) bonds, we will perform tests of Lowell Joint School District's compliance with applicable laws and regulations and the provisions of contracts and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion. Management maintains the responsibility for identifying and ensuring that Lowell Joint School District complies with applicable laws, regulations, contracts, and other agreements.

An audit includes obtaining an understanding of internal control sufficient to plan the audit and to determine the nature, timing, and extent of audit procedures to be performed. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. However, during the audit, we will communicate internal control-related matters to management and those charged with governance as required by professional standards.

Management Responsibilities

We understand that you will make all financial records and related information available to us for our audit and that you are responsible for the accuracy and completeness of that information. The management of Lowell Joint School District has the responsibility for the proper recording of transactions in the books of account, for establishing and maintaining effective internal controls, including monitoring ongoing activities, for the safeguarding of assets, for ensuring compliance with applicable laws and regulations, and for the preparation and substantial accuracy of the financial statements, in accordance with generally accepted accounting principles. Although we may advise you about appropriate accounting principles and their application, the selection and method of application are the sole responsibility of the Lowell Joint School District' management. As part of our engagement, we may also propose standard, adjusting, or correcting journal entries on your financial statements. Management, however, has final responsibility for reviewing the proposed entries and understanding the nature and impact of the proposed entries to the financial statements. It is our understanding that management has designated qualified individuals with the necessary expertise to be responsible and accountable for overseeing all services performed as part of this engagement as well as evaluating the adequacy and results of those services and accepting responsibility for the services. In addition, management is responsible for adjusting the financial statements for all material adjustments and for confirming to us in the management representation letter that all uncorrected misstatements aggregated by us during the current audit engagement are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

By your signature below, you acknowledge that you are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government that involves management, employees who have significant roles in internal control, and others where the fraud could have a material effect on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government that have been received in communications from employees, former employees, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws and regulations and for taking timely and appropriate actions to remedy any fraud, illegal acts, or violations of contracts and agreements. You agree that you will confirm to us in your management representation letter your understanding of your responsibilities as defined in this letter.

Other

Jeff Nigro, CPA, CFE is the engagement partner for the audit services specified in this letter. His responsibilities include supervising Nigro & Nigro's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

It is our policy to keep records related to this engagement for seven (7) years. However, Nigro & Nigro does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies. By your signature below, you acknowledge and agree that upon the expiration of the seven-year period Nigro & Nigro shall be free to destroy our records related to this engagement.

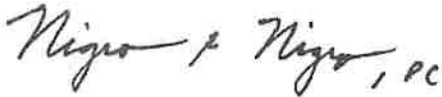
Our fees for this work will be \$7,500. Our invoices for these fees will be rendered each month as work progresses and are payable upon presentation. In accordance with our firm policies, work may be suspended if your account becomes 90 days or more overdue and may not be resumed until your account is paid in full. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before incurring additional costs.

If a dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Rules for Professional Accounting and Related Services Disputes before resorting to litigation. The costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the Rules for Professional Accounting and Related Services Disputes of the American Arbitration Association. Such arbitration shall be binding and final. **IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.**

We appreciate the opportunity to be of service to Lowell Joint School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Nigro & Nigro, PC

RESPONSE:

This letter correctly sets forth the understanding of Lowell Joint School District.

APPROVED:

Lowell Joint School District

Date

LOWELL JOINT SCHOOL DISTRICT

RESOLUTION 2021/22 NO. 852

**A RESOLUTION OF THE BOARD OF TRUSTEES OF
LOWELL JOINT SCHOOL DISTRICT
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,
ADOPTING STAFFING FLEXIBILITY MEASURES IN ACCORDANCE WITH GOVERNOR
NEWSOM'S EXECUTIVE ORDER N-3-22**

WHEREAS, on January 11, 2022, the Governor issued Executive Order N-3-22, providing staffing flexibility measures to address staffing needs for in-person instruction through March 31, 2022; and

WHEREAS, the flexibility measures authorized by the Executive Order include, but are not limited to, suspending requirements that substitute teachers have an application on file with the California Commission on Teacher Credentialing prior to the issuance of temporary certificates; extending substitute service in general education assignments to not more than 120 days through March 31, 2022; suspending requirements that student teachers be under the direct supervision of a credentialed teacher; and providing incentives for CalSTRS' retirees to return to classroom service; and

WHEREAS, between the time period of January 3, 2021 and January 31, 2022, the instructional programs operated by the Lowell Joint School District had a need to fill five substitute teaching assignments for in-person instruction, at an average of five assignments per day for 120 working days; and

WHEREAS, due to extreme substitute shortages caused by the Omicron-driven rise in COVID-19 cases, the instructional programs were unable to fill daily substitute assignments at an average of 20 percent (20%) per instructional day between January 3, 2021 and January 31, 2022.

NOW, THEREFORE BE IT RESOLVED, by the Governing Board of the Lowell Joint School District, hereby finds that the staffing flexibility measures specified in Executive Order N-3-22 will greatly assist instructional programs operated under my auspices to provide in person services to students despite the staffing shortages caused by the Omicron-driven rise in COVID-19 cases.

APPROVED AND ADOPTED this 7th day of February 2022, by the following vote:

AYES: Melissa Salinas, Karen Shaw, Anastasia Shackelford, William Hinz, Anthony Zegarra

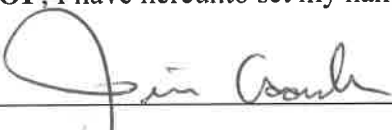
NOES: None

ABSENT: None

ABSTAIN: None

I, Jim Coombs, Secretary to the Board of Trustees of the Lowell Joint School District of Los Angeles and Orange Counties, California, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 7th day of February 2022, and passed by at least a majority vote of those present.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 7th day of June 2022.



Jim Coombs, Secretary to the Board of Trustees



Lowell Joint School District

A Tradition of Excellence Since 1906

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

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

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

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

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

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

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

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

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

The Elementary and Secondary School Emergency Relief Plan (ESSER III) is being monitored for implementation in terms of identified actions and expenditures on a regular basis. A coding system was implemented within the Purchase Request system to identify and track various expenditures back to the appropriate plan, goal, and action item whether it is one-time dollars or within the LCAP itself with ongoing funds. Within the seven categories for expenditure, as an example, summer school and intersession is one action item. Of the \$550,000 identified for this item, \$260,000 was expended in the first summer with the rest available for the summer of 2022. All expenses were coded back to this particular item to facilitate the monitoring and reporting of the items within the plan. This has been a tremendous success in tracking the expenditures. The greatest challenge has been the overlap in criteria for the various funding sources. This often requires the

movement of expenditures to funding that must be expended on a shorter timeline that meets the same criteria. Another serious challenge has been in finding staffing to expand some of the funds that were targeted for before and after school programs as well as other positions to support programs within the day. We have been able to ensure continuity of services through developing a Virtual Academy for long-term Independent Study, academic support for those students in short-term Independent Study, increasing sub pay to cover teacher absences due to Covid-related quarantine and isolation to be competitive with neighboring districts in the sub shortage, providing PPE for staff and students, providing regular testing as well as at-home testing kits to facilitate safe school environments, and having access to an additional school nurse to support the increased demands related to health and safety within the district.

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

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

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

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

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

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

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

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

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education

November 2021



Lowell Joint School District

A Tradition of Excellence Since 1906

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

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

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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	The internship teacher has completed their credential while the teacher in the short-term staffing permit is now on a single year, credential waiver	All teachers will be fully credentialed and appropriately assigned.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Board minutes for William's sufficiency	Credentialed and then a full credential. All remaining teachers were fully credentialed and appropriately assigned in the 2020-2021 school year.	with an anticipated credential completion date of June 2022.	
	Certificated staff survey on implementation of standards	Every student has standards-aligned materials as measured by Williams compliance documentation.	Documentation for William's compliance was submitted to the Board at the October 4th Board meeting. Each Principal verified that all students have appropriate textbooks.	All students will continue to have standards-aligned materials.
	Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state 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 staff survey will be administered in February-March of 2022.	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".
	Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials	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 able to check out a hot spot and/or be connected with low-cost internet providers.	All students were provided with devices at the beginning of the school year. For those needing a device in the home for elementary, additional Chromebooks are on each site for check out as necessary. The district continues to provide hot spots as needed.	All students will have access to devices and internet to support progress on state standards and proficiency in 21st century skills.
	SSC and DELAC training was conducted in the year prior to COVID. Training will be scheduled for the fall of 2021 for	SSC and DELAC training was conducted in the year prior to COVID. Training will be scheduled for the fall of 2021 for	All Principals were trained in Title 1 Create this year in order to facilitate the collection of this type of documentation. SSC	SSC and DELAC training is conducted every other year to ensure parent participation in the decision-making process.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<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>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 staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.</p>	<p>trainings and meeting agendas are being uploaded there regularly. We have started the LCAP process in terms of parent input with attending PTA meetings. The PAC meetings are scheduled for February and March of 2022.</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 meetings along with the PTA Council meetings for La Habra</p>
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>The parent survey will be administered in February-March of 2022.</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>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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>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, meeting attendance, and the percentage of families of UPPs engaged in activities and decision-making committees.</p>	<p>The parent survey will be administered in February-March of 2022.</p>	<p>95% or more of parent respondents marking Agree of Strongly Agree with the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education".</p> <p>Once a baseline is established (since the data is not currently aggregated across multiple meetings), there will be a 5% increase in the number of families actively involved in activities and committees across the district.</p>

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Ongoing	No	LCFF 15,524,501 Other State 0 Local 0 Federal 83,862	LCFF 0 Other State 0 Local 0 Federal 0	\$15,608,363.00	\$4,769,763.00
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).	Ongoing	No	LCFF 2,582,333 Other State 0 Local 0 Federal 113,605	LCFF 0 Other State 0 Local 0 Federal 0	\$2,695,938.00	\$912,749.00
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.	Ongoing	No	LCFF 407,997 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$407,997.00	\$39,408.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Go Guardian was implemented as well across the district to allow teachers the ability to monitor students on their Chromebooks for added safety. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will safety and security measures such as Raptor which was purchased for implementation in the 2018-19 school year. Raptor is an electronic check in system for all people visiting a campus that alerts staff to potential issues with a visitor. Catapult is an emergency management system for communication during emergency situations such as a lock down, which is also managed by the Tech Department. It allows for better coordination with outside emergency personnel such as police and fire as well as internally for teachers to account for students. Tech staff also work with students in specialized opportunities to learn about technology such as drones, programming, and robotics.</p>						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.4	Classified Staffing- Custodial, Maintenance, and Grounds Provide basic custodial, maintenance, and grounds services.	Ongoing	No	LCFF 1,773,857 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$1,773,857.00	\$203,701.00
1.5	Basic Utilities Basic utilities including electrical and water.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 830,328 Other State 0 Local 0 Federal 0	\$830,328.00	\$378,364.00
1.6	Instructional Materials- Textbooks and Software In order to ensure that all students have standards- aligned instructional materials, the district has a Textbook Adoption timeline to plan for the expenditure of funds to stay in alignment with the release 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	Ongoing	No		LCFF 313,567	\$313,567.00	\$12,373.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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).	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 45,000 Other State 0 Local 0 Federal 0	\$45,000.00	\$1,943.00
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).	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 271,180 Other State 0 Local 0 Federal 0	\$271,180.00	\$81,012.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	
1.10	Classified Staffing-Data Systems Analyst With the increase in state-required reporting through CalPads in addition to the need for the management of the Student Information System (Aeries), it is necessary to maintain a classified position for the data input and monitoring. As a small district, this position also supports the monitoring of our unduplicated pupils in running queries and reports for English learners, Foster Youth, McKinney-Vento Youth, and low income families. That portion of the salary is accounted for under Goal 4, Action 14.	Ongoing	No	LCFF 51,916 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$51,916.00	\$4,943.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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 Crata from 806 Technologies to support the monitoring of services for our Unduplicated Pupils who drive the development of goals in the SPSA.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 5,000 Other State 0 Local 0 Federal 0	\$5,000.00	\$0.00
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/	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.13	<p>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 meetings held by the Superintendent known as "Coffee with Coombs". Site Principals regularly attend meetings to provide information and</p>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 34,647 Other State 0 Local 0 Federal 0	\$34,647.00	\$72,279.00
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	Ongoing	No	LCFF 2,552,183 Other State 26,609 Local 81,807 Federal 35,404	LCFF 0 Other State 0 Local 0 Federal 0	\$2,696,003.00	\$98,294.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	district office and sites are included here.						

Goal 2

Early Literacy

Rationale

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

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Early Childhood Accountability Plan and quarterly updates on progress.	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	The plan is in development as part of the deliverables for the funding we receive under First Five. The scope of the plan is being broadened with the new requirements under Universal Pre-Kindergarten (UPK). This plan will be submitted to the Board in June for approval and	The three-year plan will have been developed and implemented including quarterly updates to the plan.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>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>will encompass much of what had already been started as a plan for First Five.</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 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>The committee has continued to provide input to help develop the overall plan for early learners. With the new requirements under Universal Pre-Kindergarten funding, we are working to develop a cohesive plan to align our practices from Learning Link to preschool to school-age children. Our Kindergarten teachers were trained in the Early Developmental Index to be able to assess our Kindergarteners this year. This assessment is done every other year as part of our work with First Five, and it will result in a wealth of data to help inform our community partners about the needs of our families with children aged 0-5.</p>	<p>The Early Childhood Leadership Team will continue to assess data around the needs of our early learners and their families to develop programs and connect families with resources to support school readiness.</p>
	<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 with understanding developmental milestones for early learners. There are 58</p>	<p>We have shared 5 issues of the Young Essential Scholars Newsletter to 70 families. Based on one of the surveys we are collaborating with Help Me Grow to provide parent forums around topics related to the domains outlined in the Early Developmental Index (EDI)</p>	<p>Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>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>data. We developed a brochure based on the EDI data around our most vulnerable areas (Gross and Fine Motor Skills) that has information, activities and resources. This brochure has been shared on our Learning Link webpage, at PTA meetings, the Learning Link and with community providers. Ready4K has 52 families that have received 2970 messages via text aligned with skills based on their child's age.</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>We have been able to open the Learning Link two days a week serving over 20 families. The response has been overwhelmingly positive with regular requests to open for more days. We have been able to add another two days starting in February.</p>	<p>Parents will regularly make use of the Learning Link to build school readiness skills in children ages 0-5.</p>
	<p>Enrollment in the preschool program.</p>	<p>The preschool program has not opened yet. A for-free option is being developed for the beginning of the 2022 year with the potential for a state-funded preschool should funding become available.</p>	<p>We have completed the licensing process for our preschool and are beginning the process of adding an additional site for when Jordan is no longer at Maybrook.</p>	<p>All slots within a for-free and/or state-funded preschool will be filled to provide support for our earliest learners.</p>
	<p>Attendance at and implementation of professional development around language acquisition as measured by sign-in sheets, classroom observation and ongoing coaching.</p>	<p>While many of the teachers attended training in OCDE Project GLAD in 2013-14 and 2014-15, there has not been any follow up. Additionally with many new staff in the district over the last 6 years, a number</p>	<p>We have an additional 8 teachers completing the 2-Day training in February of 2022. With sub issues related to Covid, we have had to postpone the 4-day Demo that was originally scheduled for march.</p>	<p>All teachers will have attended both the initial 2-day training and the 4-day demonstration for OCDE Project GLAD. In addition, regularly scheduled follow up sessions will be provided along with in-class</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>of people need to attend the initial 2-day training and the 4-day demo. Eight teachers attended the 2-day in June of 2021.</p> <p>A google site was started to provide resources across grade levels that is specific to the implementation of OCDE Project GLAD within Lowell Joint</p>	<p>The plan is to offer if in the summer and then again next fall to continue to move forward.</p>	<p>modeling and coaching by the Early Literacy TOSA who is also a trainer for OCDE Project GLAD. Implementation by teachers is clearly evident through artifacts within the room and shared resources developed by teachers in on the google site.</p>

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Early Literacy Teacher on Special Assignment (TOSA)</p> <p>The Early Literacy Teacher on Special Assignment (TOSA) is responsible for coordinating the development of the Early Childhood Accountability Plan and its deliverables while also supporting teachers with strategies for the development of literacy. This includes the actions specifically identified within the LCAP as well as those in the Early Childhood Accountability Plan that is required by the grant funding from First Five Orange County. The Early Literacy TOSA will work with teachers on identifying areas of need through the data gathered in the Early</p>	2021-2024	Yes	<p>LCFF 0</p> <p>Other State 0</p> <p>Local 53,398</p> <p>Federal 72,508</p>	<p>LCFF 10,000</p> <p>Other State 0</p> <p>Local 0</p> <p>Federal 0</p>	\$135,906.00	\$47,746.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.	2021-2024	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 1,000 Federal 0	\$1,000.00	\$0.00
2.3	Early Literacy-Community Engagement The following include strategies identified for engaging with community providers, parent groups and individuals to support early learners with a primary focus on our families needing support with community resources and navigating school readiness: <ul style="list-style-type: none"> Establish relationships with neighboring community providers, parent groups and individuals 	2021-2024	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 30,002 Federal 0	\$30,002.00	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> • in the LUSD 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 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.4	<p>Early Literacy-Preschool Program and Learning Link</p> <p>With approximately 40% of our families within Lowell Joint meeting the requirements for free and reduced lunch, there is a tremendous need to support our community with access to quality preschool at no charge. As the discussion began around opening a state-funded preschool, many additional families expressed an interest in having a fee-based program as well since we would be able to offer a program at less expensive rates than some of the local alternatives. We are in the process of applying for a preschool license so that we are able to move forward with a state-funded preschool as funds become available and explore the fee-based options. Until we are able to open a preschool program, we are preparing to open a Learning Link: a space where parents come with their children ages 0-5</p>	2021-2022	Yes	Local 30,000	LCFF 1,000 Other State 25,000	\$56,000.00	\$4,039.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	to engage in activities designed to develop and support school readiness skills. The goal would be to have the space open for 10 hours a week.						
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.	Ongoing	Yes	LCFF 632,359 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$632,359.00	\$221,092.00

Goal 3

Modernization and Maintenance of Facilities

Rationale

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).

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	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 updates to the Board of Trustees on progress.	Regular updates are provided to the Board both in open Board meetings and the Weekly (email).	Identified timelines for priorities within the Facilities Master Plan will be met including 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. The information was provided on the School Accountability Report Cards and posted to the district website by Feb. 1st, 2022.	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 (marques, painting).	In addition to the three completed sites, Jordan is currently housed at Maybrook while work is completed. New modular buildings have been placed along with HVAC and other work on existing buildings. The painting was completed with some touch ups still needed. The marques have not been installed but they are ready and should be completed within the 2021-2022 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 and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p>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.</p>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Federal 0	\$0.00	\$0.00
3.2	<p>FIT Reports Continue to inspect all school sites to ensure that</p>	Ongoing	No	LCFF 0 Other State 0 Local 0	LCFF 0 Other State 0 Local 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Ongoing	No	Federal 0 LCFF 0 Other State 0 Local 0 Federal 0	Federal 0 LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	

Goal 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.

Rationale

In order to meet the unique needs of all students within the Lowell Joint School District, there has been a focus on developing clear levels of support for students in academics, behavior, and social emotional learning over the last few years under the larger umbrella of a Multi-Tiered System of Support (MTSS). The work began with identifying district-wide initiatives to support first, best instruction in the classroom that would meet the needs of the majority of students. This is also known as Tier 1. Then additional supports (Tier 2 and Tier 3) were developed and layered in to address smaller, more targeted groups of students based on need. As those systems were put in place, we began to tackle the supports for Behavior and now Social Emotional/Mental Health needs. The overall system is constantly being refined based on data

and the ever-changing needs of our student population. All stakeholders have expressed concern for student's growth and well-being as we return to campuses full time in the 2021-2022 school year. Specific, more targeted goals have been identified for the Social Emotional and Mental Health needs of students and for Early Literacy. While these fall within the Multi-Tiered System of Support, it was important to spotlight these areas given the current context for our students and the increased need in these areas. Just as important is the attention to potential changes in that first, best instruction that may need to take place to provide opportunities for learning around skill sets that may not have been fully developed due to interrupted schooling, changes in instructional practice in distance learning, and other barriers making learning difficult. So represented in this goal are some of the ongoing practices that have been successfully supporting students prior to the pandemic as well as additional actions designed to address both the greater number of students needing intervention and the varied challenges facing students in the coming years.

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

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

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	California School Dashboard English Learner Progress Indicator (ELPI) ELPAC Data Las Links	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-	With the addition of scores for TK-2nd grade, we are at 18% for well-developed (4) and 41% for moderately developed (3) based on ELPAC data in the Spring of 2021.	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%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	SBAC Data	2nd grade scores for 2021 from the state as of yet. 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.	We did have students participate in CAASPP testing in the 2020-2021 school year. About 19% met or exceeded the standard with 14% for mathematics. This is in comparison to 54% for English Only in ELA and 36% in mathematics. Given the context of Covid, it's interesting to note that our English learners only dropped 4% in ELA compared to our English only that dropped 10% with both declining 2% in mathematics.	To close the achievement gap while still raising achievement levels for all students, English learners will need to gain 5% each year with English only students gaining at least 2% in both ELA and mathematics.
	Dataquest-Reclassification Rates	19% of students were reclassified in the 2020-2021 school year, which is well above LA county at 8.1% and the state at 8.6%.	The reclassification process will begin once the Summative ELPAC is completed.	Reclassification rates will remain above both county and state rates.
	iReady Data	An initial diagnostic will be administered by September of 2021 since this is a new assessment system. From this, both goals and stretch goals will be determined for each student. IReady data will allow us to track Spanish proficiency for our Dual Language students, which we have not done in the first 2 years of the program with a formal assessment tool.	The initial diagnostic was completed along with training for teachers on analyzing the results. The second diagnostic was just completed in January of 2022 along with another professional development opportunity for teachers in looking at results to plan for instructional practice.	80% of students will meet their goals with 30% completing stretch goals. These numbers will be re-evaluated upon training within the system and monitoring growth over the first year of implementation. 60% of Spanish learners will be making progress towards Spanish Language proficiency in alignment with our goal for developing English proficiency with our English learners. This may be adjusted after baseline

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Professional Development records Classroom Observations	All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in Write from the Beginning. 8 teachers hired after 2015 were trained in the 2-day Research portion of Project GLAD with the 4-day Demonstration scheduled for the fall since all elementary teachers were trained in 2013-3015.	We have had to postpone a lot of professional development that had been planned for the year. However, we have had one day of Write from the Beginning and Beyond training with a second scheduled for March. We have another group of teachers that will be trained in the 2-day Project GLAD in the month of February. We continue to provide support for iReady as a new benchmark system this year as well as GATE certification. We will work on catching up teachers with other initiatives when the substitute situation is a little more stable.	All teachers will be trained in both Thinking Maps and Write from the Beginning. All teachers will have been through both the 2-day and 4-day portions of Project GLAD training and a system of ongoing follow-up and coaching will be in place to support implementation. All teachers will be trained in Explicit, Direct Instruction (EDI).
	Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism Middle school drop out rate	Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. One student was taken through the SARB process prior to school closures. Principals are given monthly Chronic Absentee lists to follow up with students. This is monitored along with the	Letters continue to be generated for truancy and chronic absenteeism. There have been some adjustments due to the overwhelming number of students with increased absences due to quarantine. Principals are receiving Chronic Absentee lists to follow up on and we are monitoring absences although meaningful rates are difficult to calculate	Continue to generate letters and monitor student attendance. All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process. Principals will continue to receive monthly lists of chronically absent students as well as those in danger of becoming chronically absent to engage in preventative measures.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>percentage of students chronically absent, the overall attendance rate, and the middle school drop out rate to measure student engagement.</p> <p>With the change in attendance protocols for the 2019-2020 school year, no P2 data was available, However, prior to the school closures in March we were on target in month 7 with about 96% attendance based on a query of 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>We had no drop outs in the 2019-2020 school year.</p>	<p>with all of the quarantine and isolation requirements.</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>
	<p>CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)</p>	<p>To focus on the specific needs of our Foster Youth, low income (specifically Homeless), and our English learners, support personnel check-in regularly with these students and document contacts and any necessary supports to ensure both student engagement and success. Quarterly reports are</p>	<p>Support staff are meeting regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.</p>	<p>Support staff will continue to meet regularly with Foster Youth, low income (specifically Homeless), and English learners to monitor progress academically, behaviorally, and socially to make any necessary adjustments to supports.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Suspension and Expulsion Rates	generated to summarize the meetings held and review any identified needs.	There have been no expulsions in the current year nor in the 2020-2021 school year. For 2020-2021 was .18 which is slightly lower than the state average of .20.	The overall suspension rate for the district will be less than 3% with no significant student group being higher than 6%. The district will continue to maintain less than 1% in expulsions.
		Due to school closures in March of 2019, there is not a direct comparison point on the CA Dashboard for suspensions and expulsion rates. However, we had no expulsions and a 1.6% Suspension Rate reported on Dataquest for the 2019-2020 school year.		

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	2021-2024	Yes	LCFF 420,000		\$420,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.2	<p>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.</p>	Ongoing	Yes	LCFF 20,000 Federal 10,000	Federal 5,000	\$35,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.3	<p>Training will also include support for teachers in understanding the ELD Standards along with strategies for both Designated and Integrated ELD.</p> <p>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)</p>	Ongoing	Yes	LCFF 136,491 Other State 54,356 Local 0 Federal 23,122	LCFF 0 Other State 0 Local 0 Federal 20,000	\$233,969.00	\$38,146.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
4.4	Dual Immersion Program The district developed a Dual Immersion Program two years ago both to support our English learners and provide the opportunity for English only students to develop a second language. There are currently 4 grades available (TK-3rd grade). iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency.	Ongoing	Yes	LCFF 300,216 Other State 75,566 Local 0 Federal 79,807	LCFF 0 Other State 0 Local 0 Federal 0	\$455,589.00	\$175,838.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Ongoing	Yes	LCFF 53,584 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$53,584.00	\$13,312.00
4.6	Before and After School Intervention Continue to hire staff to provide for extended day intervention classes principally directed towards the needs of our UDPS. We are looking at ways to	Ongoing	Yes	LCFF 80,000		\$80,000.00	\$5,270.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.						
4.7	Intervention Coordinators Continue to fund stipends for each school to hire an intervention coach. Coaches meet throughout the year with district personnel to discuss MTSS and needed adjustments to support our Unduplicated Pupil needs. They have been trained in Illuminate to run reports to facilitate the analysis of data in monitoring our subgroup populations to determine groupings for intervention and to identify gaps in supports with a primary focus on our English learners, Foster Youth, Homeless, and low income students.	Ongoing	Yes	LCFF 9,092 Other State 9,092 Local 0 Federal 3,637		\$21,821.00	\$4,566.00
4.8	Intervention Support During the Day The district is using Expanded Learning Opportunities funds to support the addition of personnel to provide intervention during the day. Some sites have used Title I funds to target their most struggling students with an Intervention Aide, but given	2021-2022	No	Other State 160,000		\$160,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	the greater need for targeted supports and small group instruction, the district will fund a support person for each site.						
4.9	Teacher Planning/Choir Teacher Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an additional FTE for a music teacher, which allows for additional collaboration time at the elementary level while also increasing student access to the Arts.	Ongoing	No	LCFF 98,437		\$98,437.00	\$36,708.00
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.	Ongoing	No	LCFF 130,494 Other State 307,698 Local 0 Federal 700,952	LCFF 0 Other State 0 Local 0 Federal 0	\$1,139,144.00	\$12,086.00
4.11	Math Intervention-Rancho Starbuck Maintain Math intervention sections at the intermediate	Ongoing	Yes	LCFF 37,535		\$37,535.00	\$8,006.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	school for targeted students (one seventh grade section and one eighth grade section).						
4.12	Illuminate Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UDPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so Illuminate is an additional resource.	2021-2022	Yes		LCFF 25,000	\$25,000.00	40.00
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).		Yes	LCFF 40,000		\$40,000.00	\$0.00
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	Ongoing	Yes	LCFF 243,769		\$243,769.00	\$75,871.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p>						
4.15	<p>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.</p>	Ongoing	No	LCFF 0 Other State 275,349 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$275,349.00	\$105,302.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.16	Learning Hubs-Libraries School libraries will continue to be open additional hours to provide homework and tutoring help. This is in addition to their regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. This also allows for before and after school intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings.	Ongoing	Yes	LCFF 86,731 Other State 150,669 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$237,400.00	\$3,865.00
4.17	MTSS Coordination and Monitoring of UDDPs District personnel will coordinate, revise and update the LUSD 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	Ongoing	Yes	LCFF 165,220 Other State 0 Local 0 Federal 41,305	LCFF 20,000	\$226,525.00	\$101,126.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.18	<p>Assessment System</p> <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</p>	2021-2024	No	Other State 40,000	Other State 120,000	\$160,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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.	Ongoing	Yes	LCFF 232,018 Local 0 Federal 0		\$232,018.00	\$47,938.00
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	Ongoing	No		LCFF 12,000	\$12,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.21	<p>Creative Response to Emotional and Wellness The Creative Response to Emotional and Educational Wellness or C.R.E.W. has been an overwhelming success. During the pandemic, counseling and psych interns were able to check in and connect with students, provide social emotional lessons during class sessions, and support the overall mental health of students during the pandemic. The counselor and interns monitor the social emotional needs of our UDPs along with a Program Specialist funded through the SELPA and four school psychologists to ensure that both counseling and psychological needs are being met. These services are especially critical in the coming year to meet the social emotional needs of those students experiencing the effects of trauma from the pandemic. Contacts with Foster Youth, ELs, and low income students (primarily Homeless) are documented</p>	Ongoing	Yes	LCFF 545,129 Other State 206,040 Local 0 Federal 0	Other State 20,000	\$771,169.00	\$224,950.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>weekly to ensure timely supports.</p> <p>This year, we have added services through Care Solace, a third-party vendor who operates as a resource for connecting students, families, and staff with mental health resources. This includes finding the right support, navigating insurance, and checking in to determine if the issues are being addressed. We continue to hire counseling interns to expand support services to our students with only one counselor for the district. Having interns allows every site to provide much needed services. These services are in addition to the existing partnership with the Gary Center (no cost) and a partnership with Supervisor Hahn's Office for limited counseling support.</p>						
4.22	<p>Nurse and Nursing Assistant</p> <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</p>	Ongoing	Yes	LCFF 18,833 Other State 63,917 Local 0 Federal 95,304	LCFF 0 Other State 0 Local 0 Federal 0	\$178,054.00	\$29,1000.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>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.</p>						

Goal 5

Enrichment and 21st Century Skill Development

Rationale

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

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Completion of GATE Certification	Three staff members have currently completed GATE certification (meeting the requirements outlined by the OCC GATE consortium). There are an additional 30 plus teachers scheduled to be trained in the 2021-2022 school year.	More than 45 teachers have been or will complete GATE certification before the end of this year. We are beginning the 4th cohort of training in the Spring of 2022.	All teachers within the district will be GATE certified.
	GATE Assessments and Local Norms	We are in the process of purchasing assessments and developing local norms.	We have might to solidify the universal screener and battery of assessments to place orders.	Appropriate staff will be trained on administering assessments and evaluating criteria for GATE identification using local norms.
	TOSA Calendar	Supports in the 2020-2021 school year focused on the 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	The STEAM/GATE TOSA has been able to model the introduction of Depth and Complexity prompts in the classroom with teachers in addition to supporting teachers within the GATE Certification trainings in planning and developing instruction.	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.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	STEAM lab purchases and activity logs Professional Development records	to schedule time to support teachers with implementation of strategies within the classroom in the 2021-2022 school year. 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.	Purchases have been made for the other two sites to complete their STEAM lab set up. One has been set up and the other is ready to go once the space is available. The site is temporarily housed at the Maybrook campus while renovations are taking place.	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 during the school day and as part of after school enrichment.	Activity logs for the elementary STEAM labs reflect some teacher participation in bringing students to the lab for activities (about 20%). Sign in sheets/Attendance show 300 students participated in the Computer Science club, AP Computer Science, and/or Robotics during the 20/21 year.	We have not begun tracking usage in a formal manner. With the issues connected to Covid still very present in the 2021-2022 school year, teachers have focused more on STEAM activities within their classroom or outdoors to avoid mixing groups.	Activity logs will reflect all students having multiple opportunities to access the lab and participate in enrichment activities during the school day in addition to after school enrichment opportunities. Participation in Computer Science club, AP Computer Science and/or Robotics will increase by 5%.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
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	2021-2024	No	LCFF 60,000 Other State 20,000	LCFF 5,000 Other State 23,000	\$108,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
5.2	GATE Identification The primary goal of developing comprehensive identification criteria is to ensure that typically under-represented student groups (including English learners, low income, and Foster Youth) are afforded access to GATE services. Measures of leadership and creativity along with a non-verbal assessment will be included along with more traditional measures. A primary goal in training all teachers in the characteristics of gifted and talented students is to ensure teachers are not just identifying students who are doing well in school.	Ongoing	Yes		LCFF 15,000	\$15,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.3	<p>STEAM Enrichment</p> <p>Continue to expand access to STEAM programs at the elementary level above offerings within the classroom as part of traditional science. This becomes increasingly important as we develop College and Career Pathways for our elementary sites to feed into Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This is especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside of the school system. In evaluating STEAM labs at each of the sites, there are some costs for resources such as equipment and tables at a few sites with some additional costs for materials at all sites. This also includes an ongoing partnership with Fullerton Joint Union High School District to develop pathways that feed into high school programs. Included here is a portion of the cost for the Teacher on Special Assignment who is developing the STEAM program along with overseeing GATE. During the pandemic, the STEAM</p>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 124,919	Other State 45,000	\$169,919.00	\$49,626.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.4	<p>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 UDPs. The TOSA also provides support for illuminate and training teachers on reports for data analysis to monitor progress for English learners, students from low income families, and Foster Youth. This often means supporting parents of these students as well who need training in navigating digital resources for use in the home. With the completion of the Chromebook initiative, we are developing training for interactive displays that will allow for more student interaction to support the use of visuals as well as anchoring</p>	Ongoing	Yes	LCFF 155,306 Other State 0 Local 0 Federal 0	Other State 100,000	\$255,306.00	\$35,917.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	academic vocabulary within the room through the use of sentence stems, concept maps, and Thinking Maps for example in support of our English learners. Includes stipend for work outside contracted days.						

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 02/07/2022

FROM 12/01/2021 TO 12/31/2021

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
R99A0011	ASSOCIATION OF CALIF. SCHOOL A	700.00	700.00	0100000065 5200	Travel and Conferences
R99B0034	GHATAODE BANNON ARCHITECTS	562,425.00	562,425.00	2100000011 6210	Architect Fees/Reimbursables
R99B0035	ADMINISTRATIVE SERV. CO-OP	48,000.00	48,000.00	2100000009 5800	Prof/ConsultingServ&Oper Exp
R99F0068	DANIELS TIRE SERVICE INC.	531.13	531.13	0100000098 5631	Repairs/Vehicles
R99F0069	DANIELS TIRE SERVICE INC.	1,249.66	1,249.66	0100000098 5631	Repairs/Vehicles
R99F0070	AAA ELECTRIC MOTOR SALES & SER	120.79	120.79	0100000092 4300	Materials and Supplies
R99F0071	IMPERIAL SPRINKLER SUPPLY	1,535.32	1,535.32	0100000108 4300	Materials and Supplies
R99F0072	BRUCE CAMPBELL SAND & GRAVEL	1,741.95	1,741.95	0100000103 4300	Materials and Supplies
R99F0073	ENCORP	1,250.00	1,250.00	0100000119 5800	Prof/ConsultingServ&Oper Exp
R99F0074	CASE PARTS COMPANY	64.45	64.45	0100000098 4300	Materials and Supplies
R99F0075	THE HOME DEPOT PRO INSTITUTION	1,925.77	203.45	0100000091 4300	Materials and Supplies
			39.32	0100000092 4300	Materials and Supplies
			1,057.86	0100000094 4300	Materials and Supplies
			34.30	0100000096 4300	Materials and Supplies
			224.59	0100000098 4300	Materials and Supplies
			134.34	0100000102 5610	Rentals & Leases
			231.91	0100000103 4300	Materials and Supplies
R99F0076	GLASBY MAINTENANCE SUPPLY	4,687.35	1,791.29	0185100008 4300	Materials and Supplies
			136.36	0185100009 4300	Materials and Supplies
			2,759.70	1851000003 4300	Materials and Supplies
R99F0077	PLUMBING WHOLESALE OUTLET	1,947.22	1,437.70	0100000089 4300	Materials and Supplies
			320.29	0100000091 4300	Materials and Supplies
			95.78	0100000092 4300	Materials and Supplies
			85.79	0100000094 4300	Materials and Supplies
			7.66	0100000098 4300	Materials and Supplies
R99F0078	BUG FLIP	1,955.00	165.00	0100000113 5570	Pest Control

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
 BOARD OF TRUSTEES MEETING 02/07/2022

FROM 12/01/2021 TO 12/31/2021

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R99F0078	*** CONTINUED ***		165.00	0100000117 5570	Pest Control
			680.00	0100000121 5570	Pest Control
			165.00	0100000137 5570	Pest Control
			395.00	0100000138 5570	Pest Control
			195.00	0100000141 5570	Pest Control
			190.00	0100000142 5570	Pest Control
R99M0081	AMERICAN EXPRESS	251.19	251.19	0100000317 4300	Materials and Supplies
R99M0099	AMERICAN EXPRESS	246.79	246.79	010058004 4300	Materials and Supplies
R99M0100	AMERICAN EXPRESS	352.65	352.65	0156400033 4300	Materials and Supplies
R99M0101	AMERICAN EXPRESS	319.65	319.65	0156400033 4300	Materials and Supplies
R99M0102	AMERICAN EXPRESS	986.30	986.30	0105110044 4300	Materials and Supplies
R99M0103	AMERICAN EXPRESS	1,482.75	296.53	0132130005 4300	Materials and Supplies
			296.55	0132130006 4300	Materials and Supplies
			296.55	0132130007 4300	Materials and Supplies
			296.55	0132130008 4300	Materials and Supplies
			296.57	0132130009 4300	Materials and Supplies
R99M0104	AMERICAN EXPRESS	166.25	142.98	0108880020 4300	Materials and Supplies
			23.27	0108880038 4300	Materials and Supplies
R99M0105	AMERICAN EXPRESS	300.00	300.00	0100000009 5300	Dues and Memberships
R99M0106	AMERICAN EXPRESS	862.50	862.50	0100000009 5200	Travel and Conferences
R99M0107	AMERICAN EXPRESS	1,514.84	1,514.84	0174250056 5200	Travel and Conferences
R99M0108	AMERICAN EXPRESS	825.00	825.00	0100000071 5200	Travel and Conferences
R99M0109	AMERICAN EXPRESS	2,000.00	2,000.00	0100000071 5810	Licenses/Technology
R99M0110	AMERICAN EXPRESS	563.34	563.34	0100000065 5200	Travel and Conferences

LOWELL JOINT SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 02/07/2022

FROM 12/01/2021 TO 12/31/2021

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R99M0111	AMERICAN EXPRESS	64.90	24.14	0156400012 4300	Materials and Supplies
			40.76	0156400033 4300	Materials and Supplies
R99M0112	APPLE INC.	334.06	334.06	0156400012 4300	Materials and Supplies
R99M0113	AMERICAN EXPRESS	33.05	33.05	0190200006 4300	Materials and Supplies
R99M0114	AMERICAN EXPRESS	137.81	137.81	0156400022 5200	Travel and Conferences
R99M0115	AMERICAN EXPRESS	98.13	98.13	0105110043 4300	Materials and Supplies
R99M0116	AMERICAN EXPRESS	449.82	449.82	0140350029 5200	Travel and Conferences
R99M0117	AMERICAN EXPRESS	330.75	330.75	0140350029 5200	Travel and Conferences
R99M0118	AMERICAN EXPRESS	1,576.00	1,576.00	0140350030 5200	Travel and Conferences
R99M0119	AMERICAN EXPRESS	450.00	450.00	0140350029 5200	Travel and Conferences
R99R0205	CDW GOVERNMENT INC.	517.07	517.07	0100560002 4300	Materials and Supplies
R99R0206	RIVERSIDE INSIGHTS	598.23	598.23	0165000012 4300	Materials and Supplies
R99R0207	DASH MEDICAL GLOVES	181.80	181.80	0156400033 4300	Materials and Supplies
R99R0208	AMERICAN EXPRESS	319.65	319.65	0156400033 4300	Materials and Supplies
R99R0209	VERIZON WIRELESS-LA	965.22	965.22	0156400033 4300	Materials and Supplies
R99R0210	VERIZON WIRELESS-LA	376.85	376.85	0108880045 4300	Materials and Supplies
R99R0211	BUENA PARK PLAQUE & TROPHY	95.90	95.90	0100000317 4300	Materials and Supplies
R99R0212	BUENA PARK PLAQUE & TROPHY	51.72	51.72	0100000317 4300	Materials and Supplies
R99R0213	IPRINT TECHNOLOGIES	65.05	65.05	0156400012 4300	Materials and Supplies
R99R0214	BUENA PARK PLAQUE & TROPHY	620.64	620.64	0100000317 4300	Materials and Supplies
R99R0215	SPIRIT MONKEY	2,976.75	2,976.75	0100510007 4300	Materials and Supplies
R99R0216	LA HABRA ROTARY FOUNDATION	160.00	160.00	0100000317 5300	Dues and Memberships
R99R0217	BAUDVILLE	490.61	490.61	0105110044 4300	Materials and Supplies

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2021 to 12/31/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00000635	V9903264	DIANA GONZALEZ	11/15-11/19/2021	OH	12/02/2021		MW	IS	126.56
99 00000636	U9900002	FRONTIER	NOV21	OH	12/02/2021		MW	IS	1,174.72
99 00000637	V9900077	FULLERTON SCHOOL DISTRICT	22RJ0113	OH	12/02/2021		MW	IS	564.00
99 00000638	I9900011	GT DESIGNS	R99J0005-A	OH	12/02/2021		MW	IS	421.58
99 00000639	V9900094	J.W.PEPPER & SON INC.	363417779	OH	12/02/2021		MW	IS	4,590.77
99 00000640	F9900040	JAMES HARDWARE COMPANY	358606	OH	12/02/2021		MW	IS	587.17
99 00000641	F9900053	PEST OPTION INC.	388571	OH	12/02/2021		MW	IS	786.19
99 00000642	V9900159	RIVERSIDE INSIGHTS	1625573	OH	12/02/2021		MW	IS	432.95
99 00000643	F9900057	SOUTHEAST CONSTRUCTION PRODUCT	2109-003455	OH	12/02/2021		MW	IS	1,875.96
99 00000644	U9900004	SOUTHERN CALIFORNIA EDISON	SEP-0CT ELECT	OH	12/02/2021		MW	IS	14,334.91
99 00000645	U9900005	SOUTHERN CALIFORNIA GAS CO	OCT-NOV GAS	OH	12/02/2021		MW	IS	970.45
99 00000646	U9900006	SUBURBAN WATER SYSTEMS	181003025734	OH	12/02/2021		MW	IS	3,167.04
99 00000647	U9900008	T-MOBILE	NOV21	OH	12/02/2021		MW	IS	808.00
99 00000648	V9903268	DANIEL QUINTANILLA	POS911139	OH	12/02/2021		MW	IS	192.50
99 00000649	V9903269	LISET GOMEZ	AUG2021	OH	12/02/2021		MW	IS	108.00
99 00000650	R9900001	BRENT ALLSMAN	DECEMBER	OH	12/06/2021		MW	IS	526.77
99 00000651	F9900014	BUG FLIP	475554	OH	12/06/2021		MW	IS	225.00
99 00000652	R9903247	CAROLYN KANE	DECEMBER	OH	12/06/2021		MW	IS	1,196.69
99 00000653	R9900003	CLAUDIA SCHALCHLIN	DECEMBER	OH	12/06/2021		MW	IS	526.84
99 00000654	R9900004	DAWN AANDAHL	DECEMBER	OH	12/06/2021		MW	IS	526.84
99 00000655	R9900005	ELIZABETH KANESHIRO	DECEMBER	OH	12/06/2021		MW	IS	990.16
99 00000656	R9900006	EMILY WAKEFIELD	DECEMBER	OH	12/06/2021		MW	IS	526.84
99 00000657	R9900007	GAYLE ROGERS	DECEMBER	OH	12/06/2021		MW	IS	238.25
99 00000658	R9903248	JULIE ROTH	DECEMBER	OH	12/06/2021		MW	IS	526.84
99 00000659	R9900009	NANCY WHITE	DECEMBER	OH	12/06/2021		MW	IS	1,196.69
99 00000660	V9900132	NMK CORPORATION	LJSD-0005	OH	12/06/2021		MW	IS	515.97
99 00000661	R9900010	PENNY MAYERCHECK	DECEMBER	OH	12/06/2021		MW	IS	1,196.69
99 00000662	R9900011	RONALD RANDOLPH	DECEMBER	OH	12/06/2021		MW	IS	619.50
99 00000663	V9903224	SCHOLASTIC MAGAZINES	M7076746.2	OH	12/06/2021		MW	IS	1,799.90
99 00000664	R9900012	SHELLEY MARKER	DECEMBER	OH	12/06/2021		MW	IS	526.84
99 00000665	R9900002	BRUCE PATTILLO	DECEMBER	OH	12/06/2021		MW	IS	526.77
99 00000666	V9900008	ADMINISTRATIVE SERV. CO-OP	12784	OH	12/07/2021		MW	IS	9,652.48
99 00000667	V9900094	J.W.PEPPER & SON INC.	363702614	OH	12/07/2021		MW	IS	73.35
99 00000668	V9903225	LACOE	10012021	OH	12/07/2021		MW	IS	2,658.00

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2021 to 12/31/2021

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99	00000669	NIGRO & NIGRO	15434	OH	12/07/2021		MW	IS	9,810.00
99	00000670	NIGRO & NIGRO	15435	OH	12/07/2021		MW	IS	4,500.00
99	00000671	CARTY, LYN	CLSRM PURCH	OH	12/08/2021		MW	IS	165.37
99	00000672	CDW GOVERNMENT INC.	N698739	OH	12/08/2021		MW	IS	1,270.71
99	00000673	COLLEEN PATTERSON	LOWELL103021	OH	12/08/2021		MW	IS	1,020.00
99	00000674	DATA IMPRESSIONS	17696-IN	OH	12/08/2021		MW	IS	4,499.79
99	00000675	DEBRA LEES	024	OH	12/08/2021		MW	IS	1,400.00
99	00000676	F.M. THOMAS AIR CONDITIONING	43224	OH	12/08/2021		MW	IS	1,923.61
99	00000677	QUADIANT LEASING USA INC.	N9149330	OH	12/08/2021		MW	IS	449.82
99	00000678	SAN JOAQUIN COUNTY OFFICE OF E	211806	OH	12/08/2021		MW	IS	800.00
99	00000679	SCHOOL DATEBOOKS	S21-0211248	OH	12/08/2021		MW	IS	486.63
99	00000680	SEESAW LEARNING, INC.	2021-48482	OH	12/08/2021		MW	IS	12,539.20
99	00000681	SPARKLETTS	15734879112121	OH	12/08/2021		MW	IS	157.77
99	00000682	TEXTHELP	53956	OH	12/08/2021		MW	IS	145.00
99	00000683	ENCORP	921338.L15	OH	12/08/2021		MW	IS	1,740.00
99	00000684	ERICKSON-HALL CONSTRUCTION	PAY APP#7	OH	12/08/2021		MW	IS	480,929.37
99	00000685	RMA GROUP	77047	OH	12/08/2021		MW	IS	12,674.50
99	00000686	HAUFFE COMPANY	424	OH	12/08/2021		MW	IS	37,500.00
99	00000687	AAA ELECTRIC MOTOR SALES & SER	51844	OH	12/09/2021		MW	IS	120.79
99	00000688	ALL FOR KIDZ	218114	OH	12/09/2021		MW	IS	1,025.00
99	00000689	ASSOCIATION OF CALIF. SCHOOL A	INV21765	OH	12/09/2021		MW	IS	750.00
99	00000690	ATKINSON ANDELSON LOYA RUUD &	636481	OH	12/09/2021		MW	IS	612.50
99	00000691	BUREAU OF EDUCATION & RESEARCH	5058021	OH	12/09/2021		MW	IS	279.00
99	00000692	C & A SAFETY CONSULTANTS	110121	OH	12/09/2021		MW	IS	423.00
99	00000693	DANIELS TIRE SERVICE INC.	140102791	OH	12/09/2021		MW	IS	1,780.79
99	00000694	DIANA GONZALEZ	11/29-12/3/2021	OH	12/09/2021		MW	IS	126.56
99	00000695	FITNESS FINDERS INC.	INV7869	OH	12/09/2021		MW	IS	314.34
99	00000696	HOLLY BRANDER	LIVE SCAN	OH	12/09/2021		MW	IS	102.00
99	00000697	IMPERIAL SPRINKLER SUPPLY	4853415	OH	12/09/2021		MW	IS	1,535.32
99	00000698	JOHN ZAPPULLA	NOVEMBER 2021	OH	12/09/2021		MW	IS	51.88
99	00000699	MCI A VERIZON COMPANY	409066316	OH	12/09/2021		MW	IS	60.74
99	00000700	SANDRA JAN	MAIL-11/15/21	OH	12/09/2021		MW	IS	7.38
99	00000701	SHERYL MCDONALD	LIVESCAN	OH	12/09/2021		MW	IS	60.00
99	00000702	T-MOBILE	10211120.1	OH	12/09/2021		MW	IS	1,160.20

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2021 to 12/31/2021

Check	Payee ID	Payee Name	Reference	Subs Check Date	Cancel Date	Type	Status	Check Amount
99 00000703	U9900009	VERIZON WIRELESS-LA	982991015	OH 12/09/2021		MW	IS	1,243.43
99 00000704	U9900010	WARE DISPOSAL	863957	OH 12/09/2021		MW	IS	3,044.74
99 00000705	V9900013	AMERICAN EXPRESS	ZOOM	OH 12/13/2021		MW	IS	12,855.89
99 00000706	V9903309	ASAD ZAMAN	POS911338/812066	OH 12/13/2021		MW	IS	56.83
99 00000707	N9900015	Continental Sales	NOV2021	OH 12/13/2021		MW	IS	4,473.14
99 00000708	N9900004	DRIFTWOOD DAIRY	NOV2021	OH 12/13/2021		MW	IS	8,128.90
99 00000709	V9903308	KATE WINZIG	POS112147/111887	OH 12/13/2021		MW	IS	147.50
99 00000710	F9900045	LADY BUGS ENVIRONMENTAL TERMIT	#145311	OH 12/13/2021		MW	IS	55.00
99 00000711	V9903228	LOVE TO SNACK LLC	#33971	OH 12/13/2021		MW	IS	315.63
99 00000712	V9903307	Martha Massei	POS#611077	OH 12/13/2021		MW	IS	22.85
99 00000713	N9900009	P & R PAPER SUPPLY COMPANY	NOV2021	OH 12/13/2021		MW	IS	3,525.80
99 00000714	U9900001	CITY OF LA HABRA WATER DEPARTM	10041103	OH 12/14/2021		MW	RV	9,184.68
99 00000715	E9900143	MATTHEW CUKRO	111021	OH 12/14/2021		MW	IS	189.72
99 00000716	V9903301	MELISSA WILKENS	111221	OH 12/14/2021		MW	IS	71.68
99 00000717	U9900004	SOUTHERN CALIFORNIA EDISON	112111921	OH 12/14/2021		MW	RV	28,543.50
99 00000718	U9900005	SOUTHERN CALIFORNIA GAS CO	1128113021	OH 12/14/2021		MW	RV	1,271.04
99 00000719	U9900006	SUBURBAN WATER SYSTEMS	180071259220	OH 12/14/2021		MW	RV	16,056.14
99 00000720	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	120121VSR	OH 12/15/2021		MW	IS	75,068.77
99 00000721	S9990002	GALLAGHER PEDIATRIC THERAP	9366	OH 12/15/2021		MW	IS	1,151.66
99 00000722	V9903303	iPRINT TECHNOLOGIES	845694	OH 12/15/2021		MW	IS	163.20
99 00000723	V9903271	J TAYLOR CORPORATION	1121-20	OH 12/15/2021		MW	IS	1,455.30
99 00000724	V9900102	LA HABRA ROTARY FOUNDATION	408	OH 12/15/2021		MW	IS	160.00
99 00000725	V9900104	LEADER SERVICES	CDS5699	OH 12/15/2021		MW	IS	326.50
99 00000726	V9900132	NMK CORPORATION	LJSD-0006	OH 12/15/2021		MW	IS	1,200.00
99 00000727	V9903264	DIANA GONZALEZ	12/6-12/10/21	OH 12/16/2021		MW	IS	126.56
99 00000728	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	120121VL	OH 12/17/2021		MW	IS	2,482.91
99 00000729	U9900007	TIME WARNER CABLE	1218110921	OH 12/17/2021		MW	IS	16,217.08
99 00000730	V9900160	RMA GROUP	77562	OH 12/20/2021		MW	IS	7,646.00
99 00000731	V9903275	SILVER CREEK INDUSTRIES	PAY APP# 1	OH 12/20/2021		MW	IS	2,070,874.89
99 00000732	V9900008	ADMINISTRATIVE SERV. CO-OP	12490	OH 12/21/2021		MW	IS	9,246.03
99 00000733	E9900004	ALAN MAO	TUBS,	OH 12/21/2021		MW	IS	385.90
99 00000734	E9900022	ARIANA CAZARES	ART SUPPLIES	OH 12/21/2021		MW	IS	508.52
99 00000735	V9900006	ASSOCIATION OF CALIF. SCHOOL A	INV22677	OH 12/21/2021		MW	IS	1,250.00
99 00000736	V9900020	ATKINSON ANDELSON LOYA RUUD &	638935	OH 12/21/2021		MW	IS	310.00

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2021 to 12/31/2021

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99 00000737	V9900023	BAUDVILLE	3852178	OH	12/21/2021		MW	IS	392.44
99 00000738	F9900013	BRUCE CAMPBELL SAND & GRAVEL	202111-73	OH	12/21/2021		MW	IS	1,741.95
99 00000739	V9900028	BUENA PARK PLAQUE & TROPHY	15863	OH	12/21/2021		MW	IS	768.26
99 00000740	V9903311	CASE PARTS COMPANY	2976400	OH	12/21/2021		MW	IS	64.13
99 00000741	V9900046	CPI	IUS0208804	OH	12/21/2021		MW	IS	200.00
99 00000742	E9903244	CRISTIAN BOGDAN	NOV	OH	12/21/2021		MW	IS	52.24
99 00000743	V9900052	DASH MEDICAL GLOVES	1251289	OH	12/21/2021		MW	IS	181.80
99 00000744	V9900053	DATA IMPRESSIONS	17785	OH	12/21/2021		MW	IS	3,675.08
99 00000745	V9900056	DELTA DENTAL OF CALIFORNIA	BE004711373	OH	12/21/2021		MW	IS	1,780.89
99 00000746	V9903296	DFA-ACTUARIES LLC	20211106	OH	12/21/2021		MW	IS	500.00
99 00000747	V9903252	GENERATION GENIUS	GG110533	OH	12/21/2021		MW	IS	125.00
99 00000748	V9903282	GOVCONNECTION INC.	72147823	OH	12/21/2021		MW	IS	7,905.06
99 00000749	E9900084	JIM COOMBS	LUNCH-SALINAS	OH	12/21/2021		MW	IS	27.67
99 00000750	V9900175	SENTRY SIGNS & PRINTING	3523	OH	12/21/2021		MW	IS	6,677.98
99 00000751	V9900200	UNUM LIFE INSURANCE COMPANY	BL0160188	OH	12/21/2021		MW	IS	542.73
99 00000752	F9900014	BUG FLIP	NOV2021	OH	12/21/2021		MW	IS	180.00
99 00000753	V9900036	CDW GOVERNMENT INC.	P217900	OH	12/21/2021		MW	IS	1,068.99
99 00000754	N9900007	GOLD STAR FOODS	NOV2021	OH	12/21/2021		MW	IS	18,311.86
99 00000755	N9900013	SOUTHERN CALIFORNIA PIZZA	NOV2021	OH	12/21/2021		MW	IS	6,176.50
99 00000756	V9900008	ADMINISTRATIVE SERV. CO-OP	12783	OH	12/21/2021		MW	IS	14,300.00
99 00000757	B9903229	HAULAWAY STORAGE CONTAINERS	2028086	OH	12/21/2021		MW	IS	1,079.92
99 00000758	B9990011	GHATAODE BANNON ARCHITECTS	4620	OH	12/22/2021		MW	IS	337,456.00
99 00000759	B9990013	HAUFFE COMPANY	423	OH	12/22/2021		MW	IS	13,440.00
99 00000760	F9900018	CINTAS FIRE PROTECTION	0F19624283	OH	12/27/2021		MW	IS	3,899.85
99 00000761	U9900001	CITY OF LA HABRA WATER DEPARTM	10041103.2	OH	12/27/2021		MW	IS	4,592.34
99 00000762	F9900033	GLASBY MAINTENANCE SUPPLY	320547A	OH	12/27/2021		MW	IS	4,687.35
99 00000763	F9900054	PLUMBING WHOLESale OUTLET	S100545440.001	OH	12/27/2021		MW	IS	1,947.22
99 00000764	U9900004	SOUTHERN CALIFORNIA EDISON	1121111921.2	OH	12/27/2021		MW	IS	14,271.75
99 00000765	U9900005	SOUTHERN CALIFORNIA GAS CO	1128113021.2	OH	12/27/2021		MW	IS	635.52
99 00000766	U9900006	SUBURBAN WATER SYSTEMS	180051608958.3	OH	12/27/2021		MW	IS	8,028.07
99 00000767	F9900059	THE HOME DEPOT PRO INSTITUTION	654739333	OH	12/27/2021		MW	IS	1,925.77

Issued: 3,313,953.29

LOWELL JOINT SD
Consolidated Check Register
 from 12/1/2021 to 12/31/2021

Check	Payee ID	Payee Name	Reference	Subs Check Date	Cancel Date	Type	Status	Check Amount
Reversed:								55,055.36
99 Bank Total:								3,369,008.65
Grand Total:								3,369,008.65

LOWELL JOINT SCHOOL DISTRICT
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2021-22 #7

February 7, 2022

I. CERTIFICATED EMPLOYEES

A. CONTRACTS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Sober, Jessica	01/03/2022	06/03/2022	DO	Virtual Academy/ Home School Teacher. Temporary Contract

B. CHANGE OF STATUS

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Fonti, Allison	01/24/2022	03/26/2022	MA	(AB375) FMLA Medical Leave
Irving, Tamara	01/18/2022	05/01/2022	RS	(AB375) FMLA Medical Leave
Perumean, Stacy	02/07/2022	06/03/2022	MG	Unpaid leave of absence
Peloquin, Karen	01/03/2022	01/14/2022	OL	(AB375) FMLA Medical Leave
Castillo, Barbara	01/18/2022	01/25/2022	EP	(AB375) FMLA Medical Leave
Galli, Jessica	01/31/2022	02/26/2022	RS	(AB375) FMLA Medical Leave
Kosareff, Breana	03/07/2022	03/18/2022	JO	(AB375) FMLA Baby Bonding Leave
Allsman, Kathryn	02/03/2022	02/21/2022	OL	(AB375) FMLA Medical Leave

C. STIPENDS/EXTRA DUTY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Oke, Melissa	01/03/2022	05/30/2022	RS	To be paid a total of \$700.00 monthly, not to exceed \$700.00 for the 2021/22 school year, for Coaching After-School Sports – Girls’ Soccer. Monies to be paid from the LJEJF donation in the General Fund
Langer, Garrick	02/01/2022	03/30/2022	RS	To be paid a total of \$750.00 monthly, not to exceed \$1500.00 for the 2021/22 school year, for Esports Program Monies to be paid from the Rancho Site Budget
Galli, David	02/01/2022	03/30/2022	RS	To be paid a total of \$750.00 monthly, not to exceed \$1500.00 for the 2021/22 school year, for Esports Program Monies to be paid from the Rancho Site Budget

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

**It is further recommended that the individuals listed in Certificated Salaries for 2021-2022 is approved to instruct in the Intervention Programs. The rate of pay is \$35.00/hour and will be paid from Title I or LCFF Supplemental Grant Funds.

**It is further recommended that individuals listed in Certificated Salaries for 2021-2022 serve as home school teachers, if needed, for the 2021-2022 school year at a rate of \$35.00/hour, not to exceed five hours per week, per student. Mileage will be paid at the IRS Standard Mileage Rate for the 2021-2022 school year.

D.

Employment of substitutes effective 08/16/2021 for the 2021-2022 school year @ 200 per day and \$100.00 per half day rate and \$35.00 per hour* (not to exceed six hours) as applicable and to include: professional development, Saturday school, and site support duties, and \$250.00 long term sub rate.

Kevin Kjer

E. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SIE	COMMENT
Bradshaw, Casey	01/18/2022	05/01/2022	DO	To be paid a rate of \$200.00 (special long term rate \$250.00 beginning 2/1/22) for Rancho Starbuck English teaching position
Scarsciotti, Alyssa	01/31/2022	02/01/2022	DO	To be paid a rate of \$200.00 for Rancho Starbuck Science teaching position
Brooks, Edward	02/02/2022	02/25/2022	DO	To be paid a rate of \$200.00 for Rancho Starbuck Science teaching position
Mgrdichian, Jennifer	01/18/2022	01/25/2022	DO	To be paid a rate of \$200.00 for El Portal 3 rd grade teaching position
Quinlan, Dyana	01/03/2022	01/14/2022	DO	To be paid a rate of \$200.00 Olita 5 th grade teaching position
McCoy, Stacey	02/07/2022	06/03/2022	DO	To be paid special long term rate of \$250.00 for Meadow Green 5/6 combo teaching position
Larsen, Danica	01/24/2022	03/26/2022	DO	To be paid special long term rate of \$250.00 for Macy 3 rd grade teaching position
Petersen, Kaycee	03/08/2022	03/18/2022	DO	To be paid a rate of \$200.00 for Jordan 4 th grade teaching position
Haworth, Acacia	02/03/2022	02/21/2022	DO	To be paid a rate of \$100.00 for Olita 1 st grade teaching position

II. CLASSIFIED EMPLOYEES February 7, 2022

A. MONTHLY – 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>
Jan, Sandy	12/03/21		R21/S8	DO	Increase of hours from 7 to 8 hours. Updated range.

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>
Aguayo, Leo	12/4/2021	12/7/2021	R18/S5	EP	Night Custodian- FMLA/Medical Leave
Aguayo, Leo	12/8/2021	12/12/2021	R18/S5	EP	Night Custodian- FMLA/Medical Leave
Aguayo, Leo	12/13/2021	12/17/2021	R18/S5	EP	Night Custodian- FMLA/Medical Leave
Aguayo, Leo	01/6/2022	01/10/2022	R18/S5	EP	Night Custodian- FMLA/Medical Leave
Abbond, Karey	01/18/2022		R14/S1	DO	Instructional Assistant/Substitute
Alcantara, Marissa	12/20/2021	2/14/2022	R1/S1	MG	Noon Duty Aide- FMLA/Medical Leave
Anderson, Adriana	1/19/2022		R1/S1	DO	Noon Duty Substitute
Armijo, Jessica	8/7/2021		R21/S6	DO	Day Custodian Step Increase
Barahona, Krystina	8/3/2021		R18/S6	MA	Night Custodian Step Increase
Barber, Alexandria	2/2/2022		R14/S1	DO	Instructional Assistant/Substitute
Barber, Alexandria	2/2/2022		R1/S1	DO	Noon Duty Substitute
Benson, Robynn	1/27/2022		R1/S1	DO	Noon Duty Substitute
Brown, Matthew	12/20/2021	2/6/2022	R14/S1	DO	Day Custodian-FMLA/Medical Leave
Cacioppo, Sherrie	2/1/2022	3/4/2022	R7/S6	RS	Cafeteria Worker-FMLA/Medical Leave
Estrada, Elizabeth	12/02/2021		R14/S6	OL	Bilingual Aide Step Increase
Evanoff, Mary Jo	2/13/2022		RN/S8	DO	Executive Assistant/Superintendent Step Increase
Francis, Annalisa	1/10/2022	1/22/2022	R20/S7	DO	Nurse Assistant-FMLA/Medical Leave
Garcia, Gabriella	01/27/2022		R14/S1	DO	Instructional Assistant/Substitute
Garcia, Gabriella	01/27/2022		R1/S1	DO	Noon Duty Substitute
Jan, Sandy	06/17/2022		R21/S8	DO	Secretary SPED Retirement
Jan, Sandy	06/17/2022		R21/S8	DO	Secretary SPED Substitute
McGill, Lorie	1/24/2022		R20/S1	EP	Library Media Tech
Navarro, Amber	01/16/22	06/03/22	\$1,200/Mo	DO	School Counselor/Intern CORRECTION TO 2022
Obezo, Brittney	01/27/2022		R14/S1	DO	Instructional Assistant/Substitute
Obezo, Brittney	01/27/2022		R1/S1	DO	Noon Duty Substitute
Pascual, Kelly		1/13/21	R14/S1	DO	Resignation of IA, ND, and HT/Substitute-never worked for LJSD
Preciado, Rosana	01/01/2022	01/01/22	R15/S3	MG	Resignation of Instructional Aide-Preschool
Romero, Adriana	2/2/2022		R1/S1	DO	Noon Duty Substitute

C. HOURLY – CAFETERIA FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Anderson, Adriana	1/19/2022		R07/S4	DO	Cafeteria Worker/Substitute
Benson, Robynn	1/27/2022		R07/S4	DO	Cafeteria Worker/Substitute
Romero, Adriana	2/2/2022		R07/S4	DO	Cafeteria Worker/Substitute