

LOWELL JOINT SCHOOL DISTRICT  
11019 Valley Home Avenue, Whittier, CA 90603

MINUTES OF THE BOARD MEETING OF THE BOARD OF TRUSTEES

February 5, 2024

Call to Order	President Shackelford 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 Shackelford declared the meeting recessed to closed session at 6:31 p.m.
Call to Order	President Shackelford reconvened the meeting to order at 7:34 p.m.
	The flag salute was led by Meadow Green Students: Claribelle Herrera, Jacob Reza, Kenzie Deforrest and Thiago Reyes.
	Trustees Present: Anastasia M. Shackelford, Anthony A. Zegarra, Christine J. Berg, Karen L. Shaw, Regina L. Woods
	Trustees Absent: None
	Staff Present: Jim Coombs, Superintendent of Schools; Sheri McDonald, Assistant Superintendent of Educational Services; David Bennett, Assistant Superintendent of Business Services; Carl Erickson, Assistant Superintendent of Administrative Services
	Staff Absent: None.
Reporting Out Action (if any) Taken in Closed Session	None.
Introduction / Welcome	President Shackelford welcomed the many guests in attendance, staff members and the Meadow Green students present.
Acknowledgement of Correspondence	Ms. Shaw mentioned a special invitation that she received from Meadow Green Elementary school to participate in Day of the Reader.
Approval of Agenda	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the February 5, 2024, Board agenda.
Approval of Minutes	It was moved, seconded, and carried by unanimous vote, (5-0) to approve the minutes from the January 8, 2024, Regular Board Meeting and the January 20, 2024 Board Study Session.

Timely Information from the Board and Superintendent	None.
School Reports	Each Board member shared highlights of their respective schools. Meadow Green Students: Claribelle Herrera, Jacob Reza, Kenzie Deforrest and Thiago Reyes read the Meadow Green school report.
RECESSS	Mrs. Shackelford declared a recess at 7:45 p.m. Mrs. Shackelford reopened the board meeting at 7:48 p.m.
Topics Not on the Agenda	Mrs. Cooke and Mrs. Palmer, on behalf of LJEAs, thanked the Board of Trustees for a fair settlement in their negotiations.
Resolution 2023/24 No. 914, Recognizing February 5-9, 2024 as “School Counseling Week”	It was moved, seconded, and carried by unanimous roll call vote (5– 0) to adopt Resolution 2023/24 No. 914, recognizing February 5-9, 2024, as “School Counseling Week”, and that the Superintendent or designee be authorized to execute the necessary documents.
Resolution 2023/2024 No. 915 Approving the Application for The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) provides funding to upgrade heating, air conditioning, and ventilation (HVAC) systems in public schools and replace non compliant plumbing fixtures and appliances that fail to meet water efficiency standards	It was moved, seconded, and carried by unanimous roll call vote, (5-0) to adopt Resolution 2023/2024 No. 915 Approving the Application for The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to provide funding to upgrade heating, air conditioning, and ventilation (HVAC) systems in public schools and replace non compliant plumbing fixtures and appliances that fail to meet water efficiency standards, and that the Superintendent or designee be authorized to execute the resolution.
Resolution 2023/2024 No. 916 Approving the Application for the Teacher Residency Capacity Grant	It was moved, seconded, and carried by unanimous roll call vote, (5-0) to adopt Resolution 2023/2024 No. 916 Approving the Application for the Teacher Residency Capacity Grant, and that the Superintendent or designee be authorized to execute the resolution.
Acceptance of the 2022-23 Annual Financial Audit of the Lowell Joint School District	Nigro & Nigro PC has completed the examination of the financial statements of funds and accounts of the Lowell Joint School District for the 2022-23 fiscal year. Ms. Jessica Berry, partner of Nigro and Nigro, presented the financial audit.

The completion of this audit is in accordance with Education Code section 41020. Copies of this report are filed with the County Superintendent of Schools, County Auditor, State Department of Education, and the Audit Division of the State Department of Finance. By law, the Board of Education must file the audit by December 15 each year.

In accordance with Education Code section 41020.3, contents of this report will be reviewed at the February 5, 2024 Board of Education meeting and a representative of Nigro & Nigro will be available to answer questions regarding the audit.

It was moved, seconded, and carried by unanimous vote, (5 – 0), to accept the 2022-23 Annual Financial Audit of the Lowell Joint School District, and that the Superintendent or designee be authorized to execute the necessary documents.

#### State Budget Update

Mr. David Bennett, Assistant Superintendent of Business Services, reviewed the State budget update with the Board of Trustees.

- Inflation is down and is expected to decline further
- Interest Rates Expected to Fall in 2024
- US and California in Slow Growth Economies
- Governor Projects \$37.9 Billion Deficit for 2024-25
- Recessions are No Longer Forecasted in 2024 or 2025

Governor estimates a \$37.9 Billion shortfall

- Largely due to 2022 tax collections in 2023
- \$30B Gap between LAO Report and Governor Proposal due to Optimistic Revenue Estimates by Governor
- Protects Education with no Proposed Cuts to 2023-24
- Balances Budget with Reserves, Education Rainy Day Fund, Borrowing, Reductions, Funding Delays, Deferrals, and Tax Revenue Proposals

Local Control Funding Formula:

COLA

- 8.22% vs 8.22% at FI in 2023-24
- 0.76% vs 3.94% at FI in 2024-25
- 2.73% vs 3.29% at FI in 2025-26
- Slight changes to CalPERS Rates and Consumer Price Index (CPI)
- Enrollment, ADA, and other MYP assumptions remain the same as First Interim

Governor's State budget projections for 2024/25 rely on optimistic State revenues

- January, 2024, is currently \$3B below those estimates
- Governor and Legislature
- Governor has expressed his desire to "protect" education
- Negotiations will take place between now and the May revision
- School districts will have to make decisions prior to May revision

The Board of Trustees discussed the information in the slide presentation.

#### Approval of Purchase and Installation Agreement with ICS Services Co., for

It was moved, seconded, and carried by unanimous vote, (5 – 0), to approve ratified Purchase and Installation Agreement with ICS Services Co., for Exterior Speakers at the Maybrook Elementary School Project for Rancho Starbuck Intermediate School, not to exceed \$3,098.53, Measure LL (21.0 Bond Fund), and that the Superintendent or

Exterior Speakers at the Maybrook Elementary School Project for Rancho Starbuck Intermediate School

designee be authorized to execute the necessary documents.

Approval of Architectural Services Agreement with Ghataode Bannon Architects (GBA) to Provide Architectural and Engineering Services Related to the District’s Potential Construction Projects at El Portal Elementary and Rancho Starbuck Intermediate Schools

It was moved, seconded, and carried by unanimous vote, (5 – 0), to approve the Architectural Services agreement with Ghataode Bannon Architects for architectural and engineering services related to the Rancho Starbuck Intermediate School and El Portal Elementary Schools, effective February 5, 2024, not to exceed \$2,213,520.00, combined, (Special Reserve Capital Outlay Fund 40.0), and that the Superintendent or designee be authorized to execute the necessary documents.

District Local Control Accountability Plan Mid-Year Update

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).

Dr. Sheri McDonald presented the Mid-Year LCAP update to the Board of Trustees.

The State Board of Education is requiring a new mid-year update to be presented to the Board for the 2023-2024 school year. The update will ultimately be submitted for approval along with the LCAP in June of 2024.

Consent Calendar

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

Approval of Memorandum of Understanding (MOU) Clinical Experiences Agreement Between Lowell Joint School District and California Baptist University, effective February 5, 2024 through June 30, 2027

Approved the Memorandum of Understanding (MOU) Clinical Experiences Agreement Between Lowell Joint School District and California Baptist University, effective February 5, 2024 through June 30, 2027, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement Zoe Kinne to

Approved the consultant agreement for Zoe Kinne to be a lighting designer for the Lowell Joint Music Production for the 2023-24 school year, at an amount not to exceed

be a Lighting Designer for the Lowell Joint School District Music Production for the 2023-24 School Year

\$2000, to be paid by the One Time Art & Music Block Grant funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement Tana Carmichael to be a Costume Designer for the Lowell Joint School District Music Production for the 2023-24 School Year

Approved the consultant agreement for Tana Carmichael to be a costume designer for the Lowell Joint School District Music Production during the 2023-24 school year, at an amount not to exceed \$2000, to be paid by the One Time Art & Music Block Grant funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement Rudy Hernandez to be a Sound Technician for The Lowell Joint School District Music Production for the 2023-24 School Year

Approved the consultant agreement for Rudy Hernandez to be a sound technician for the Lowell Joint School District Music Production during the 2023-24 school year, at an amount not to exceed \$2000, to be paid by the One Time Art & Music Block Grant Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement Alfonso Neavez to be a House Manager for the Lowell Joint School District Music Production for the 2023-24 School Year

Approved the consultant agreement for Alfonso Neavez to be a house manager for the Lowell Joint Music Production for the 2023-24 school year, at an amount not to exceed \$1500, to be paid by the One Time Art & Music Block Grant Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement Madelyn Neavez to be an Assistant Choreographer for the Lowell Joint School District Music Production for the 2023-24 School Year

Approved the consultant agreement for Madelyn Neavez to be an Assistant Choreographer for the Lowell Joint Music Production for the 2023-24 school year, at an amount not to exceed \$1,000, to be paid by the One Time Art & Music Block Grant Fund, and that the Superintendent or designee be authorized to execute the necessary documents.

Purchase Order Report 2023/24 #7

Approved the Purchase Order Report 2023/24 #7, issued December 1, 2023 through December 31, 2023, as attached, and that the Superintendent or designee be authorized to execute the necessary documents.

Consolidated Check Register Listing Report

Approved the Check Register Listing Report 2023/24 #7, issued December 31, 2023 through December 31, 2023, as attached, and that the Superintendent or designee be

2023/24 #7

authorized to execute the necessary documents.

Approval for Disposal/Sale of Surplus District Personal Property

Approved the sale/disposal of surplus district personal property identified on the attached list, and authorize District staff members to dispose of the obsolete items in accordance with Education Code Section 17546.

Employer-Employee Relations/Personnel Report 2023/24 #7 Which Includes Hiring, Resignations, contract adjustments, and retirements for certificated, classified, and confidential employees

Ratified Employer-Employee Relations/Personnel Report 2023/24 #7, as attached, which includes hiring, resignations, contract adjustments, and retirements for certificated, classified, and confidential employees.

Approval of Agreement #16064 with Inside the Outdoors, Orange County Department of Education, to Provide a field trip to Crystal Cove for the 5<sup>th</sup> Grade Students of Macy Elementary School

Approved the Agreement #16064 with Inside the Outdoors, Orange County Department of Education to provide a field trip to Crystal Cove for the 5<sup>th</sup> Grade Students of Macy Elementary School, on April 5, 2024, cost for this field trip will be funded by Macy PTA at a cost of \$13.25 per student, not to exceed \$2,625.00 (70 students), and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Ratified Amendment to Agreement with Active Education to provide services for Expanded Learning Opportunities Program during the 2023/24 School Year

Approved the Ratified Amendment to the Agreement with “Active Education” to provide services during the 2023/24 school year at an amount not to exceed \$86,260, to be paid by ELO-P funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Ratified Amendment to Agreement with JAMPANA ENTERPRISES LLC “Code Ninjas” to provide services for Expanded Learning Opportunities Program during the 2023/24 School Year

Approved the Ratified Amendment to the Agreement with “Code Ninjas” to provide services during the 2023/24 school year at an amount not to exceed \$76,500, in order to provide Expanded Learning Opportunity Program services to 1st and 2nd grade students, to be paid by ELO-P funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with RMH PRODUCTIONS to provide Lighting & Sound Services for Expanded Learning Opportunities Program for the 2023-24 School Year

Approved the consultant agreement with RMH Dance & Productions to provide audio and lighting services for El Portal Elementary School's Disney Musicals in Schools Nemo production on March 7-9, 2024, at a cost not to exceed \$7000.00, Funding for this expenditure will be covered by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

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

Approved the consultant agreement with Ron Gutterman to be Dance and Theatre Workshop Class Substitute Teacher(s) for PowerSource Expanded Learning for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$1,500.00, to be paid by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Approval of Consultant Agreement with ZOE KINNE to provide Lighting & Sound Technician Support for Expanded Learning Opportunities Program for the 2023-24 School Year

Approved the consultant agreement for Zoe Kinne to provide sound & lighting technician support for the PowerSource Expanded Learning for Lowell Joint School District during the 2023-24 school year, at an amount not to exceed \$1,500.00, to be paid by the 6762-Arts, Music, and Instructional Materials Discretionary One Time Block Grant and Fund 12 ELOP funds, and that the Superintendent or designee be authorized to execute the necessary documents.

Board Member/ Superintendent Comments

Mr. Coombs mentioned that OC Parent Magazine recognized Ms. Christina Lopez, Preschool teacher, and Mrs. Cooke, Olita teacher, as parent nominated "Home Town Heroes".

Adjournment

President Shackelford declared the meeting adjourned at 8:16 p.m. in accordance with Government Code Section 54956.9 (a, b, c) and indicated no further public action would be taken.

Date Approved:

3/4/24

  
\_\_\_\_\_  
Clerk/President/Secretary to the Board of Trustees

**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2023/2024 NO. 914**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
RECOGNIZING FEBRUARY 5-9, 2024, 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 5-9, 2024, 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 5<sup>th</sup> day of February, 2024, by the following vote:

**AYES:** Anastasia Shackelford, Anthony Zegarra, Christine Berg, Karen Shaw, Regina Woods

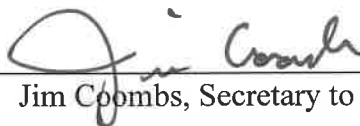
**NOES:** None

**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 5<sup>th</sup> day of February, 2024, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 5<sup>th</sup> day of February, 2024.



Jim Coombs, Secretary to the Board of Trustees



**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2023/2024 NO. 915**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF  
LOWELL JOINT SCHOOL DISTRICT**

**OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
Approving the Application for The California Schools Healthy Air, Plumbing, and  
Efficiency Program (CalSHAPE) to Provide Funding to Upgrade Heating, Air  
Conditioning, and Ventilation (HVAC) Systems in Public Schools and Replace Non  
Compliant Plumbing Fixtures and Appliances that Fail to Meet Water Efficiency  
Standards**

**WHEREAS**, the California Energy Commission's California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances; and

**WHEREAS**, CalSHAPE plumbing program prioritizes investments in facilities in underserved communities and near freeways or industrial facilities; and

**WHEREAS**, the program provides funding to local educational agencies for the reasonable costs of replacing non compliant plumbing fixtures and appliances that fail to meet water efficiency standards; and

**WHEREAS**, we will be working with Life Wings & Bottom Line Solutions, BLUS to complete the plumbing tasks. The rebate monies cover the entire cost of BLUS; submitting for the rebate, managing the project, purchasing product, the project labor, and the disposal of the older fixtures; and

**WHEREAS**, district is currently eligible for \$334,285.00 to complete all plumbing upgrades. The grant time period to complete work and receive the funds is 24 months; and

**NOW, THEREFORE BE IT RESOLVED** that we, the Board of Trustees on behalf of the students, parents, and community at large, does hereby Approve the Application for The California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE) to Provide Funding to Upgrade Heating, Air Conditioning, and Ventilation (HVAC) Systems in Public Schools and Replace Non Compliant Plumbing Fixtures and Appliances that Fail to Meet Water Efficiency Standards.

**APPROVED AND ADOPTED** this 5<sup>th</sup> day of February, 2024, by the following vote:

**AYES:** Anastasia Shackelford, Anthony Zegarra, Christine Berg, Karen Shaw Regina Woods ]

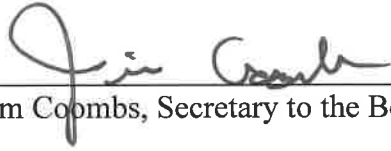
**NOES:** None

**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 5<sup>th</sup> day of February, 2024, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 5<sup>th</sup> day of February, 2024.

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

Jim Coombs, Secretary to the Board of Trustees

**California Schools Healthy Air, Plumbing, and Efficiency Program  
Governing Body Resolution**

**RESOLUTION NO. 915**

**Resolution of**

Lowell Joint School District

*Name of Local Educational Agency*

**WHEREAS**, the California Energy Commission's California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Program provides grants to local educational agencies (LEA), that includes school districts, charter schools, and regional occupational programs, to fund the assessment, maintenance, and repair of ventilation systems, installation of carbon dioxide monitors, and replacement of noncompliant plumbing fixtures and appliances;

**NOW THEREFORE, BE IT RESOLVED**, that Board of Trustees of Lowell Joint  
*Governing Body*

authorizes Lowell Joint School District to apply for a  
*LEA Name*

grant from the California Energy Commission to implement a CalSHAPE Program project.

**BE IT ALSO RESOLVED**, that in compliance with the California Environmental Quality Act (CEQA), Board of Trustees of Lowell Joint School District finds that the activity funded by  
*Governing Body*

the grant is (Please select one)

not a project because The plumbing work proposed does not involve construction, alterations, moving walls, or disturbing the ground in any way.

OR

a project that is exempt under \_\_\_\_\_ because

OR

a project and \_\_\_\_\_ document was prepared.

**BE IT ALSO RESOLVED**, that if recommended for funding by the California Energy Commission, the Board of Trustees Lowell Joint authorizes Lowell Joint School District

*Governing Body*

*LEA Name*

to accept a grant up to \$ 334,285.00 and accept all grant agreement  
*Grant Amount Requested*

terms and conditions.

**BE IT FURTHER RESOLVED**, that Jim Coombs, Superintendent of Schools  
*Name of Designated LEA Official or Staff*  
David Bennett, Asst Superintendent Bus Service, and Jessica Fernandes, Grant Coordinator  
*Name of Designated LEA Official or Staff* *Name of Designated LEA Official or Staff*  
are hereby authorized and empowered to execute in the name of  
Lowell Joint School District *LEA Name* all necessary documents to implement and

carry out the purpose of this resolution, and to undertake all actions necessary to undertake and complete the energy efficiency projects.

Passed, Approved and Adopted this 5 day of February, 2024.  
*Month* *Year*

Governing Body Representatives:

Anastasia M. Shackleford



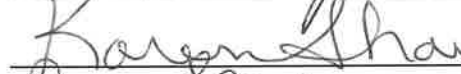
Anthony A. Zegarra



Christine J. Berg



Karen L. Shaw



Regina L. Woods



**LOWELL JOINT SCHOOL DISTRICT**

**RESOLUTION 2023/2024 NO. 916**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF  
LOWELL JOINT SCHOOL DISTRICT  
OF LOS ANGELES AND ORANGE COUNTIES, CALIFORNIA,  
APPROVING THE APPLICATION FOR THE TEACHER RESIDENCY CAPACITY GRANT**

**WHEREAS**, the CA Commission on Teacher Credentialing has made available \$25 Million in support of Teacher Residency Capacity Grants; and

**WHEREAS**, an LEA can submit an application for up to \$250,000.00 as long as an existing partnership with an IHE (Institution of Higher Education), Commission-approved teacher preparation program exists; and

**WHEREAS**, eligible applicants must have a CD/CDS code issued by the California Department of Education. Applicants should note that there is a statutory eighty percent (80%) match requirement for each grant dollar received. Matching funds may be actual funds and/or an in kind match. An eligible LEA shall partner with any regionally accredited IHE with a Commission Approved teacher preparation program to develop and operate a student-teaching based teacher residency program pathway; and

**WHEREAS**, Lowell Joint School District will apply and enter into an MOU agreement with Biola University for a Teacher Residency Capacity Grant with intent to start a teacher residency program in the fall of 2025 to help create a pipeline of talented teachers as needs arise in Lowell Joint School District; and

**WHEREAS**, funding will be used to establish a new teacher residency program that supports the following types of teacher credentialed positions: (a) special education, bilingual education, computer science, science, technology, engineering, mathematics (STEM), and multiple subject credentials; and

**WHEREAS**, funds for the Teacher Residency Capacity Grant, we will be applied for in the Spring of 2025 for an additional Implementation Grant to run the intended Residency Program. The project period upon initial grant award (Estimated March 2024) - through June 30, 2026;

**NOW, THEREFORE BE IT RESOLVED** that we, the Board of Trustees on behalf of the students, parents, and community at large, hereby approve the application for the teacher residency capacity grant.

**APPROVED AND ADOPTED** this 5<sup>th</sup> day of February, 2024, by the following vote:

**AYES:** Anastasia Shackelford, Antony Zegarra, Christine Berg, Karen Shaw, Regina Woods

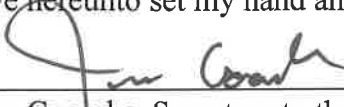
**NOES:** None

**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 5<sup>th</sup> day of February, 2024, and passed by a unanimous vote of those present.

**IN WITNESS WHEREOF**, I have hereunto set my hand and seal the 5<sup>th</sup> day of February, 2024.

  
\_\_\_\_\_  
Jim Coombs, Secretary to the Board of Trustees



ICS Service  
 PO Box 5255  
 Riverside, CA 92517

Phone: 951-683-3637 Fax: 951-683-3034

www.icsservice.net

# Invoice

Date	Invoice #
1/16/2024	38405

<b>Bill To</b>
Lowell Joint School District 11019 Valley Home Ave. Whittier, CA 90603

P.O. No.	Terms	Project
	Net 30	Maybrook Service

Quantity	Description	Rate	Amount
3	Lowell Surface-mount Backbox for Vandal-resistant Grille (outdoor)	54.21667	162.65T
3	Outside Speaker Grill and Transformer 15 Watt Speaker	290.26333	870.79T
1,000	1 Pair 22 Solid CM Shielded Speaker Cable	0.20358	203.58T
16	Labor - Low Voltage	109.00	1,744.00
	8/31/23-9/01/23 Maybrook - Install 3 exterior speakers on existing building for PA coverage. Pulled speaker cables to locations, installed 3 exterior can, speakers, terminate, cross connect and program new speakers for campus coverage, as requested by District. ICS note: Per Miltos & E&H, to be billed directly to District per estimate 102012. Los Angeles County		117.51

<i>Thank You for your Business!</i>		<b>Total</b>	\$3,098.53

January 19, 2024

David Bennett  
 Assistant Superintendent of Business Services  
**LOWELL JOINT SCHOOL DISTRICT**  
 11019 Valley Home Avenue  
 Whittier, CA 90603

Re: Architectural/Engineering Services  
**El Portal 2.0 Portables to Permanent Fee Proposal**

Dear David,

Ghataode Bannon Architects (GBA) is pleased to submit this proposal to provide architectural and engineering services for the above referenced project. Basic services shall include industry standard practice Schematic Design, Design Development, Construction Documents, Division of the State Architect (DSA) Approval, Bidding, Construction Administration and Project Close-Out/DSA Certification.

The proposed architectural and engineering team includes landscape architect, cost estimator, civil and electrical engineers. The services of a surveyor, soils engineers or food service consultant are not a part of this proposal.

It is proposed the architectural fee for this project be based on a percentage of the Computed Construction Cost. The Computed Construction Cost estimate including 20% escalation for El Portal 2.0 comes from the LJSD Masterplan dated September 11, 2023 and is as follows:

**2.0 PORTABLES TO  
 PERMANENT**

Classrooms	12 @	960 s.f. =	11,520 s.f. @	\$573.30 /s.f. =	\$6,604,416
Restrooms	2 @	540 s.f. =	1,080 s.f. @	\$780.00 /s.f. =	\$842,400
Subtotal			12,600 s.f.		

**Site Development**

Expand Northwest Parking Lot		22,500 s.f. @	\$42.00 /s.f. =	\$945,000
Recondition North Parking Lot		55,000 s.f. @	\$24.00 /s.f. =	\$1,320,000
Parking Lot Lighting		8 ea. @	\$3,840 /ea. =	\$30,720
Central Quad Stage and Paving		17,800 s.f. @	\$66.00 /s.f. =	\$1,174,800
Lunch Shelter, 30' x 60'		1 ea. @	\$240,000 /ea. =	\$240,000

**TOTAL**

**\$11,157,336**

The Computed Construction Cost of \$11,157,336 is a combination of modular building cost and sitework. GBA is proposing an architectural fee based on 4.5% fee on the modular building cost and the sitework per the State Sliding Scale for modernization.

David Bennett  
 January 19, 2024  
 Page 2

The 2.0 Portables to Permanent Modular Classrooms and Restrooms cost above includes sitework cost whose fee is to be treated as modernization. Typically, building and sitework costs are distributed in an 80% to 20% ratio respectively. Total modular building cost would be 80% of \$7,446,816 or \$5,957,453. Sitework cost within the modular building cost would be the remaining \$1,489,363.

Again, It is proposed the architectural fee for this project be based on 4.5% fee of the modular building cost and the and the sitework per the State Sliding Scale for modernization.

### COMPUTED CONSTRUCTION COST

Estimated Modular Building Cost				\$5,957,453
Estimated Sitework Modernization				
Modular Building Sitework			\$1,489,363	
Expand Northwest Parking Lot			\$945,000	
Recondition North Parking Lot			\$1,320,000	
Parking Lot Lighting			\$30,720	
Central Quad Stage and Paving			\$1,174,800	
Lunch Shelter, 30' x 60'			\$240,000	
			Subtotal	\$5,199,883

**TOTAL ESTIMATED CONSTRUCTION COST** **\$11,157,336**

### ARCHITECTURAL FEE

Estimated Modular Building Cost			\$5,957,450	
\$5,957,453.00	@	4.5%		\$268,085
Estimated Modernization Cost			\$5,199,886	
\$500,000.00	@	12.0%	\$60,000	
\$500,000.00	@	11.5%	\$57,500	
\$1,000,000.00	@	10.0%	\$100,000	
\$3,199,886.00	@	9.0%	\$287,989	
			Subtotal	\$505,490
<b>TOTAL ARCHITECTURAL FEE</b>				<b>\$773,575</b>



David Bennett  
January 19, 2024  
Page 3

### REIMBURSABLE EXPENSES

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GBA shall provide the District with two sets of drawings, plans and specifications at the conclusion of each phase. Plan printing, at the request of the District, beyond the above-mentioned sets is a reimbursable expense. Plan printing for agency submittals is a reimbursable expense. Plan printing for bidding purposes is a reimbursable expense.

GBA shall coordinate acquisition of a geotechnical investigation and topographic survey on behalf of the District. GBA shall make payment on behalf of the District as a reimbursable expense.

Reimbursable expenses shall be billed at cost plus 1.5%. Travel and plan printing for GBA in-house coordination and coordination with consultants is at GBA's expense.

Estimated, not-to-exceed, reimbursable expense amount is **\$90,000**.

We are prepared to begin work immediately upon your authorization. We look forward to the opportunity to serve you. If there are any questions, please feel free to call.

Sincerely,



David Bannon, AIA  
:DB

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January 16, 2024

David Bennett  
 Assistant Superintendent of Business Services  
**LOWELL JOINT SCHOOL DISTRICT**  
 11019 Valley Home Avenue  
 Whittier, CA 90603

Re: Architectural/Engineering Services  
**Rancho Starbuck 2.0 PAC/Gym and Portables to Permanent Fee Proposal**

Dear David,

Ghataode Bannon Architects (GBA) is pleased to submit this proposal to provide architectural and engineering services for the above referenced project. Basic services shall include industry standard practice Schematic Design, Design Development, Construction Documents, Division of the State Architect (DSA) Approval, Bidding, Construction Administration and Project Close-Out/DSA Certification.

The proposed architectural and engineering team includes landscape architect, theater consultant, cost estimator, and civil, structural, mechanical, plumbing and electrical engineers. The services of a surveyor, soils engineers or food service consultant are not a part of this proposal.

It is proposed the architectural fee for this project be based on a percentage of the Computed Construction Cost. The Computed Construction Cost estimate including 20% escalation for Rancho Starbuck 2.0 comes from the LJSD Masterplan dated September 11, 2023 and is as follows:

**2.0 PORTABLES TO  
 PERMANENT**

Modular Classrooms	8 @	960 s.f. =	7,680 s.f. @	\$573.30 /s.f. =	\$4,402,944
Modular Restrooms	1 @	540 s.f. =	540 s.f. @	\$780.00 /s.f. =	\$421,200
PAC/Gymnasium	1 @	18,745 s.f. =	18,745 s.f. @	\$750.00 /s.f. =	\$14,058,750
Subtotal			26,965 s.f.		

Site Development

Northeast Parking Lot		40,000 s.f. @	\$42.00 /s.f. =	\$1,680,000
PAC Courtyard Hardscape		16,000 s.f. @	\$42.00 /s.f. =	<u>\$672,000</u>

**TOTAL**

**\$21,234,894**

The Computed Construction Cost of \$21,234,894 is a combination of new building cost, modular building cost and sitework. GBA is proposing an architectural fee based on the State Sliding Scale for New Construction for the PAC/Gymnasium and sitework cost, and a 4.5% fee on the Modular Classrooms and Restrooms building cost.

David Bennett  
 January 16, 2024  
 Page 2

The 2.0 Portables to Permanent Modular Classrooms and Modular Restrooms cost above include sitework cost whose fee is to be treated as new construction. Typically, building and sitework costs are distributed in an 80% to 20% ratio respectively. Total modular building cost would be 80% of \$4,824,144 or approximately \$3,860,000. Sitework cost within the modular building cost would be the remaining \$964,144.

Again, It is proposed the architectural fee for this project be based on a percentage of the Computed Construction Cost and the State Sliding Scale for New Construction plus 4.5% of the modular building cost.

### COMPUTED CONSTRUCTION COST

#### Estimated New Construction Cost

PAC/Gymnasium	\$14,058,750	
Modular Building Sitework	\$964,144	
Northeast Parking Lot	\$1,680,000	
PAC Courtyard Hardscape	\$672,000	
Subtotal	\$17,374,894	

Estimated Modular Building Cost \$3,860,000

**TOTAL COMPUTED CONSTRUCTION COST \$21,234,894**

### ARCHITECTURAL FEE

Estimated New Construction Cost	\$17,374,894	
\$500,000 @ 9.0%	\$45,000	
\$500,000 @ 8.5%	\$42,500	
\$1,000,000 @ 8.0%	\$80,000	
\$4,000,000 @ 7.0%	\$280,000	
\$4,000,000 @ 6.0%	\$240,000	
\$7,374,894 @ 5.0%	\$368,745	
Subtotal	\$1,056,245	

Estimated Modular Building Cost \$3,860,000  
 \$3,860,000 @ 4.5% \$173,700

**TOTAL ARCHITECTURAL FEE \$1,229,945**

David Bennett  
January 16, 2024  
Page 3

### REIMBURSABLE EXPENSES

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GBA shall provide the District with two sets of drawings, plans and specifications at the conclusion of each phase. Plan printing, at the request of the District, beyond the above-mentioned sets is a reimbursable expense. Plan printing for agency submittals is a reimbursable expense. Plan printing for bidding purposes is a reimbursable expense.

GBA shall coordinate acquisition of a geotechnical investigation and topographic survey on behalf of the District. GBA shall make payment on behalf of the District as a reimbursable expense.

Reimbursable expenses shall be billed at cost plus 1.5%. Travel and plan printing for GBA in-house coordination and coordination with consultants is at GBA's expense.

Estimated, not-to-exceed, reimbursable expense amount is **\$120,000**.

We are prepared to begin work immediately upon your authorization. We look forward to the opportunity to serve you. If there are any questions, please feel free to call.

Sincerely,



David Bannon, AIA  
:DB

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## Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s 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 562.902.4203

### Goal 1

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

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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-	All teachers were fully credentialed and appropriately assigned in	All continuing teachers were fully credentialed and appropriately assigned in the 2022-2023 school	All continuing teachers were fully credentialed and appropriately assigned in the 2023-2024 school	All teachers will be fully credentialed and appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	term Staffing Permit working toward an Internship Credential and then a full credential. All remaining teachers were fully credentialed and appropriately assigned in the 2020-2021 school year.	the 2021-2022 school year.	year. There is one new teacher on a permit and one teacher on Local Assignment.	year. There is one teacher with an Internship Credential and one teacher on Local Assignment.	
Board minutes for William's sufficiency	Every student has standards-aligned materials as measured by Williams compliance documentation.	Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2021 and the minutes are posted on the district website.	Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2022 and the minutes are posted on the district website.	Every student has standards-aligned materials as measured by Williams compliance documentation. This was affirmed at the Board meeting in October of 2023 and the minutes are posted on the district website.	All students will continue to have standards-aligned materials.
Certificated staff survey on implementation of standards	94% of certificated staff members who teach core content areas said they Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards" as measured by the annual teacher survey.	The district average dropped to 88% this year which in part may be due to the piloting and focus on new science materials with NGSS. Based on survey results, 100% of teachers at Rancho are comfortable with state standards with the average for the elementary sites being 86%.	The data from this particular question on the staff survey is unfortunately unavailable for this year; however, information used to inform the Local Indicators indicates that teachers are still feeling confident overall. We had Science Coordinators from the Orange County Department of Education provide multiple trainings along with some professional development from the publishers to support implementation with NGSS standards. We completed the final trainings in Write from the Beginning, which has been a district-wide initiative for the last four years. The professional development focus for the 2023-2024	The survey to staff is not administered until mid-February.	95% of certificated staff members who teach core content areas will Agree or Strongly Agree with the statement "I am comfortable in my understanding and implementation of California State Standards".

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			school year will continue to focus on mathematics, ELA, and Science to support implementation of California State Standards.		
Distribution of devices and hot spots (as needed) to ensure access to instructional resources to support the development of proficiency in state standards.	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 a device in the 2021-2022 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. 99.3% of families stated they had access to technology and received communication from the district.	All students were provided a device in the 2022-2023 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. Again, over 99% of families stated they had access to technology and received communication from the district.	All students were provided a device in the 2023-2024 school year for use in the classroom with devices checked out to 7th and 8th grade students. TK-6th grade students needing access at home were able to check out a device. Qualifying families were also able to check out a hot spot and/or be connected with low-cost internet providers. The parent survey to determine access to technology and communication from the district will be sent in February.	All students will have access to devices and internet to support progress on state standards and proficiency in 21st century skills.
Documentation of training for SSC and DELAC members including the minutes, sign ins, and presentation materials  Parent involvement in the LCAP process as documented through sign-in sheets to ensure representation of parents of UDPs along with regularly scheduled meetings for parent input in "Coffee with Coombs" at each site.  Attendance at PTA meetings by district staff to connect with parents and	SSC and DELAC training was conducted in the year prior to COVID. Training will be scheduled for the fall of 2021 for each site as part of parental input into the decision-making process for the development of SPSAs and the LCAP.  Virtual meetings were calendared in the 2020-2021 school year with limited participation. Digital sign in sheets were maintained to document participation.  Sign in sheets document the participation of district	At the beginning of the year, Principals reviewed roles and procedures with their respective School Site Councils. The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in April where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically.	Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year. The role of the DELAC in providing input in the decision-making process for the LCAP was discussed at the DELAC meeting in April where input for the LCAP was solicited in addition to information on the Consolidated Application and Title III funding specifically. The Assistant Superintendent attends PTA meetings at each site to gather input for the LCAP, and the Superintendent regularly	Principals reviewed roles and procedures with their respective School Site Councils at the beginning of the year. All meetings with Engaged Partners have been scheduled beginning in January.	SSC and DELAC training is conducted every other year to ensure parent participation in the decision-making process.  Meetings will be calendared each school year including the potential for reaching a wider audience by continuing with virtual options. Sign in sheets will be maintained to document participation.  Sign in sheets will document the participation of district staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
support efforts to involve the parents of UDPs .	staff at regularly scheduled PTA meetings along with the PTA Council meetings for La Habra.		meets with PTA representatives to discuss what's happening in the district in addition to the "Coffee with Coombs" at each site.		
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 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>94.6% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>95% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".</p> <p>93.9% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined".</p> <p>76.9% of students "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".</p>	<p>Again, approximately 94% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school".</p> <p>95.78% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls".</p> <p>91.58% of the parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined".</p> <p>82% of students "Agree" or "Strongly Agree" with the statement "I feel safe at school" and "I have opportunities to connect with my school".</p>	No survey results are available. The survey is administered in February/March.	<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 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	94% of parents responded Agree or Strongly Agree to the statement "I am aware of parent involvement	88% of parents responded Agree or Strongly Agree to the statement "I am aware of parent involvement	We were able to disaggregate this data by school site this year, and overall, this is much	No survey results are available. The survey is administered in February/March.	95% or more of parent respondents marking Agree of Strongly Agree with the statement "I am



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>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>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>improved. For the statement "I am aware of parent involvement opportunities such as School Site Council, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Back-to-School Night and Open House, and I have multiple opportunities to be involved in my child's education", the break down for parents responding Agree or Strongly Agree is: El Portal 96.9%; Jordan 91.2%, Macy 94.3%, Meadow Green 93.7%, Olita 100%, and Rancho Starbuck 96.3%.</p>		<p>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 & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p><b>Certificated Staffing-Teachers</b> 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.</p>	No	Fully Implemented	All positions have been filled for the year.		\$16,479,066.00	\$7,376,928

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p><b>Certificated Staffing-Administration and other Support Staff</b> This includes certificated personnel working at the district office, Principals, the Assistant Principal at Rancho Starbuck, School Psychologists, and SLPs (Speech and Language Pathologists).</p>	No	Fully Implemented	All positions have been filled for the year.		\$2,872,876.00	\$1,500,020
1.3	<p><b>Classified Staffing-Technology Department</b> The Technology Department, consisting of three full-time and one part-time employee, will oversee the District's technology needs. This includes monitoring the networks and infrastructure for access to the internet and online testing for the state. With the Chromebook Initiative, maintenance and support of devices is an ongoing need. Go Guardian was implemented as well across the district to allow teachers the ability to monitor students on their Chromebooks for added safety. Communication tools such as websites, phone, and email systems will also be maintained by the Tech Department as will safety and security measures such as Raptor which was purchased for implementation in the 2018-19 school year. Raptor is an electronic check in system for all people visiting a campus that alerts staff to potential issues with a visitor.</p>	No	Fully Implemented	All positions were filled for the start of the year. A recently vacated position is posted to be filled.		\$442,721.00	\$246,643

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.4	<b>Classified Staffing-Custodial, Maintenance, and Grounds</b> Provide basic custodial, maintenance, and grounds services.	No	Fully Implemented	All positions have been filled for the year.		\$2,144,680.00	\$1,135,817
1.5	<b>Basic Utilities</b> Basic utilities including electrical and water.	No	Fully Implemented	Payments are made on a regular basis for the year.		\$1,050,552.00	\$497,005
1.6	<b>Instructional Materials-Textbooks and Software</b> 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	No	Fully Implemented	All materials were purchased in alignment with requirements for Williams. Any additional textbooks or software licenses are purchased as needed.		\$195,425.00	\$77,401

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>new frameworks under the state adoption cycle. This also includes the purchase of any necessary supplemental materials and software programs that are part of the overall instructional program designed to support progress on mastery of state standards. For the 2021-2022 school year, we anticipate the purchase of new science materials since the pilot was interrupted in the 2020 school year. Software items included here are those purchased by the district that directly impact student progress on standards and/or tools teachers use for instructional purposes within the classroom including Lexia, ST Math, SeeSaw, Kami, and Google Enterprise.</p>						
1.7	<p><b>Site Technology Allocation</b> 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).</p>	No	Fully Implemented	Sites were given their allocations for the year to plan for purchases.		\$45,000.00	\$9,920

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.8	<p><b>Instructional Supplies-Per Pupil Site Allocation</b> 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).</p>	No	Fully Implemented	Sites were given their allocations for the year including any carryover from the prior year.		\$287,375.00	\$166,063
1.9	<p><b>Maintenance of Chromebooks</b> Maintain and refresh devices from the first cycle of purchasing in 2015-16. As new Chromebooks are purchased, we have been able to expand the 1-1 Chromebook initiative for grades 3-8 to include the TK-2nd grade classrooms. With sending home devices during the pandemic, there is a greater need for replacement of devices in the coming year in addition to the anticipated need to refresh the older devices. The refresh of devices at Rancho Starbuck in 2021-2022 will allow distribution of those current devices into the lower grades. There is not an expectation for any large-scale expenditures in this area for 2022-2023. Funding for necessary maintenance and purchases for 2023-24 will be designated at First Interim.</p>	No	Fully Implemented	Chromebooks continue to be refreshed with new purchases and rotated for maintenance to ensure all students have access.		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.10	<p><b>Classified Staffing-Data Systems Analyst</b></p> <p>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.</p>	No	Fully Implemented	Position remains filled for the year.		\$58,846.00	\$60,564
1.11	<p><b>Single Plan for Student Achievement (SPSA)</b></p> <p>SPSA goals will be shared at a regularly scheduled Board meeting including conclusions drawn from data analysis to highlight the unique needs of each individual school site. Each school will provide opportunities for parents to engage with the school community, attend trainings or parent nights designed to support the Home School Connection. These are outlined in the site's Single School Plan for Student Achievement (SPSA). As part of managing and tracking the action items and expenditures in the SPSA, we are looking to purchase Title 1 Crate from 806 Technologies to support the monitoring of services for our</p>	No	Partially Implemented	Sites have shared information with their School Site Councils as part of the needs assessment process. Information on ATSI status has been shared with Principals along with the data released in December on the California School Dashboard. This information is used to shape goals and actions in the coming months in preparation for the SPSA presentations to the Board in May.		\$5,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Unduplicated Pupils who drive the development of goals in the SPSA.						
1.12	<p><b>School Site Council and DELAC</b> Continue to provide annual training and/or refreshers for School Site Council members on their roles and responsibilities. Each Title I school will hold a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council. The ELAC representative from the site along with other parents of English learners attend District English Language Advisory Committee (DELAC) meetings to provide input on services for English learners at the district level. This is a vital part of involving parents in the decision-making process.</p>	No	Partially Implemented	Annual training and/or refreshers for School Site Council members on their roles and responsibilities happens on site at the beginning of each school year. Each Title I school held a Title I meeting to inform parents of opportunities for advisory groups and volunteerism. Schools will continue to implement an English Language Advisory Council (ELAC) or transfer the responsibilities to the School Site Council.		\$0.00	\$0
1.13	<p><b>Parent Teacher Associations (PTA)</b> 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</p>	No	Fully Implemented	Each site has an active PTA with participation by site and district administration at various meetings throughout the year.		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>event planning to roles within the PTA. At least once a year, district personnel attend meetings to discuss the LCAP in addition to parent meetings held by the Superintendent known as "Coffee with Coombs". Site Principals regularly attend meetings to provide information and receive feedback for planning purposes. The District will support the efforts of the La Habra PTA Council and each school will send a representative to the council meetings.</p>						
1.14	<p><b>Family Engagement</b> Fund tools to support parent outreach: phone outreach system and websites for the district, sites, and teachers. The District will continue to offer trainings and/or institutes designed to partner with parents in supporting student success. An annual parent survey will be administered to provide parents with an opportunity for feedback and ideas for enhancing educational programs. The Director of Special Education will continue to support families in accessing resources and training through the SELPA to ensure our students with special needs are being supported.</p>	No		Outreach tools have been funded, and the parent survey will be sent in February.		\$34,647.00	\$5,732
1.15	<p><b>Classified Staff-Administration and other Support</b></p>	No	Fully Implemented	All positions have been filled for the year.		\$3,093,966.00	\$1,463,024



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The costs associated with Office Managers, Fiscal Services, Attendance Clerks, and other classified support staff necessary for the basic operations at the district office and sites are included here.						

## Goal 2

### Goal Description

### Early Literacy

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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 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.	The Early Childhood Leadership team has monthly meetings to revisit goals and determine next steps to enhance our work with programs and resources to support families in early childhood. The Learning Link, Fun Physical Friday, Young Essential Scholars (YES) Newsletter, Early Developmental Index (EDI) brochure, Ready4K mobile application, Help Me Grow parent forums (both in English and Spanish) and LJSD Learning Link website are programs and resources that are currently in place and	The Early Childhood Leadership Team (ECLT) continues to meet as a group and individually with the lead on the First 5 Grant to discuss ways of enhancing our resources and programs to meet the needs of our families with children ages newborn to five years old. We continue to diversify our group with more members with various lenses to support our conversations. We have added a preschool teacher and a grandparent who participated in the Learning Link. As we look at the data on both the	The Early Childhood Leadership Team (ECLT) continues to meet as a group and monitor steps outlined on the Early Childhood Accountability Plan (ECAP). The Strategic Change Questionnaire is also used to evaluate progress and set goals for next steps in serving families. A Parent Cafe was added this year for additional supports. All programs and resources align with the Early Developmental Index (EDI) with an emphasis on vulnerable areas according to the data. With this data we have developed skill	The three-year plan will have been developed and implemented including quarterly updates to the plan.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>examples of ways we serve our families in the 2021-2022 school year. The ECLT also uses the Program Guidance Tool and Early Childhood Accountability Plan to celebrate accomplishments and determine next steps in ongoing efforts to support families that are aligned with the First 5 deliverables.</p>	<p>Early Childhood Accountability Plan (ECAP) and Strategic Direction Questionnaire (SDQ), we find that we are well on our way to meeting the First 5 deliverables and continued growth with the First 5 deliverables. This year we focused on health and working with various organizations to provide screenings and education for our young scholars. We had the UCI eye mobile to screen vision and provide glasses for identified scholars, Healthy Smilies for dental screenings, and the Priority Center to provide the Ages and Stages Questionnaire (ASQ) around the developmental domains that align with the Early Developmental Index (EDI) and Foundations (standards for preschool) for our preschool scholars. We continue provide the Learning Link, Young Essential Scholars (YES) Newsletter, Early Developmental Index (EDI) brochure, Ready4K mobile application, Help Me Grow parent forums (both in English and Spanish) and LJSD Learning Link website as programs and resources to serve our families in the 2022-2023 school year. We are excited to see growing numbers participate in all areas, especially our</p>	<p>builder kits to provide for families through our programs and at community events. Our preschool teachers are now trained to administer the Ages and Stages Questionnaire (ASQ) that aligns with the developmental domains on the EDI and Foundations, preschool standards. We use the Ready4k text applications and Young Essential Newsletter as vehicles for resources for families linked to early childhood and community partnerships events. We continue to update the LJSD webpage dedicated to early childhood with information, resources and programs to support families with children ages newborn to 5. We also are using social media to share the various resources, programs and events and celebrations. We are collaborating with the La Habra Little Learners in the spring with a literacy day to focus on ways parents/guardians can support their young learners at home for school readiness. We will be partnering with the local library and other providers with an array of activities to consider.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			Learning Link. We also held our first parent professional development on Gross and Fine More Skill that was selected based on a vulnerable area for readiness according to our EDI data.		
Agendas and Minutes from the Early Childhood Leadership Team.	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.	The 2021-2022 agenda and minutes are ongoing reflections of the work completed with the diverse Early Childhood Leadership Team. With the new Universal Pre-Kindergarten plan, the team has added new members to include educators and staff representative of the P-3 alignment. An Early Childhood Program Coordinator has been hired to oversee the planning and implementation of UPK in LJSD for the 2022-2023 school year including the support for opening of two preschools, learning link and other resources to support families and with children ages 0-5. The California State Preschool Program application has been submitted with hopes to offer both fee based and state funded preschools.	The 2022-2023 agenda and minutes are ongoing reflections of the work completed by our ECLT. We met both as a group and within smaller groupings to assess data and discuss ways to enhance programs and resources to support our families with children ages newborn to five. Our newly hired Early Childhood Program Coordinator worked with Early Learning Specialist and Preschool Team to support both the fee based and state funded preschools at two of our elementary settings. Based on parent need, we shifted one preschool to be full school day while the other was part day with morning and afternoon classes. In the 2022-223 school year we had 52 total scholars at our preschool. We had 93 families participate in the Learning Link. We had 23 families participate in our Family Night. Based on data from our Early Developmental Index (EDI), the team members focused on health as well.	In 2023-2024 we continue to meet as a collective team, but also find that with the ECAP action steps there are smaller teams or partnerships that meet based on the need. Our collaborative work is shared at ECLT team meetings. The Parent Cafe will be used to work with families directly involved with the Learning Link and Preschools to provide a safe place to dialogue and discuss ways to enhance our work in serving the 0-5 population and families. A survey was sent in the new year about participation and we have 5 interested parents/guardians that will meet monthly to explore enhancing support using the EDI data and parent voice as the advocates. We continue to use data to shift, now offering full day, part year preschool programs and the Learning Link every 6 weeks to encourage more families in participation. This year we have 60 spaces every 6 weeks that are full with a waiting list of families for our Learning Link. With	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>We used organizations to help with vision checks, dental screening and presentations, as well as developmental screenings. We held a parent night based on data around EDI to support families with a increased knowledge around gross and fine motor skills. We developed a skill builder kit for families that provided activities to support gross motor skills. We will continue to use our data to enhance programs and resources in the 2023-2024 school year.</p>	<p>the collaborative support of the La Habra Little Learners, we can also offer Fun Physical Fridays at a local park that will begin in February. Parents will also have access to a health mobile at these Friday events for developmental screenings and access to resources from the La Habra Collaborative such as diapers. The LJSD preschools that are at 3 different campuses have grown and we have 66 total scholar. We met together to explore the EDI data with the preschool and TK teachers. Based on feedback, we were able to provide sensory bins for fine and gross motor development that aligned with our EDI data. We also were able to provide doll houses to foster social play opportunities for our young scholars. This is another area of need. We continue to use the skill builder kits as resources for our Learning Link, Preschool and TK families emphasizing the various ages and focused on vulnerable areas on the EDI. We also work with First 5 and our community task forces with the skill builder kits to share at community events. The First 5 deliverables are constantly reviewed and new actions steps guide</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				the work of the ECLT and our ongoing agenda items.	
Data from Constant Contact for Newsletters and Brochures with Early Literacy Information; Participation with Ready4K	The Early Literacy Teacher on Special Assignment (TOSA) has begun sending out newsletters through Constant Contact and is developing a brochure to support parents with understanding developmental milestones for early learners. There are 58 participants signed up to receive monthly newsletters after initial emails to staff and parents. Ready4K licenses have been purchased with 47 people currently signed up to receive weekly texts with activities and information for parents targeting the specific ages of their children.	The Early Literacy Teacher on Special Assignment (TOSA) uses the Young Essential Newsletter (YES) to share programs and resources to support families. We have increased to 70 participants. We went from a monthly newsletter to a quarterly newsletter and strategically provided activities, community based programs, information linked to the Early Developmental Index (EDI) to inform families on ways to support their child with age appropriate kindergarten readiness resources. Using data from the Early Developmental Index (EDI), a informational brochure on a domain (Gross and Fine Motor Skills) was developed to support families in both English and Spanish. This brochure also offers easy activities linked to various ages to guide parents/guardians in ways to support their child in this area. This brochure is shared at our Learning Link, our collaborative and community providers build awareness around the current data. The data for Ready 4K indicates that over 4000 text messages	We continue to offer both the Young Essential Scholars (YES) Newsletter and Ready4K text messaging application to our families. We have 80 families receiving the newsletter and over 11000 text messages and 600 custom messages delivered to our Ready4K families. The Newsletter continues to provide activities, community opportunities and information about developmentally appropriate resources for our families with children ages newborn to five. We highlight the vulnerable areas outlined our EDI data with helpful information about the domains (Physical Health & Well Being, Social Competence, Emotional Maturity, Language & Cognitive Development, and General Knowledge & Communication) along with various ways to support their child with school readiness skills. Similarly, the text messaging application aligns with the developmental domains and provides families with 3 messages a week linked to the age of their child/children, with a fact,	The use of the Young Essential Newsletter (Y.E.S), Ready4K Text Messaging and Skill Builder Kits are resources that our team utilizes to emphasize and have a lens on early childhood. We have 90 families linked to our newsletter. The Newsletter continues to house resources, activities and events that families can find helpful to school readiness. There is always information about the EDI data to help families have a better understanding of the data along with developmentally appropriate activities. The Ready4K free text messages continues to be sent to our 96 participating families with over 17,000 messages linked to tips on building skills in SEL, math, and literacy linked to the developmental age of the child. With this application we can send other messages to these families. We have been able to provide over 700 custom messages to date. We currently do not collect data about the skill builder kits. We do provide at the first day of each Learning Link session. We have 6 sessions each year that run for 6 weeks. We will	Data from Constant Contact and Ready4K will show an increase in the number of families subscribed to these resources.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		and 500 custom messages have been delivered to our participants related to curriculum developed for their child.	tip and activity for a specific domain. Using information from our surveys on the newsletter we also developed a skill builder and parent night focused on interest around gross and fine motor skills.	be providing a survey at the end of the year to collect data about the skills builder kits and their impact. We also were able to send a skill builder kits to all our TK families. We will be sending a survey for feedback in February.	
Sign-ins to document parent involvement in the Learning Link.	The Learning Link has not opened yet, so we have no data.	A google form for registration of participation in the Learning Link is used to collect information about families and their child. Our Aeries data base tracks attendance of families attending the Learning Link, We currently have 50 families participating in our Learning Link on a regular basis. Due to high levels of participation and limited space we have 12 families a day with outdoor Fun Physical Fridays with a focus on gross and fine motor skills with 30 participating families. We have increased our Instructional aide form 10 hours to 15 hours and now 18 hours to meet the demand and hope to increase next year at various school sites.	In the 2022-2023 school year we used google survey for registration of the Learning Link. We decided to have 6 week sessions in order to maximize the number of slots we could offer families in the district and surrounding areas. We then used google documents as a tracking of attendance. The google documents and survey are housed in a shared drive for the team. We had 94 families participate in our Learning Link this year. We offered 6 sessions throughout the year with 2 classes on Monday/Wednesday and 2 classes on Tuesday/Thursday. We also had a Hop Into Spring (38 families in attendance) and End of the Year Celebration (42 families in attendance) at the park and had similar Fun Friday activities that we did in the 2021-2022 school year. We did an end of the year survey for families to gather more data with 46 participating of the 94 to get feedback. Due to	In the 2023-2024 school year we decided to continue using Google Forms for registration as well as a Google spreadsheet for attendance. We have added another form to track phone calls and emails related to enrollment, absences and feedback around parent/guardian participation in the Learning Link. As well, our Learning Link facilitator used Class Dojo to communicate with families. We find these tools useful in tracking data as well as cohesiveness with team members. We can contact parents when absent to check in and see if there is any support needed. We have a video for families that register for the Learning Link with expectations for participation both for the parent and for the facilitator. In this we can make sure that families know more about the Learning Link. We also offer family events such as our Fall Fun, Winter	Parents will regularly make use of the Learning Link to build school readiness skills in children ages 0-5.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			increase in numbers, we are looking at ways to open a second Learning Link in the new school year. We are also considering the use of Aeries again to track families and will work with our analyst to compare data collection and determine the best system to utilize.	Celebration, and will be offering Hop into Spring and an end of the year graduation for our Learners that will be going to preschool. We offer these events as opportunities to gather together to celebrate while focusing on music and motor skills aligned with our EDI data. We were unable to fund a second Learning Link, but due to our collaborative work with the La Habra Little Learners, will be offering Fun Physical Friday again beginning in February. We are looking at ways to better track participation in the Learning Link, thus conversations about Aeries will start to determine the best system to utilize.	
Enrollment in the preschool program.	The preschool program has not opened yet. A for-fee option is being developed for the beginning of the 2022 year with the potential for a state-funded preschool should funding become available.	Two preschool locations have been strategically determined by leadership for the 2022-2023 school year. There will be 48 spaces at both campuses with a goal of 24 fee based and 24 state funded spaces for our LJSD families. (LJSD re-applied for a state funded program) We did open a Learning Link in October of 2022 to serve families with spaces limited to 12 using some of the First 5 funds to hire an instructional aide to facilitate learning with parents/guardians and their children in activities	Because the demand from families was more for a full-day program, we enrolled the 4 year olds in CSPP slots at one site in order to extend the time using ELOP funds to provide more of a full day option. This meant limiting the number of CSPP slots we used at the one site. We did not receive the contract from the state until November which also made enrollment challenging. Of the 96 slots available, we eliminated 24 with the more full day option. We had approximately 60	Preschool opportunities have expanded to three campuses while offering both CSPP and Fee-Based programs for part day and full day experiences.	All slots within a for-fee and/or state-funded preschool will be filled to provide support for our earliest learners.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		linked to Kindergarten readiness. With growing demand our Learning Link plus Fun Physical Friday is up to 12 families a day and is serving 48 families with children ages 0-5 years old.	students with capacity for 72.		
Attendance at and implementation of professional development around language acquisition as measured by sign-in sheets, classroom observation and ongoing coaching.	<p>While many of the teachers attended training in OCDE Project GLAD in 2013-14 and 2014-15, there has not been any follow up. Additionally with many new staff in the district over the last 6 years, a number of people need to attend the initial 2-day training and the 4-day demo. Eight teachers attended the 2-day in June of 2021.</p> <p>A google site was started to provide resources across grade levels that is specific to the implementation of OCDE Project GLAD within Lowell Joint</p>	In the 2021-2022 school year there has been a shortage of substitute teachers thus having an impact on the opportunities for professional development. We were able to have another 2 Day Research and Theory training for GLAD with 8 additional participants. In addition, we continue to provide resources and support through the TOSA Newsletter and Google Site specifically focusing on high impact strategies to support listening, speaking, reading and writing across the grade levels. Planning efforts for the 2022-2023 school year are to have opportunities to offer the initial 6 day training and follow up during the summer and school year as well as after school. The TOSA has specific time allocated for teacher support, modeling of strategies and coaching in daily schedule.	In the 2022-2023 school year we continue to face a shortage of substitute teachers thus having an impact on professional development. We continue to provide resources and support using the TOSA Newsletter and Google Site with specific strategies that are part o the GLAD (Guided Language Acquisition Design) focusing on listening, speaking, reading and writing strategies across the grade levels. We did provide 2 after school professional developments for the middle school educators around language acquisition specifically around designate and integrated English Language Development In additions, we did use the Early Development Index data to determine that both language skills related to social competence and communication were vulnerable areas for our children. We had a professional development for our preschool and TK instructional aides that was	In 2023-2024 school year we continue to strategically support teachers with professional learning opportunities around language acquisition. We utilize the TOSA newsletter and Google Site to highlight specific strategies lined to language development and linguistic supports (sensory, graphic and interactive) for our multi-language learners. We continue to work with the middle school educators with integrated English language professional development, 2 this year with another opportunity at the end of January. In addition the TOSAs have provided coaching opportunities and modeling of strategies across the content areas. We engaged in a process using the ELL Shadowing by Ivannia Soto to collect data on levels of speaking and listening in the classroom during one full day of instruction. The data was utilized as a bridge to the desired results for our multi-language learners across	All teachers will have attended both the initial 2-day training and the 4-day demonstration for OCDE Project GLAD. In addition, regularly scheduled follow up sessions will be provided along with in-class modeling and coaching by the Early Literacy TOSA who is also a trainer for OCDE Project GLAD. Implementation by teachers is clearly evident through artifacts within the room and shared resources developed by teachers in on the google site.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>provided by professor Jennifer Kinkle to support educators on ways to enhance communication and social skills.</p>	<p>the content areas. Middle school teachers will commit to school-wide implementation with data collection to continue conversations on the impact of these strategies on student success. During our district-wide professional development days we provided sessions in math and language arts with Guided Language Acquisition Design (GLAD) strategies linked to district curriculum. Our TOSA has met with various grade levels to plan standards based units while modeling and co-teaching language acquisition strategies. The district is planning after school opportunities for teachers to meet, reflect and plan strategies starting in February with an emphasis on effective strategies while using our district curriculum and resources (Teachers Lounge - Make &amp; Take). With a continued lack of substitutes, the district continues to strategically vision ways to provide professional development and follow up to meet the needs of our teachers.</p>	

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Early Literacy Teacher on Special Assignment (TOSA)</b>                      The Early Literacy Teacher on Special Assignment (TOSA) is responsible for coordinating the development of the Early Childhood Accountability Plan and its deliverables while also supporting teachers with strategies for the development of literacy. This includes the actions specifically identified within the LCAP as well as those in the Early Childhood Accountability Plan that is required by the grant funding from First Five Orange County. The Early Literacy TOSA will work with teachers on identifying areas of need through the data gathered in the Early Developmental Index and district-wide benchmarks. This is especially important in returning from disrupted schooling to ensure that the foundational skills developed in the primary grades are addressed in supporting students with proficiency in reading and writing.</p>	Yes	Fully Implemented	This position continues to be funded by First Five and one-time dollars. There are a few expenses related to costs associated with the position. Primary teachers	TOSAs keep logs of their activities along with a shared calendar that staff are able to sign up on.	\$148,556.00	\$65,245
2.2	<p><b>Early Literacy Committee</b>                      Convene an Early Childhood Leadership Team that will develop an Early Childhood Accountability Plan (ECAP) with evidence of implementation and support.</p>	No	Fully Implemented	The Early Childhood Leadership Team (ECLT) continues to meet as a group and work individually to address the action steps outlined on the Early Childhood Accountability Plan (ECAP). The Strategic Change Questionnaire is used to evaluate		\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>progress and set goals for next steps in serving families. All our programs and resources align with the Early Developmental Index (EDI) with an emphasis on vulnerable areas according to the data. With this data we have developed skill builder kits to provide for families through our programs and at community events. Our preschool teachers are now trained to administer the Ages and Stages Questionnaire (ASQ) that aligns with the developmental domains on the EDI and Foundations, preschool standards. We use the Ready4k text applications and Young Essential Newsletter as vehicles for resources for families linked to early childhood and community partnerships events. We continue to update the LJSD webpage dedicated to early childhood with information, resources and programs to support families with children ages newborn to 5. We also are using social media to share the various resources, programs and events</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				and celebrations. We are collaborating with the La Habra Little Learners in the spring with a literacy day to focus on ways parents/guardians can support their young learners at home for school readiness. We will be partnering with the local library and other providers with an array of activities to consider.			
2.3	<p><b>Early Literacy-Community Engagement</b> The following include strategies identified for engaging with community providers, parent groups and individuals to support early learners with a primary focus on our families needing support with community resources and navigating school readiness:</p> <ul style="list-style-type: none"> <li>• Establish relationships with neighboring community providers, parent groups and individuals in the LJSJ district boundaries.</li> <li>• Develop ongoing communication with existing providers, parent groups and individuals to work collaboratively in supporting early learning.</li> <li>• Utilize YES (Young Essential Scholars) Newsletter to showcase community providers, parent groups and</li> </ul>	No	Fully Implemented	A Parent Cafe was started this year for families to gather for information on resources or access to classes to support preparing their child/children for school. Community partnerships with the La Habra Collaborative and La Habra Little Learners Task Force support early learning programs. Families also have access to outdoor activities housed at nearby parks for music and movement through collaborative work with the La Habra task force and community providers. Continued partnerships with Help Me Grow, UCI Eye Mobile, Healthy Smiles and the Priority Center support screenings aligned with developmental milestones.	Families subscribing to Ready-4-K and attendance at meetings/trainings are a good indicator of involvement along with input from surveys and attendance at community events.	\$30,002.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>individuals that support early learners.</p> <ul style="list-style-type: none"> <li>• Provide a Learning Link for families to engage in meaningful activities linked to early learning.</li> <li>• Provide access to Ready4K to target resources to existing families and those with children ages 0-5 within our community.</li> <li>• Utilize quarterly informational brochure documenting early childhood milestones for families supporting children ages 0-5.</li> </ul>						
2.4	<p><b>Early Literacy-Preschool Program and Learning Link</b>            With approximately 55% of our families within Lowell Joint meeting the requirements for free and reduced lunch, there is a tremendous need to support our community with access to quality preschool at no charge. As the discussion began around opening a state-funded preschool, many additional families expressed an interest in having a fee-based program as well since we would be able to offer a program at less expensive rates than some of the local alternatives. We have applied for two preschool licenses so that we are able to move forward with a state-funded preschool as funds</p>	Yes	Fully Implemented	Preschool opportunities have expanded to three campuses while offering both CSPP and Fee-Based programs for part day and full day experiences. The Learning Link now offers 6 week classes to provide more opportunities for expanded family participation.	Monthly reports to the state for CSPP along with required monitoring for the First Five grant provide details for implementation of plans and services.	\$37,344.00	\$12,393

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>become available and a fee-based option. We will continue to run a Learning Link: a space where parents come with their children ages 0-5 to engage in activities designed to develop and support school readiness skills. The goal was to have the space open for 10 hours a week, which we were able to do in the spring of 2021. So we are exploring options to increase hours and potentially offer a second site. With all of the additional offerings under Universal Pre-Kindergarten, we will examine the feasibility once we have enrollments for both TK and preschool completed.</p>						
2.5	<p><b>Transitional Kindergarten</b> Transitional Kindergarten is not currently compulsory, however, those students who would not otherwise be enrolled in preschool or other school readiness programs prior to entry into Kindergarten are at a serious disadvantage without the opportunity to participate in activities designed to nurture and develop foundational skills. This is especially true for frequently underserved student groups. Providing opportunities in both TK and preschool programs at no cost for UPPs helps to level the playing field in developing school-readiness skills. This includes the addition of Instructional Aides in order to maintain the required 12-1 ratio under Universal Pre-Kindergarten</p>	Yes	Fully Implemented	All positions were filled for both teachers and instructional aides to support TK classrooms.	State requirements are monitored through reporting on ratios.	\$1,048,155.00	\$567,612

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	along with the TK teachers that were already funded. This Action is principally directed at UPPs.						

### Goal 3

#### Goal Description

**Modernization and Maintenance of Facilities**

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	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.	The Facilities Master Plan was Board approved and implementation is monitored with regular updates to the Board of Trustees on progress.	Implementation of the Facilities Master Plan is monitored with regular updates to the Board of Trustees on progress.	The Facilities Master Plan continues to be monitored and updated with regular reporting to the Board of Trustees on progress.	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.	All school sites were inspected using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher. Two received "Exemplary" status.	All school sites were inspected in the Fall of 2023 using the Facilities Inspection Tool (FIT) to ensure that facilities are in "Good Repair" or higher. Two received "Exemplary" status.	All school sites will continue to receive a "Good Repair" or higher marking on the annual FIT reports that are then reported in the School Accountability Report Cards (SARCs)
Board agendas and minutes Bond Oversight Committee agendas and minutes	Three of the sites have completed the scope of work identified in the bond with some additional district-funded work being completed in the summer of 2021 (marquees, painting).	Jordan is now completed (4th of 6 sites) and Meadow Green is moving to the Maybrook site for the 2022-23 school year.	Meadow Green is now completed (5th of 6 sites) and Rancho Starbuck is moving to the Maybrook site for the 2023-24 school year.	Rancho Starbuck has been temporarily relocated to the Maybrook campus and bond-related work has begun with projected completion prior to the end of this 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					be completed including marques, painting, and water bottle filling stations.

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p><b>Facilities Master Plan</b> 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>	No	Partially Implemented	The Facilities Master Plan continues to be monitored and updated with regular reporting to the Board of Trustees on progress.		\$0.00	\$0
3.2	<p><b>FIT Reports</b> Continue to inspect all school sites to ensure that facilities are in "Good Repair."</p>	No	Fully Implemented	All school sites were inspected in the Fall of 2023 using the Facilities Inspection Tool (FIT) to		\$0.00	\$0



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				ensure that facilities are in "Good Repair" or higher. Two received "Exemplary" status.			
3.3	<b>Measure LL-Bond</b> 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.	No	Partially Implemented	Rancho Starbuck has been temporarily relocated to the Maybrook campus and bond-related work has begun with projected completion prior to the end of this school year.		\$0.00	\$0

## Goal 4

### Goal Description

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.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California School Dashboard	Roughly 48% of English learner students were making progress towards	Students took 3 Diagnostic Tests this year. In a sampling of our EL	In a sampling of our EL students, 91% of our students have increased	50.3% of English learners made progress towards English language	60% of English Learners will be making progress towards English language

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Learner Progress Indicator (ELPI) ELPAC Data Las Links iReady Data	English Language proficiency in 2019 on the English Learner Progress Indicator. In the 2018-2019 year, we had 19% scoring well-developed (4) on the ELPAC and another 44% at moderately developed (3). We have current data for our 3rd-8th grade students with 19% still at the well-developed (4) on the ELPAC and another 36% at moderately developed (3) for 2021. We do not have the TK-2nd grade scores for 2021 from the state as of yet.	<p>students, 91% of our students have increased performance from Diagnostic 1 to Diagnostic 3. 40% of the students exceeded the typical growth, and of those, 32% exceeded the stretch growth, which works to support closing the achievement gap.</p> <p>For students in grades 3-8, 33% scored at the moderately developed level with 21% well-developed. This is an overall of 54%, which is about the same as our baseline year.</p>	<p>performance from Diagnostic 1 to Diagnostic 3. 40% of the students exceeded the typical growth, and of those, 32% exceeded the stretch growth, which works to support closing the achievement gap.</p> <p>On the 2021-22 ELPAC for students in grades 3-8, 36% scored at the moderately developed level with 16% well-developed. This is an overall of 52%. On the 2022-23 ELPAC for students in grades 3-8, initial results show that 42% scored at the moderately developed level with 16% well-developed. This is an overall of 60%.</p> <p>29% of our students maintained ELPI Levels and 45% of our students progressed at least one ELPI level.</p>	proficiency, which is an increase of 5% over the prior year. 50% increased one level on the ELPI with 29% maintaining their level from the prior year. 21% decreased at least one level from the prior year.	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%
SBAC Data	For ELA, 23% of English learners met or exceeded the standard with only 16% in mathematics. This is in comparison to English only students with 64% meeting or exceeding the standard for ELA and 56% for mathematics.	Current data is not available for SBAC. Using our benchmark iReady data, we show that 91% of our EL students increased performance in ELA and 70% increased in their performance in Math.	For 2022, ALL students scored 47% who met or exceeded the standard on the CA Dashboard in ELA and 33% in Math. English Learners performed with 12% met or exceeded in ELA and 10% in Math. When Spring of 2023 data becomes available, new data will be analyzed to determine if additional actions are necessary.	For 2023, ALL students scored 47% who met or exceeded the standard on the CA Dashboard in ELA and 45% in Math. English Learners performed with 14% met or exceeded in ELA and 13% in Math. ALL students had an overall growth of 9% in ELA and 12% in Math. EL students had an overall growth of	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				2% in ELA and 3% in Math.	
Dataquest-Reclassification Rates	19% of students were reclassified in the 2020-2021 school year, which is well above LA county at 8.1% and the state at 8.6%.	We don't have new RFEP rates for 2021-22 from Dataquest at this time. We reclassified 59 students with the potential for a few more in the next few weeks as CAASPP scores become available.	DataQuest reports a 2021-22 Reclassification Rate of 15.5%. Based on current ELPAC reports, our RFEP rate for the 2022-23 school year is 16%.	DataQuest reports a 2022-23 Reclassification Rate of 8.0%. %.	Reclassification rates will remain above both county and state rates.
iReady Data	<p>An initial diagnostic will be administered by September of 2021 since this is a new assessment system. From this, both goals and stretch goals will be determined for each student.</p> <p>iReady data will allow us to track Spanish proficiency for our Dual Language students, which we have not done in the first 2 years of the program with a formal assessment tool.</p>	<p>Students took 3 Diagnostic tests throughout the year and showed substantial growth. In ELA:</p> <p>August: 17% Above Grade Level  Most Recent: 39% Above Grade Level  August: 21% On Grade Level  Most Recent: 20% On Grade Level  Total moved from 37% on or above grade level to 60%</p> <p>MATH:</p> <p>August: 5% Above Grade Level  Most Recent: 27% Above Grade Level  August: 14% On Grade Level  Most Recent: 21% On Grade Level  Total moved from 19% on or above grade level to 48%</p>	<p>Students took 3 Diagnostic tests throughout the year and showed substantial growth.</p> <p>ELA</p> <p>August 2022: 19% scored above grade level  Most Recent: 42% scored above grade level  August 2022: 20% scored on grade level  Most Recent: 20% scored on grade level  Total moved from 39% on or above grade level to 62%</p> <p>MATH:</p> <p>August 2022: 7% scored above grade level  Most Recent: 31% scored above grade level  August 2022 14% scored on grade level  Most Recent: 21% scored on grade level  Total moved from 21% on or above grade level to 52%</p>	<p>Diagnostic 1 Assessment Period:  08/17/2023 - 09/15/2023</p> <p>Reading Diagnostic 1:  Total Students Assessed: 2,800  Total Students at Mid or Above Grade Level: 589 (21.04%)  Total Students Early On Grade Level: 535 (19.11%)  Total Students One Grade Level Below: 1,043 (37.25%)  Total Students Two Grade Levels Below: 332 (11.86%)  Total Students Three or More Grade Levels Below: 301 (10.75%)</p> <p>Math Diagnostic 1:  Total Students Assessed: 2,784  Total Students at Mid or Above Grade Level: 204 (7.32%)  Total Students Early On Grade Level: 421 (15.15%)  Total Students One Grade Level Below: 1,438 (51.66%)</p>	<p>80% of students will meet their goals with 30% completing stretch goals. These numbers will be re-evaluated upon training within the system and monitoring growth over the first year of implementation.</p> <p>60% of Spanish learners will be making progress towards Spanish Language proficiency in alignment with our goal for developing English proficiency with our English learners. This may be adjusted after baseline data is gathered in the fall of 2021.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>Total Students Two Grade Levels Below: 410 (14.74%)  Total Students Three or More Grade Levels Below: 311 (11.16%)</p> <p>Diagnostic 2 Assessment Period:  January 8, 2024 - January 31, 2024</p>	
Professional Development records Classroom Observations	<p>All teachers hired before the pandemic have been trained in Thinking Maps with 2 additional days in Write from the Beginning.</p> <p>8 teachers hired after 2015 were trained in the 2-day Research portion of Project GLAD with the 4-day Demonstration scheduled for the fall since all elementary teachers were trained in 2013-2015.</p> <p>All teachers hired before the school closures were trained in Explicit, Direct Instruction (EDI).</p>	<p>Teachers continue to utilize Thinking Maps and Write from the Beginning to support student growth in the the area of writing and organizing thoughts.</p> <p>All trained teachers demonstrate the ability to implement GLAD strategies in their classroom as a way to support language acquisition based on classroom observations by Principals.</p> <p>Teachers continue to use EDI strategies in the classroom to best support their instructional practices. This is something that is used in teacher evaluations to show teacher effectiveness and stay in line with the CA standards for teaching.</p>	<p>Teachers continue to be go through professional development to be GATE certified and integrate depth and complexity strategies.</p> <p>They utilize Thinking Maps and Write from the Beginning to support student growth in the the area of writing and organizing thoughts.</p> <p>All trained teachers demonstrate the ability to implement GLAD strategies in their classroom as a way to support language acquisition based on classroom observations by Principals.</p> <p>Teachers continue to use EDI strategies in the classroom to best support their instructional practices. This is something that is used in teacher evaluations to</p>	<p>Most teachers have gone through professional development to be GATE certified and integrate depth and complexity strategies.</p> <p>We had Thinking Maps and Write from the Beginning specific professional develop come in to support teachers so they can support student growth in the the area of writing and organizing thoughts.</p> <p>All trained teachers continue to demonstrate the ability to implement GLAD strategies in their classroom as a way to support language acquisition based on classroom observations by Principals.</p> <p>Teachers continue to use EDI strategies in the classroom to best support their instructional</p>	<p>All teachers will be trained in both Thinking Maps and Write from the Beginning.</p> <p>All teachers will have been through both the 2-day and 4-day portions of Project GLAD training and a system of ongoing follow-up and coaching will be in place to support implementation.</p> <p>All teachers will be trained in Explicit, Direct Instruction (EDI).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			show teacher effectiveness and stay in line with the CA standards for teaching.	practices. This is something that is used in teacher evaluations to show teacher effectiveness and stay in line with the CA standards for teaching.	
<p>Absentee letters SARB packets Monthly Chronic Absentee lists Attendance rates Chronic absenteeism Middle school drop out rate</p>	<p>Letters are automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism.</p> <p>One student was taken through the SARB process prior to school closures.</p> <p>Principals are given monthly Chronic Absentee lists to follow up with students. This is monitored along with the percentage of students chronically absent, the overall attendance rate, and the middle school drop out rate to measure student engagement.</p> <p>With the change in attendance protocols for the 2019-2020 school year, no P2 data was available. However, prior to the school closures in March we were on target in month 7 with about 96% attendance based on a query of attendance within Aeries.</p> <p>Because of the school closures in March of 2019,</p>	<p>Letters were automatically generated in Aeries on the 3rd, 5th, 7th, 9th, and 13th absence to notify parents for both truancy and chronic absenteeism. Some adjustments were made with the number of students required to quarantine/isolate multiple times due to Covid regulations, which would otherwise have resulted in identification as chronically absent.</p> <p>Principals were regularly given Chronic Absentee lists to follow up with students.</p> <p>Current attendance data within Aeries as of May 2022 shows an average attendance of 94.2% with a range from 91.84% to 95.76% between the six sites. Given the extreme number of students who experienced one or more quarantine/isolation experiences due to Covid, this is not surprising.</p> <p>We had no drop outs in the 2021-2022 school year.</p>	<p>Chronically Absent Letters were automatically generated in Aeries on the 3rd, 5th, and 9th absence to notify parents for both truancy and chronic absenteeism. At that time, the School Attendance Review Team puts the student on an attendance contract. Schools used tiered intervention strategies to support students and families. SARB Meetings are scheduled after the 12th absence.</p> <p>Dataquest reports our Chronic Absentee rate at 16.6% for the 2021-2022 school year, which is a significant increase from 2020-2021; however, the comparable state and county percentages at 30.8% and 21.3% respectively, indicate that our systems and supports are still working in this different climate relatively speaking. The 2022-23 data is not available on Dataquest as of yet; however, we had approximately 550 students (including those</p>	<p>Principals are given Chronic Absentee lists each month to follow up with students.</p> <p>Current attendance data within Aeries as of month 4 shows an average attendance of 95% districtwide.</p> <p>We have had no drop outs in the 2023-2024 school year to date.</p> <p>The Chronic Absentee rate for 2022-23 settled at 18%, which was a slight increase overall for the district. This continues to be an area of concern that we are working to address.</p>	<p>Continue to generate letters and monitor student attendance.</p> <p>All students who are severely chronically absent (more than 25% of days enrolled) will begin the SARB process.</p> <p>Principals will continue to receive monthly lists of chronically absent students as well as those in danger of becoming chronically absent to engage in preventative measures.</p> <p>Attendance rates will continue to be at 96% or higher.</p> <p>The Chronic Absentee rate will be less than 3% overall with significant student groups being no more than 5%.</p> <p>Maintain the drop out rate at less than 1% for middle school students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>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>who left the district) who were chronically absent. This is about the same as 2021-2022 so we anticipate the percentage will be similar for 2022-23.</p> <p>Principals were regularly given Chronic Absentee lists to follow up with students.</p> <p>Current attendance data within Aeries as of May 2023 shows an average attendance of 92% districtwide.</p> <p>We had no drop outs in the 2022-2023 school year.</p>		
<p>CREW logs Nurse Documentation of supports EL Goal Sheets (Intervention Coordinators)</p>	<p>To focus on the specific needs of our Foster Youth, low income (specifically Homeless), and our English learners, support personnel check-in regularly with these students and document contacts and any necessary supports to ensure both student engagement and success. Quarterly reports are generated to summarize the meetings held and review any identified needs.</p>	<p>Support of our Foster Youth, Homeless, and EL students was provided by support personnel through phone calls home, emails, work with students on campus, intervention throughout the school day, counseling, and peer tutoring.</p>	<p>Support of our Foster Youth, Homeless, and EL students was provided by support personnel through phone calls home, emails, work with students on campus, intervention throughout the school day, counseling, and peer tutoring.</p> <p>Students have also been offered a tuition free extension of the school day through the Expanded Learning Opportunities Program in which intervention and enrichment have been provided.</p>	<p>CREW is now called the CARE program. CARE stands for Counseling and Resource Enhancement, and the CARE Team consists of 1 counselor, 4 full-time psychologists, 10 paid psych interns, 7 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. All unhoused students, foster youth, and English learners are regularly met with by team members. There have been 1,096 contacts as of December 2023.</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>
<p>Suspension and Expulsion Rates</p>	<p>Due to school closures in March of 2019, there is not</p>	<p>There were no expulsions in the 2020-2021 data</p>	<p>There were no expulsions in the 2021-2022 data</p>	<p>The overall suspension rate for the district was</p>	<p>The overall suspension rate for the district will be</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	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.	reported from Dataquest with only 6 suspensions across the district for a .2% suspension rate. This is partly driven by distance learning with no students in person for a significant chunk of the year.	reported from Dataquest. There were 90 suspensions across the district for a 2.3% suspension rate. This is lower than the state average and 0.1% above the County average.	1.8% for the 2022-23 school year and there were no expulsions. There have been no expulsions to date in the current year.	less than 3% with no significant student group being higher than 6%. The district will continue to maintain less than 1% in expulsions.

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p><b>Professional Development (District-wide)</b> Provide non-student work days for professional development opportunities beyond early-release Mondays. These days are focused on intensive professional development to close the achievement gap for unduplicated pupils. The focus prior to the pandemic was on Thinking Maps as a foundation to the Write from the Beginning program since writing is an identified need for Unduplicated Pupils across the district. Having the ability to use nonlinguistic representations of complex thinking to remove language barriers is a critical component in supporting our English learners. Another training component will be the new iReady assessment system to support the identification of student needs for both intervention support and enrichment opportunities. Woven within these days will also be training for the social emotional side of our most vulnerable students in reconnecting after the pandemic. This includes our students from low</p>	Yes	Fully Implemented	We have completed 2 of the 3 PD days scheduled. The next one is scheduled for March 29. Teachers have been provided with choice in learning to improve individual support in areas that serve the needs of students. Session 1 focus was math concepts. Session 2 focus was ELA support.	It provided the opportunity for teachers to go deeper into curriculum. Outside experts in Thinking Maps, iReady, behavior, UDL, math, and the use of TOSAs were used to achieve these outcomes.	\$420,000.00	\$35,585

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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. A consultant was also hired to provide ongoing professional development for new teachers in induction.						
4.2	<p><b>Professional Development-English Learners</b></p> <p>Continue to provide ELD training so that EL students will be provided appropriate access to the California Content Standards based on data analysis of ongoing needs for our students in alignment with best practices. This includes support for the district-wide initiative in implementing OCDE Project GLAD (Guided Language Acquisition Design). Training will also include support for teachers in understanding the ELD Standards along with strategies for both Designated and Integrated ELD.</p>	Yes	Fully Implemented	District staff and TOSAs have provided professional learning opportunities in on-site trainings. This training focuses on scaffolding instruction, identifying students level of language proficiency, and implementation of state standards. There has also been specific in-class support with GLAD implementation and lesson delivery. Units have been created and taught in the classroom with the support and coaching of district staff.	3 Professional Development opportunities have been provided to the junior high with a focus on ELD Standards, and classroom coaching has been provided at the elementary level. This was done by internal staff so no expense has been incurred to date.	\$35,000.00	\$0
4.3	<p><b>Progress Monitoring and Support of English Learners</b></p> <p>In addition to teachers who provide Designated English Language Development (ELD) and Integrated ELD on a daily basis as part of Tier</p>	Yes	Fully Implemented	Teachers at all schools are providing 30 minutes of ELD instruction to focus on language development. Three Bilingual Aides/Parent	Las Links is no longer used as an assessment tool. iReady is being used for all students as a	\$250,376.00	\$76,905



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	<p>1 instruction, four Bilingual Aides provide additional support to both students and parents. All 3-8 grade English learners track their own academic and language progress with goal sheets, and teachers will monitor the progress of English learners every trimester and/or quarter with interventions implemented as appropriate. Our Bilingual Aides work directly with students under the supervision of certificated staff in addition to supporting teachers with pulling the data from Aeries for monitoring and tracking student progress. Teachers meet with students and parents during conference time to discuss English learner progress. The aides complete the basic data portion (assessment scores, enrollment, etc.) Intervention Coordinators at each site meet one-on-one with English learners to support the development of their goals after discussing progress data on local measures and/or state assessment data. All English learners (including those reclassified that are still being monitored for progress), are given a language assessment to track language proficiency and provide additional supports as needed. This has been done through Las Links as an additional assessment specific to our English learners.</p>			<p>Liaisons support teachers, students, and families. Teachers and Intervention Coordinators work with English Learners to create goals and monitor progress. They have tracked their own progress and report how they did at each grading period at minimum.</p>	<p>universal assessment.</p>		
4.4	<p><b>Dual Immersion Program</b> The district developed a Dual Immersion Program two years ago</p>	Yes	Fully Implemented	Dual Language Immersion continues to support Spanish	iReady is the tool used in place of Las	\$1,003,806.00	\$426,864

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>both to support our English learners and provide the opportunity for English only students to develop a second language. There are currently 4 grades available (TK-3rd grade) with 4th being added in the 2022-23 school year. iReady also includes assessments in Spanish that will allow us to better track students on their Spanish language proficiency. Spanish fluency will be assessed using Las Links in the coming year. All new core materials have been purchased for the program to better address Spanish language standards and support differentiation based on student needs.</p>			<p>speakers and give the opportunity for English only students to develop a second language. Currently, there is one class per grade level, TK - 5 with 6th grade being added in the 2024-25 school year. Dual teachers have been provided with an opportunity to go through professional development specific to supporting language and being successful in a dual language program.</p>	<p>Links to support the tracking of Spanish proficiency. We will continue to support this</p>		
4.5	<p><b>ELD, Reading Intervention, and Spanish Elective at Rancho</b>            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</p>	Yes	Fully Implemented	<p>Rancho students focus on ELA through a double block of English Language Arts. English learners at Rancho Starbuck are included in an English Language Development elective to increase language proficiency before entering high school. A Spanish elective allows for a cognitive break in the day for English learners who are also in need of developing Spanish language proficiency. English only students are also in the class to develop beginning Spanish,</p>	<p>Read 180 is used as part of the ELD time as a supplemental tool to improve comprehension and language.</p>	\$68,355.00	\$31,351

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to develop beginning Spanish, which also allows native Spanish speakers the opportunity to support their English only peers.			which also allows native Spanish speakers the opportunity to support their English only peers.			
4.6	<b>Before and After School Intervention</b> Continue to hire staff to provide for extended day intervention classes principally directed toward the needs of our UPPs. We are looking at ways to increase the number of staff available and/or to partner with outside agencies to provide targeted support for our students needing tutoring.	Yes	Fully Implemented	Schools are providing before and afterschool intervention. Their specific targets depend on student need and the individual needs and focus areas of the school. We continue to look and partner with outside agencies to provide this tutoring for students.	Boys and Girls Club is one agency that works with our students with homework support.	\$80,000.00	\$38,000
4.7	<b>Intervention Coordinators</b> 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.	Yes	Fully Implemented	Each school has at least one intervention coach. They meet with district personal to ensure continuity across the district between schools. They are trained with various data keeping and software programs to look at and disaggregate student data. The work is started with our UPP students and moved on to benefit all students.	Teachers trained to use data reports in iReady, Illuminate, and CAASPP to guide and support their instructional practices.	\$21,273.00	\$9,170

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4.8	<p><b>Intervention Support During the Day</b> As part of differentiation within the classroom, teachers provide support to students in making progress toward identified goals. For our English learners, Bilingual Aides provide push-in support for language development. Elementary sites with Title I funds have hired an Intervention Aide in addition to other intervention supports within the day. The District had provided an aide for each site during the 2021-22 school year with one-time dollars to support the most struggling students in closing some of the gaps created from the prior year. With some additional one-time dollars, the District will fund an aide per site again for the 2023-2024 school year.</p>	Yes	Fully Implemented	The use of Bilingual Aides help to support our EL students throughout the school day. This is under guidance of the certificated teacher. Teachers work with students to identify a growth area. Students work with the intervention support to track their data and know how much they are expected to grow to maintain appropriate growth or to catch up in areas of need. Two Intervention teachers are also available at the elementary sites and one at Rancho for targeted support during the day.	iReady Stretch growth reports are used to help identify need. Intervention support pushes into classrooms to help in smaller groups. 3 Bilingual Aides are used and they are spread out across schools to balance the number of students and families they support.	\$370,796.00	\$125,000
4.9	<p><b>Teacher Planning/Choir Teacher</b> Teachers will collaborate regularly to monitor student progress, dialogue about best practices, and design intervention programs. This includes an FTE for a music teacher, which allows for additional collaboration time at the elementary level during music instruction while also increasing student access to the Arts.</p>	No	Fully Implemented	The choir teacher continues to provide release time for teachers so they can plan and work with their team to design lessons, analyze data, and prepare various teaching units.	Teachers are provided with a 45 minute block weekly.	\$215,953.00	\$72,691

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4.10	<p><b>Classified Staff-Instructional Assistants &amp; Special Ed Support Aides</b> 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.</p>	No	Fully Implemented	Special Education classrooms are equipped with Instructional Aides. Some of these are 1:1 paraprofessionals and others are classroom support.	Staffing shortages have made hiring and retaining aides difficult. This is especially true as wages increase in other job sectors.	\$1,526,399.00	\$741,347
4.11	<p><b>Math Intervention-Rancho Starbuck</b> Maintain Math intervention sections at the intermediate school for targeted students (one seventh grade section and one eighth grade section). This Action is principally directed at UPPs.</p>	Yes	Fully Implemented	Math intervention sections are provided at Rancho. The focus is on UPPs but can be also used for all students who need the support.	OCDE is also working with Rancho to support this goal.	\$49,956.00	\$22,318
4.12	<p><b>Illuminate</b> Continue to fund a technology program/system to assist teachers in monitoring student progress and analyzing data to close achievement gaps for UPPs (Illuminate). We are in the process of evaluating the need for this with the addition of iReady. Aeries is our student information system, so Illuminate is an additional resource.</p>	Yes	Fully Implemented	Teachers continue to use a technology program/system to assist in monitoring student progress and analyzing data to close achievement gaps. This allows them to build standards based assessments, look at state level data, and have continuity with	Aeries is also used as our student information system. Illuminate is an additional resource.	\$25,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				grade books and report cards.			
4.13	<p><b>Reading Intervention-Rancho Starbuck</b> As needed, maintain sections to the Rancho Starbuck master schedule for reading intervention (one for grade 7 and one for grade 8). There has not been a need for additional sections outside of expense in Goal 4 Action 5. The site has managed intervention in Reading through the one section and the FLEX program based on targeted student needs. This Action is principally directed at UPPs.</p>	No	Not Implementing	Sections were not necessary for the current year.		\$0.00	\$0
4.14	<p><b>Coordination of Services</b> Coordination and administration of all programs funded through Supplemental Grant dollars. This includes monitoring the progress of Unduplicated Pupils (UPPs) by certificated personnel at the District Office. With the growing supports and services from the inception of LCFF for our Unduplicated Pupils (from just over \$230,000 to over \$2 million), there is a need to add an additional classified person in fiscal services related to the administration of program actions and expenditures. This also includes half of the classified salary for our Data Systems Analyst position to provide aggregated and disaggregated data for the LCAP, reports to principals each month on attendance, chronic absenteeism,</p>	Yes	Fully Implemented	The added classified personnel have supported the implementation of various programs, analyzing and disaggregating data, and providing various crucial reports to administration.		\$260,959.00	\$142,568

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and suspensions, and support for monitoring each of the unduplicated pupil groups so that students are receiving appropriate services. The remainder of that salary is in Goal 1, Action 10.						
4.15	<p><b>ABA Class and Program Specialist Position</b></p> <p>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>	No	Fully Implemented	The ABA Teacher and Program Specialist continue to provide support for our students with significant disabilities. This model is primarily focused on behavior modification that impeded learning.		\$298,903.00	\$182,368
4.16	<p><b>Learning Hubs-Libraries</b></p> <p>School libraries will continue to be open additional hours to provide homework and tutoring help. This is in addition to their regular duties as Library Media Techs to support our students needing a place to do homework, get help with tutoring, and/or access to technology they may not have at home. This also allows for before and after school intervention to be housed in the school library so that students are able to receive the targeted support they need in flexible groupings. Additional funds were expended in</p>	Yes	Fully Implemented	School libraries have continued to be open additional hours to provide homework and tutoring help Some provide before and after school intervention in the library so that students are able to receive the targeted support they need in flexible groupings.	Libraries got a refresh in the 2022-23 school year to add titles and replace where needed.	\$263,256.00	\$96,161

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	the 2022-23 school year to refresh school libraries with additional titles and replacements where needed. This Action is principally directed at UPPs.						
4.17	<p><b>MTSS Coordination and Monitoring of UPPs</b> District personnel will coordinate, revise and update the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. Additional funds are used to target struggling and/or advanced students. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district.</p>	Yes	Fully Implemented	District personnel has revised and updated the LJSD district-wide Multi-Tiered System of Support (MTSS) for intervention and remediation with Intervention Coordinators. As part of MTSS, our Homeless/Foster Youth Liaison supports the overall monitoring of support for and achievement of our Homeless students in coordination with sites and the counselor at Rancho Starbuck. The Director of Educational Services is the Homeless and Foster Youth Liaison as well as the Attendance Supervisor for the district.	The district has begun addressing the SART/SARB process as it connects to MTSS.	\$339,343.00	\$154,349
4.18	<p><b>Assessment System</b> 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</p>	Yes	Fully Implemented	iReady is used as benchmarks that provide continuity between grade levels. Teachers can monitor progress over years and look at more than just the current year. This system allows	Teachers have utilized all components of this tool including diagnostic components, personalized	\$160,000.00	\$231,838



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>student need. A group of teachers were brought together to evaluate the iReady program along with district personnel and Principals. We will be introducing the new system in the 2021-2022 school year, which will necessitate new baseline data for benchmarks as well as training for staff. The data provided from the system will better allow us to assess and monitor our unduplicated students although it will benefit all. The Dashboard will allow for filtering based on high need student groups so that English learners, Foster Youth and low income students can be readily identified in terms of both need and targeted supports. This is funding for a two-year implementation along with some one-time professional development costs.</p>			<p>the district to monitor our unduplicated pupils closely and provide interventions and scaffolds in a timely manner.</p>	<p>instruction, and the resources to communicate to families.</p>		
4.19	<p><b>Classified Staff-Custodial Support</b> Continue to fund additional night custodians beyond base needs to provide daily cleaning of classrooms. This allows for a safe and positive school environment when increasing the demands on existing custodial staff due to before and after school interventions, parent engagement activities, extended professional development, collaboration meetings, and other events funded by supplemental monies. This Action is principally directed at UPPs.</p>	Yes	Fully Implemented	<p>Additional night custodians continue to support school sites in the daily cleaning of classrooms. The addition of after school programs have changed the order and timing of when and how schools are cleaned. The additional support helps to make sure the facilities are kept as safe and positive environments.</p>		\$274,737.00	\$120,583

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.20	<p><b>Attendance Monitoring</b> Student absences will be monitored regularly and attendance letters sent out for students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as needed. Attendance rates are monitored as well as the middle school drop out rate as indicators of overall student engagement.</p>	No	Fully Implemented	Student absences are monitored regularly and attendance letters are sent out for students with signs of chronic absenteeism. The district will continue with the attendance incentive program to encourage sites to explore unique ways to promote attendance. The Director of Educational Services is also the Attendance Supervisor for the district and will continue to work through the SARB process with principals as needed. Attendance rates are monitored as well as the middle school drop out rate as indicators of overall student engagement.	District Attorney meetings sharing the legal responsibilities are used and attended by families who do not show progress after a School Attendance Review Team has put a contract in place that is not followed by the family.	\$12,000.00	\$8,972
4.21	<p><b>Creative Response to Emotional and Educational Wellness</b> The Creative Response to Emotional and Educational Wellness or C.R.E.W. has been an overwhelming success. During the pandemic, counseling and psych interns were able to check in and connect with students, provide social emotional lessons during class sessions, and support the overall mental health of students. This has continued during the 2021-22 school year. The counselor</p>	Yes	Fully Implemented	CREW is now called the CARE program. CARE stands for Counseling and Resource Enhancement, and the CARE Team consists of 1 counselor, 4 full-time psychologists, 10 paid psych interns, 7 paid counseling interns, a program specialist, the Director of Special Ed, and an Intern Program Director. All unhoused		\$1,071,703.00	\$546,662

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and interns monitor the social emotional needs of our UPPs along with a Program Specialist funded through the SELPA and four school psychologists to ensure that both counseling and psychological needs are being met. These services continue to be critical in meeting the social emotional needs of those students still experiencing the effects of trauma from the pandemic. Contacts with Foster Youth, ELs, and low income students (primarily Homeless) are documented weekly to ensure timely supports.</p> <p>In 2021-22, we added services through Care Solace, a third-party vendor who operates as a resource for connecting students, families, and staff with mental health resources. This includes finding the right support, navigating insurance, and checking in to determine if the issues are being addressed. We continue to hire counseling interns to expand support services to our students with only one counselor for the district. Having interns allows every site to provide much needed services. These services are in addition to the existing partnership with the Gary Center (no cost) and a partnership with Supervisor Hahn's Office for limited counseling support. This was a high priority in feedback on the LCAP, so we have increased the number of interns for the coming year with 5.5 counseling interns and six psych interns. The pay was also slightly increased to remain competitive in</p>			<p>students, foster youth, and English learners are regularly met with by team members. There have been 1,096 contacts as of December 2023.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	attracting the best candidates. A consultant was also hired to oversee the program and provide ongoing support to the interns.						
4.22	<p><b>Nurse and LVNs</b> Collaborate with key staff at the county child welfare agency, mental health agency, and other entities providing care and services to foster youth and other UPPs (partial funding for the District Nurse). Offsetting the cost for support to these students along with other local funds has allowed us to hire a nursing assistant who checks in with Foster Youth specifically each week. There is a focus on monitoring the specific needs of our low income families who may need assistance with no or low cost healthcare, screeners, immunizations, or other healthcare supports. An additional LVN position was created to support the district and adjustments were made to the Health Tech position for the 2022-23 school year. These will continue for 2023-2024.</p>	Yes	Fully Implemented	Nursing staff continues to check in with families to make sure specific needs of students - mostly SED, Foster Youth, and Homeless.	Annual report not available until May.	\$344,990.00	\$149,963

## Goal 5

### Goal Description

### Enrichment and 21st Century Skill Development

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Completion of GATE Certification	Three staff members have currently completed GATE certification (meeting the requirements outlined by the OCC GATE consortium). There are an additional 30 plus teachers scheduled to be trained in the 2021-2022 school year.	An additional 64 staff members have completed GATE certification this year. There are 30 additional staff scheduled to be certified in the 2022-2023 school year. The 64 teachers who have completed GATE certification have a subscription to Byrdseed.com- a resource to help teachers incorporate GATE standards into their classrooms.	There are a total of 83 GATE certified teachers in our district. An additional 19 teachers completed GATE certification in Fall 2022. The 19 teachers who completed the Fall certification were given a Byrdseed.com subscription as a resource to help incorporate GATE standards into their daily lessons. There are 38 teachers scheduled to be certified in the 2023-2024 school year.	There are a total of 95 GATE certified teachers in our district (73% ). An additional 18 teachers are currently in Cohort 8. Cohort 8 will complete their certification on February 23, 2024.	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.	The CogAT was chosen to be the assessment to use as the Universal Screener. This assessment was purchased and second-grade teachers were trained to proctor within the classroom. The CogAT was given to all second-grade students throughout the district in the Spring of 2022 with the exception of students whose families decided to opt out of any GATE identification. A team of teachers and staff is being developed in order to develop more specific local norms as the identification process continues. An additional assessment for creativity is	Spring 2023 the CogAT was given to all second grade students throughout the district. Fourth grade teachers were trained to proctor the CogAT within the classroom. Fourth grade students throughout the district were given the CogAT for the first time in Spring 2023. Two measures were added this year for GATE identification, the test of creativity and teacher recommendation. A team of teachers and staff was created to review multiple measures and assist in the identification process. A final list of approximately 16 - 20 GATE identified	The CogAT testing dates are January 22 - February 9, 2024. All second and fourth grade students will be taking the Cognitive Abilities Test along with the Test of Creativity. A team of teachers and staff will be created to review multiple measures and assist in the identification process. A final list of approximately 16 - 20 GATE identified students for each school (per grade), based on local norms, the test of creativity, and teacher recommendations will be completed by April 2024.	Appropriate staff will be trained on administering assessments and evaluating criteria for GATE identification using local norms.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		being identified as part of the multiple measures and will be administered in the fall of 2022.	students (per grade), based on local norms, the test of creativity, and teacher recommendations will be completed Summer 2023. The 2021-2022 school year had 18 students GATE identified based on local norms. .		
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 to schedule time to support teachers with implementation of strategies within the classroom in the 2021-2022 school year.	During the 2021-2022 school year, TOSA support transitioned back to in-person support. TOSAs were able to schedule time with teachers, students, and parents with an emphasis on early literacy, STEAM integration, technology support, and software resources following hybrid learning. GATE training has continued with in class support offered and executed. The implementation of ViewSonic Boards within classrooms began with district-wide training followed by individual follow through training.	Our TOSA support was reconfigured during the 2022-2023 school year, allowing for a deeper focus on our GATE identification and implementation. TOSAs were able to assist teachers with the implementation of GATE strategies within their curriculum. The identification process was built upon and now includes screening in second and fourth grade. Building upon enrichment activities for students, the TOSAs have continued to support 21st-century skill development through various STEAM activities both during and after school.	TOSAs continue to support both GATE and STEAM on a regular basis as reflected on their calendars with time spent in classrooms and in training. Involvement with OCC Gate and the OCDE Science Network provide TOSAs with additional support outside of the district to better support teachers in the classroom.	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.
STEAM lab purchases and activity logs Professional Development records	3 of the 5 elementary sites have access to a STEAM lab with varying levels of usage that is not really tracked to determine equal access from all students.	All 5 elementary school STEAM labs are now outfitted with furniture and supplies to provide a positive and enriching environment for students to participate in STEAM activities. A signup sheet is in process of development for sites to use during the 2022-2023 school year.	STEAM labs have received matching equipment and furnishing, and setup has been completed at all sites. Principals have been able to schedule time with TOSAs for training with desired pieces of equipment focused on building the capacity of their staff in connection with STEAM and its	Each site has a STEAM lab with available resources. TOSAs have had additional professional development with a science consultant from OCDE to support teachers in increasing access to labs and STEAM related activities in the classroom.	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			integration 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.	Now that students are back on campus full time, school sites have resumed the in-person coding and robotics clubs after school or on Saturdays. With the furniture and materials added to STEAM labs, participation in bringing students to the STEAM labs for activities has increased to 30%.	With the addition of our extended school day, our participation in coding and robotics activities has continued to grow. STEAM labs have seen continued use throughout the school day, and students have had the opportunity to utilize newer technology introduced at the beginning of the school year, increasing their participation.	The number of students involved in after school programs has increased to approximately 700 students, which includes opportunities for enrichment and STEAM activities. The use of STEAM labs varies from site to site, TOSAs are providing additional support to integrate STEAM into the day more frequently for all sites.	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 & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<b>Professional Development-GATE Certification</b> Training teachers in depth and complexity to support critical thinking and high levels of rigor in the classroom benefits all students. As a small district with typically two teachers at a grade level per site, it is important to train all teachers. This ensures that all students will have access to a highly qualified teacher who understands the unique needs of gifted and talented learners and can differentiate instruction accordingly. A portion of the Teacher on Special Assignment who will coordinate trainings and provide coaching support to teachers around implementation of strategies is included here along	No	Fully Implemented	Nearly all teachers completed the GATE certification and are implementing the use of depth and complexity in their daily instruction. This has provided our students with access to a highly qualified teacher who really understands the unique needs of all learners.	Trainings are coordinated by the district's Teacher on Special Assignment who also provides support in the classroom.	\$108,000.00	\$4,628

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	with the costs for training and resources.						
5.2	<p><b>GATE Identification</b> The primary goal of developing comprehensive identification criteria is to ensure that typically under-represented student groups (including English learners, low income, and Foster Youth) are afforded access to GATE services. Measures of leadership and creativity along with a non-verbal assessment will be included along with more traditional measures. Training all teachers in the characteristics of gifted and talented students is to ensure teachers are not just identifying students who are doing well in school. The Universal Screener was administered to all 2nd graders this year, and the data is being evaluated to determine further assessments as part of the multiple measures.</p>	Yes	Fully Implemented	Second grade student go through the identification process for GATE. The comprehensive identification criteria has supported identification of all subgroups, including a non verbal component for our English Learners. Teachers have been trained to identify the characteristics of gifted students to make sure that all students are given the opportunity to do well in school and have access to enrichment.	Fourth grade students have been added to the identification process. The window for administering the Universal Screener is currently open for both grade levels.	\$55,718.00	\$22,054
5.3	<p><b>STEAM Enrichment</b> 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</p>	No	Fully Implemented	STEAM programs and labs have been used as an integrated tool with the new science adoption and as a place for other activities connected to curriculum. This supports the development of College and Career	Our TOSAs provide support and training on how to connect these labs with curriculum. They support and train teachers using	\$58,883.00	\$16,925



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Rancho Starbuck programs such as the AP Computer Science course or the Conservatory of the Fine Arts (CoFA). This is especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside of the school system. In evaluating STEAM labs at each of the sites, there are some costs for resources such as equipment and tables at a few sites with some additional costs for materials at all sites. This also includes an ongoing partnership with Fullerton Joint Union High School District to develop pathways that feed into high school programs. Included here is a portion of the cost for the Teacher on Special Assignment who is developing the STEAM program along with overseeing GATE. Many of the new offerings through the Expanded Learning Opportunities funding will support STEAM enrichment: coding, robotics and art for example.</p>			<p>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 has been shown to be especially true for our unduplicated pupils who lack access to technology and STEAM experiences outside of the school system.</p>	<p>Virtual Reality and robotics as example.</p>		
5.4	<p><b>Technology Integration-21st Century Skills</b> Continue to fund a Teacher on Special Assignment (TOSA) to assist staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UPPs. The TOSA also provides support for Illuminate and training teachers on reports for</p>	Yes	Fully Implemented	<p>The Teacher on Special Assignment (TOSA) assists staff in the integration of technology with the content standards to provide access to specialized support programs and resources for differentiating instruction for UPPs. The TOSA has also provided support for</p>	<p>There is a stipend for work outside contracted days so analyzing the years progress and planning for the next year can be done.</p>	\$268,085.00	\$76,462

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>data analysis to monitor progress for English learners, students from low income families, and Foster Youth. This often means supporting parents of these students as well who need training in navigating digital resources for use in the home. With the completion of the Chromebook initiative, we are developing training for interactive displays that will allow for more student interaction to support the use of visuals as well as anchoring academic vocabulary within the room through the use of sentence stems, concept maps, and Thinking Maps for example in support of our English learners. Includes stipend for work outside contracted days.</p>			<p>Illuminate and training teachers on reports for data analysis to monitor progress for English learners, students from low income families, and Foster Youth. The district is developing training for interactive displays that will allow for more student interaction to support the use of visuals as well as anchoring academic vocabulary within the room through the use of sentence stems, concept maps, and Thinking Maps, for example, in support of our English learners. The TOSA works to support these initiatives.</p>			

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 02/05/2024**

**FROM 12/01/2023 TO 12/31/2023**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
P99ER012	AMERICAN EXPRESS	263.94	263.94	1313-5310-0-4300-0000-3700-311-00000000	Materials and Supplies
T99B0013	ELITE MODULAR LEASING & SALES	82,600.00	82,600.00	2121-0000-0-5620-0000-8100-115-00000000	Lease/Portables
T99B0014	A-TECH CONSULTING INC	53,441.00	53,441.00	2121-0000-0-6282-0000-8500-011-00000000	Consultant/Contractor
T99F0071	EAST WHITTIER GLASS & MIRROR	330.00	330.00	0101-0000-0-5630-0000-8110-012-00000000	Repairs or Maintenance
T99F0073	BRUCE CAMPBELL SAND & GRAVEL	584.33	584.33	0101-0000-0-5630-0000-8111-008-00000000	Repairs or Maintenance
T99F0074	COASTLINE TERMITE & PEST CONTR	695.00	695.00	0101-0000-0-5570-0000-8111-008-00000105	Pest Control
T99F0075	GOODMAN TREE SERVICE	2,400.00	2,400.00	0101-0000-0-5630-0000-8111-008-00000000	Repairs or Maintenance
T99F0076	BACKFLOW TESTING SERVICE	1,715.00	260.00	0101-0000-0-5630-0000-8110-004-00000000	Repairs or Maintenance
			65.00	0101-0000-0-5630-0000-8110-006-00000000	Repairs or Maintenance
			260.00	0101-0000-0-5630-0000-8110-008-00000000	Repairs or Maintenance
			260.00	0101-0000-0-5630-0000-8110-009-00000000	Repairs or Maintenance
			675.00	0101-0000-0-5630-0000-8110-012-00000000	Repairs or Maintenance
			130.00	0101-0000-0-5630-0000-8110-015-00000000	Repairs or Maintenance
			65.00	0101-0000-0-5630-0000-8110-025-00000000	Repairs or Maintenance
T99F0078	ONE STOP CELLULAR	43.29	43.29	0101-0000-0-5630-0000-8111-025-00000000	Repairs or Maintenance
T99F0079	GLASBY MAINTENANCE SUPPLY	2,934.74	2,934.74	0101-0000-0-4300-0000-8110-015-00000000	Materials and Supplies
T99F0080	HOME DEPOT CREDIT SERVICES	1,114.59	1,114.59	0101-0000-0-4300-0000-8110-006-00000000	Materials and Supplies
T99F0081	OPTIONS FOR LEARNING	1.00	1.00	2525-0000-0-6200-0000-8100-015-00000000	Bldg & Improvement of Bldg
T99F0082	F.M. THOMAS AIR CONDITIONING	2,022.57	2,022.57	0101-0000-0-5630-0000-8110-025-00000000	Repairs or Maintenance
T99F0083	F.M. THOMAS AIR CONDITIONING	365.00	365.00	0101-0000-0-5630-0000-8110-009-00000000	Repairs or Maintenance
T99F0084	SENTRY SIGNS & PRINTING	170.89	170.89	0101-0000-0-5630-0000-8110-008-00000000	Repairs or Maintenance
T99F0085	ICS SERVICE COMPANY	506.92	506.92	0101-0000-0-5630-0000-8110-009-00000000	Repairs or Maintenance
T99F0086	THE HOME DEPOT PRO INSTITUTION	744.32	744.32	0101-0000-0-4300-0000-8110-008-00000000	Materials and Supplies
T99F0087	PREFERRED CONSTRUCTION SERVICE	13,200.00	10,450.00	0101-0000-0-6282-0000-8500-008-00000000	Consultant/Contractor

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 02/05/2024**

**FROM 12/01/2023 TO 12/31/2023**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
T99F0087	*** CONTINUED ***				
			2,750.00	0101-0000-0-6282-0000-8500-004-00000000	Consultant/Contractor
T99F0088	PQ BIDS INC.	15,000.00	15,000.00	0101-0000-0-5880-0000-8500-012-00000000	Other Charges/Fees
T99F0089	GOODMAN TREE SERVICE	3,800.00	3,800.00	0101-0000-0-5630-0000-8111-006-00000000	Repairs or Maintenance
T99M0263	AMERICAN EXPRESS	352.80	352.80	0101-9564-0-4300-5760-1110-006-00000000	Materials and Supplies
T99M0264	AMERICAN EXPRESS	1,102.50	1,102.50	0101-9564-0-5200-5001-1195-412-00000000	Travel and Conferences
T99M0265	AMERICAN EXPRESS	4,815.72	4,815.72	0101-6266-0-5800-1110-1080-612-00000000	Prof/ConsultingServ&Oper Exp
T99M0266	AMERICAN EXPRESS	277.43	277.43	0101-6266-0-4300-0000-2150-612-00000000	Materials and Supplies
T99M0267	AMERICAN EXPRESS	567.22	567.22	0101-0058-0-4300-1110-1000-008-00000108	Materials and Supplies
T99M0270	AMERICAN EXPRESS	700.09	700.09	0101-6762-0-4300-1751-1000-612-00000000	Materials and Supplies
T99M0271	AMERICAN EXPRESS	77.99	77.99	0101-0059-0-4300-1110-1000-009-00000108	Materials and Supplies
T99M0272	AMERICAN EXPRESS	35.04	35.04	0101-9564-0-4300-5760-3145-412-00000000	Materials and Supplies
T99M0273	AMERICAN EXPRESS	115.75	115.75	0101-9564-0-4300-5001-1195-412-00000000	Materials and Supplies
T99M0274	AMERICAN EXPRESS	222.32	222.32	1212-0000-0-4300-0001-1002-620-00000204	Materials and Supplies
T99M0275	AMERICAN EXPRESS	66.15	66.15	0101-6503-0-4300-5760-1110-012-00000000	Materials and Supplies
T99M0276	AMERICAN EXPRESS	21.79	21.79	0101-6500-0-4300-5760-1190-012-00000000	Materials and Supplies
T99M0277	AMERICAN EXPRESS	43.11	43.11	0101-0098-0-4300-1110-1000-008-00000108	Materials and Supplies
T99M0278	AMERICAN EXPRESS	240.00	240.00	0101-9564-0-5200-5001-1195-412-00000000	Travel and Conferences
T99R0310	BEHAVIOR AND EDUCATION INC	2,160.00	2,160.00	0101-6500-0-5800-5760-1110-012-00000000	Prof/ConsultingServ&Oper Exp
T99R0311	J&C BOOKS LLC	436.59	436.59	0101-6300-0-4130-1110-1000-012-00000106	Textbooks
T99R0312	AMERICAN EXPRESS	231.14	231.14	0101-0000-0-4300-0000-2100-012-00000000	Materials and Supplies
T99R0313	DEAD AND BURIED INC.	845.55	845.55	0101-0056-0-4300-1110-1000-006-00000000	Materials and Supplies
T99R0314	RMH DANCE & PRODUCTIONS	600.00	600.00	0101-0058-0-5610-0000-2700-008-00000108	Rentals & Leases

**LOWELL JOINT SD**  
**PURCHASE ORDER DETAIL REPORT**  
**BOARD OF TRUSTEES MEETING 02/05/2024**

**FROM 12/01/2023 TO 12/31/2023**

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>OBJECT DESCRIPTION</u>
T99R0315	AMERICAN EXPRESS	89.67	89.67	0101-0511-0-4300-1110-1030-011-00000108	Materials and Supplies
T99R0316	SCIENCE ON THE GO	500.00	500.00	0101-3010-0-5800-1110-1000-001-00020004	Prof/ConsultingServ&Oper Exp
T99R0317	EAST WHITTIER GLASS & MIRROR	988.00	988.00	0101-0000-0-4300-0000-7100-112-00000000	Materials and Supplies
T99R0318	LA HABRA CITY SCHOOL DISTRICT	318.75	318.75	0101-0511-0-4300-1110-1030-011-00000108	Materials and Supplies
T99R0319	DATA MAKES THE DIFFERENCE LLC	169.99	169.99	0101-6500-0-5810-5760-1110-008-00000000	Licenses/Technology
T99R0320	NCS PEARSON INC.	2,620.96	300.43	0101-9564-0-4300-5760-1190-412-00000000	Materials and Supplies
			2,320.53	0101-9564-0-4300-5760-3120-412-00000000	Materials and Supplies
T99R0321	LA HABRA ROTARY CLUB	295.00	295.00	0101-0000-0-5300-0000-7100-012-00000000	Dues and Memberships
T99R0322	COYOTE FFA ALUMNI & SUPPORTERS	140.00	140.00	0101-0000-0-4300-0000-7100-112-00000000	Materials and Supplies
T99R0323	RMH DANCE & PRODUCTIONS	525.00	525.00	0101-0094-0-4300-1110-1000-004-00000000	Materials and Supplies
T99R0324	NCS PEARSON INC.	55.13	55.13	0101-9564-0-4300-5760-3120-412-00000000	Materials and Supplies
T99R0325	NCS PEARSON INC.	1,212.75	1,212.75	0101-9564-0-4300-5760-3120-412-00000000	Materials and Supplies
T99R0326	JONATHAN S. MONAT PH.D	3,000.00	3,000.00	0101-0000-0-5820-0000-7110-012-00000000	Legal, Audit, & Election Costs
T99R0327	MELARAGNO, ALBERT	192.94	192.94	0101-6500-0-5800-5760-1110-412-00000000	Prof/ConsultingServ&Oper Exp
T99S0010	BEHAVIOR AND EDUCATION INC	100,000.00	100,000.00	0101-6502-0-5100-5760-1180-012-00000000	Subagreement for Serv
T99X0017	SOUTHWEST SCHOOL SUPPLY	18,843.94	10,087.88	0101-0058-0-4300-0000-2700-008-00000108	Materials and Supplies
			8,756.06	0101-0058-0-4300-1110-1000-008-00000108	Materials and Supplies
	<b>Fund 01 Total:</b>	<b>187,267.65</b>			
	<b>Fund 12 Total:</b>	<b>222.32</b>			
	<b>Fund 13 Total:</b>	<b>263.94</b>			
	<b>Fund 21 Total:</b>	<b>136,041.00</b>			
	<b>Fund 25 Total:</b>	<b>1.00</b>			
	<b>Total Amount of Purchase Orders:</b>	<b>323,795.91</b>			

**LOWELL JOINT SD**  
**Consolidated Check Register**  
from 12/1/2023 to 12/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00004704	V9900009	AERIES SOFTWARE	CONF-23794	OH	12/01/2023		MW	IS	199.00
99 00004705	U9900001	CITY OF LA HABRA WATER DEPARTM	1011111223	OH	12/01/2023		MW	IS	3,258.92
99 00004706	U9900002	FRONTIER	1110120923	OH	12/01/2023		MW	IS	32.55
99 00004707	U9900003	MCI A VERIZON COMPANY	409108526	OH	12/01/2023		MW	IS	11.15
99 00004708	U9900004	SOUTHERN CALIFORNIA EDISON	1019111923	OH	12/01/2023		MW	IS	5,659.00
99 00004709	U9900005	SOUTHERN CALIFORNIA GAS CO	1019112023	OH	12/01/2023		MW	IS	890.14
99 00004710	U9900008	T-MOBILE	1021112023	OH	12/01/2023		MW	IS	164.92
99 00004711	V9903434	LITERACY RESOURCES LLC	623297	OH	12/01/2023		MW	IS	874.80
99 00004712	V9903521	YMCA OF ORANGE COUNTY	OCT23ELOPPGRM	OH	12/01/2023		MW	IS	57,154.66
99 00004713	N9900007	GOLD STAR FOODS	OCT2023	OH	12/01/2023		MW	IS	48,310.80
99 00004714	N9900013	SOUTHERN CALIFORNIA PIZZA	OCT2023	OH	12/01/2023		MW	IS	11,525.80
99 00004715	R9900016	ANDREA DESMOND	DEC 2023	OH	12/04/2023		MW	IS	603.64
99 00004716	F9900011	BEST LAWNMOWER INC.	109487	OH	12/04/2023		MW	IS	282.45
99 00004717	R9900001	BRENT ALLSMAN	DEC 2023	OH	12/04/2023		MW	IS	603.64
99 00004718	V9900028	BUENA PARK PLAQUE & TROPHY	29304	OH	12/04/2023		MW	IS	176.71
99 00004719	V9903553	CA DEPARTMENT OF JUSTICE	693307-OCT	OH	12/04/2023		MW	IS	224.00
99 00004720	R9903247	CAROLYN KANE	DEC 2023	OH	12/04/2023		MW	IS	1,358.28
99 00004721	R9900019	DEBORAH NEEDHAM	DEC 2023	OH	12/04/2023		MW	IS	603.64
99 00004722	R9900014	EDDY VEGA	DEC 2023	OH	12/04/2023		MW	IS	603.64
99 00004723	R9900007	GAYLE ROGERS	DEC 2023	OH	12/04/2023		MW	IS	269.02
99 00004724	R9900018	GRACIA HAWORTH	DEC 2023	OH	12/04/2023		MW	IS	1,358.28
99 00004725	F9900039	IMPERIAL SPRINKLER SUPPLY	0013065418-001	OH	12/04/2023		MW	IS	2,281.54
99 00004726	R9900015	KATHRYN ALLSMAN	DEC 2023	OH	12/04/2023		MW	IS	603.64
99 00004727	R9900013	MARGARET DUMADAG	DEC 2023	OH	12/04/2023		MW	IS	603.64
99 00004728	F9900052	PDQ EQUIPMENT RENTAL	809541	OH	12/04/2023		MW	IS	110.20
99 00004729	R9900010	PENNY MAYERCHECK	DEC 2023	OH	12/04/2023		MW	IS	1,358.28
99 00004730	F9900053	PEST OPTION INC.	437900	OH	12/04/2023		MW	IS	962.06
99 00004731	F9900054	PLUMBING WHOLESALE OUTLET	S100722576.001	OH	12/04/2023		MW	IS	5,584.90
99 00004732	R9900017	REBECCA SMITH	DEC 2023	OH	12/04/2023		MW	IS	603.64
99 00004733	R9900011	RONALD RANDOLPH	DEC 2023	OH	12/04/2023		MW	IS	689.04
99 00004734	I9900011	TRINIDAD, GINA	11062023	OH	12/04/2023		MW	IS	175.17
99 00004735	U9900009	VERIZON WIRELESS-LA	9949455141	OH	12/04/2023		MW	IS	612.63
99 00004736	U9900010	WARE DISPOSAL	1375685	OH	12/04/2023		MW	IS	4,314.07
99 00004737	V9900009	AERIES SOFTWARE	CONF-23791	OH	12/05/2023		MW	IS	199.00

**LOWELL JOINT SD**  
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from 12/1/2023 to 12/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00004738	V9900036	CDW GOVERNMENT INC.	MX19273	OH	12/05/2023		MW	IS	427.76
99 00004739	V9903531	DAVIS, SUMMER	013	OH	12/05/2023		MW	IS	1,512.00
99 00004740	V9903362	DELL MARKETING L.P.	10711571398	OH	12/05/2023		MW	IS	781.33
99 00004741	V9903702	TWAMLEY, SHANE	9302023ST	OH	12/05/2023		MW	IS	15,500.00
99 00004742	I9900006	DEBRA AMOS dba FEEDING DREAMS	23-11	OH	12/05/2023		MW	IS	1,350.00
99 00004743	V9903697	ALAN HAN	NOV2023 SVC	OH	12/07/2023		MW	IS	500.00
99 00004744	V9903421	ARAIZA, ISABEL	NOV2023 SVC	OH	12/07/2023		MW	IS	500.00
99 00004745	V9900053	DATA IMPRESSIONS	0023787-IN	OH	12/07/2023		MW	IS	425.17
99 00004746	V9903362	DELL MARKETING L.P.	10712240023	OH	12/07/2023		MW	IS	780.79
99 00004747	V9900076	FULLERTON JOINT UNION HS DIST	70S10248	OH	12/07/2023		MW	IS	3,233.51
99 00004748	V9900077	FULLERTON SCHOOL DISTRICT	22TI0399	OH	12/07/2023		MW	IS	1,877.00
99 00004749	V9903376	GoTo Communications Inc.	IN7102449720	OH	12/07/2023		MW	IS	4,810.85
99 00004750	V9900088	IMPERIAL BAND INSTRUMENTS	83663	OH	12/07/2023		MW	IS	1,308.01
99 00004751	V9903279	LOPEZ, ALEJANDRO	NOV2023 SVC	OH	12/07/2023		MW	IS	500.00
99 00004752	I9900010	MIJARES, EDWARD	NOV2023 SVC	OH	12/07/2023		MW	IS	1,000.00
99 00004753	V9903628	RONICA DIXON	NOV23_REIMBUR	OH	12/07/2023		MW	IS	172.44
99 00004754	F9900013	BRUCE CAMPBELL SAND & GRAVEL	202311-25	OH	12/08/2023		MW	IS	584.33
99 00004755	F9900027	EAST WHITTIER GLASS & MIRROR	19344	OH	12/08/2023		MW	IS	330.00
99 00004756	V9903434	LITERACY RESOURCES LLC	275286	OH	12/08/2023		MW	IS	704.16
99 00004757	V9900134	OCDE	94TI2147	OH	12/08/2023		MW	IS	277.21
99 00004758	F9900054	PLUMBING WHOLESALE OUTLET	S100719238.001	OH	12/08/2023		MW	IS	135.72
99 00004759	V9903657	REFRIGERATION SUPPLIES DISTRIB	49354195-00	OH	12/08/2023		MW	IS	431.00
99 00004760	V9900172	SCHOOL SERVICES OF CALIFORNIA	0139764-IN	OH	12/08/2023		MW	IS	375.00
99 00004761	U9900004	SOUTHERN CALIFORNIA EDISON	1023112123	OH	12/08/2023		MW	IS	4,314.82
99 00004762	U9900006	SUBURBAN WATER SYSTEMS	181003791856	OH	12/08/2023		MW	IS	10,591.29
99 00004763	V9903493	VERNES PLUMBING	12463338	OH	12/08/2023		MW	IS	475.00
99 00004764	V9903703	Yi Liu	PWRS REFUND	OH	12/08/2023		MW	IS	288.00
99 00004765	V9900015	APPLE INC.	MA42388690	OH	12/11/2023		MW	IS	931.90
99 00004766	V9900024	BEARCOM	5649871	OH	12/11/2023		MW	IS	264.09
99 00004767	S9990001	BEHAVIOR AND EDUCATION INC	6969639	OH	12/11/2023		MW	IS	2,160.00
99 00004768	V9903347	BREAKOUT INC.	48747	OH	12/11/2023		MW	IS	99.00
99 00004769	V9903582	FACILITRON INC	HAZWJUS4D94G-2	OH	12/11/2023		MW	IS	1,328.94
99 00004770	S9990002	GALLAGHER PEDIATRIC THERAP	10995	OH	12/11/2023		MW	IS	2,093.71
99 00004771	V9903266	SPIRIT HERO	33595	OH	12/11/2023		MW	IS	493.92

**LOWELL JOINT SD**  
**Consolidated Check Register**  
from 12/1/2023 to 12/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00004772	U9900010	WARE DISPOSAL	1356513	OH	12/11/2023		MW	IS	3,986.93
99 00004773	V9900013	AMERICAN EXPRESS	WW2784583	OH	12/13/2023		MW	IS	8,300.75
99 00004774	V9900013	AMERICAN EXPRESS	80132350213	OH	12/13/2023		MW	IS	110.00
99 00004775	E9900004	ALAN MAO	10032023	OH	12/14/2023		MW	IS	29.46
99 00004776	E9900034	CARIN CHRISTERSON	11162023	OH	12/14/2023		MW	IS	78.00
99 00004777	V9903316	NAPA AUTO PARTS	446543	OH	12/14/2023		MW	IS	67.16
99 00004778	E9900256	OWEN FISCUS	MILEAGE-NOV23	OH	12/14/2023		MW	IS	49.09
99 00004779	F9900052	PDQ EQUIPMENT RENTAL	811658	OH	12/14/2023		MW	IS	1,125.73
99 00004780	U9900004	SOUTHERN CALIFORNIA EDISON	1102120423	OH	12/14/2023		MW	IS	10,660.73
99 00004781	U9900005	SOUTHERN CALIFORNIA GAS CO	1026112823	OH	12/14/2023		MW	IS	285.09
99 00004782	V9900180	SPARKLETTS	15734879 111923	OH	12/14/2023		MW	IS	221.32
99 00004783	U9900006	SUBURBAN WATER SYSTEMS	181003799871	OH	12/14/2023		MW	IS	6,809.32
99 00004784	F9900008	BACKFLOW TESTING SERVICE	13530	OH	12/15/2023		MW	IS	1,715.00
99 00004785	F9900014	BUG FLIP	69261	OH	12/15/2023		MW	IS	225.00
99 00004786	I9900020	CAMILLE VARGAS	C.VARGAS NOV	OH	12/15/2023		MW	IS	45.00
99 00004787	F9900015	CANNINGS HARDWARE LA HABRA	497892	OH	12/15/2023		MW	IS	334.32
99 00004788	F9900019	CITY OF LA HABRA	LH-23-545AR	OH	12/15/2023		MW	IS	1,560.17
99 00004789	V9903605	COASTLINE TERMITE & PEST CONTR	29667	OH	12/15/2023		MW	IS	695.00
99 00004790	V9903547	CRISIS PREVENTION INSTITUTE	NAIN-036995	OH	12/15/2023		MW	IS	200.00
99 00004791	V9900056	DELTA DENTAL OF CALIFORNIA	BE005824757DEC2	OH	12/15/2023		MW	IS	2,506.18
99 00004792	V9903673	GOODMAN TREE SERVICE	12052023	OH	12/15/2023		MW	IS	2,400.00
99 00004793	F9900035	HOME DEPOT CREDIT SERVICES	778951798	OH	12/15/2023		MW	IS	1,114.59
99 00004794	F9900038	ICS SERVICE COMPANY	38270	OH	12/15/2023		MW	IS	2,588.62
99 00004795	F9900040	JAMES HARDWARE COMPANY	2311073202	OH	12/15/2023		MW	IS	113.56
99 00004796	I9903532	LOGAN, BRENNEN	B.LOGAN NOV 23	OH	12/15/2023		MW	IS	123.75
99 00004797	V9903540	ONE STOP CELLULAR	2111	OH	12/15/2023		MW	IS	43.29
99 00004798	V9900161	RMH DANCE & PRODUCTIONS	120523	OH	12/15/2023		MW	IS	600.00
99 00004799	V9903704	SCIENCE ON THE GO	784	OH	12/15/2023		MW	IS	500.00
99 00004800	F9900057	SOUTHEAST CONSTRUCTION PRODUCT	2311-017472	OH	12/15/2023		MW	IS	279.48
99 00004801	U9900004	SOUTHERN CALIFORNIA EDISON	1107120723	OH	12/15/2023		MW	IS	2,956.56
99 00004802	I9900020	CAMILLE VARGAS	C.VARGAS NOV	OH	12/15/2023		MW	IS	5.00
99 00004803	V9903531	DAVIS, SUMMER	S.DAVIS NOV 2023	OH	12/15/2023		MW	IS	501.55
99 00004804	I9903532	LOGAN, BRENNEN	B.LOGAN NOV 23	OH	12/15/2023		MW	IS	13.75
99 00004805	F9900019	CITY OF LA HABRA	LH-23-545AR	OH	12/15/2023		MW	IS	85.80



**LOWELL JOINT SD**  
**Consolidated Check Register**  
from 12/1/2023 to 12/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00004806	V9903559	ELITE AIR CONDITIONING INC	9597	OH	12/15/2023		MW	IS	31,300.00
99 00004807	B9990011	GHATAODE BANNON ARCHITECTS	5619	OH	12/15/2023		MW	IS	53,240.60
99 00004808	B9990013	HAUFFE COMPANY	489	OH	12/15/2023		MW	IS	19,712.00
99 00004809	B9903229	HAULAWAY STORAGE CONTAINERS	002163337	OH	12/15/2023		MW	IS	582.40
99 00004810	V9900160	RMA GROUP	88387	OH	12/15/2023		MW	IS	4,291.25
99 00004811	E9900220	ALISON GARDNER	STAPLES812023	OH	12/18/2023		MW	IS	27.05
99 00004812	E9900172	RHONDA OVERBY	THNKGCOLLB924	OH	12/18/2023		MW	IS	135.71
99 00004813	VOID.CONTI	Void - Continued Stub	CONTINUE	OH	12/18/2023		VM	VD	0.00
99 00004814	F9900059	THE HOME DEPOT PRO INSTITUTION	776810046	OH	12/18/2023		MW	IS	4,031.65
99 00004815	E9900220	ALISON GARDNER	12112023	OH	12/19/2023		MW	IS	149.49
99 00004816	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	6896WC	OH	12/19/2023		MW	IS	107,428.00
99 00004817	V9903342	CALIFORNIA IT IN EDUCATION	0003-0768-5437	OH	12/19/2023		MW	IS	120.00
99 00004818	E9900032	CAMERON MILLER	12062023	OH	12/19/2023		MW	IS	288.97
99 00004819	F9900023	DANIELS TIRE SERVICE INC.	140112140	OH	12/19/2023		MW	IS	372.81
99 00004820	V9903296	DFA-ACTUARIES LLC	202311171346	OH	12/19/2023		MW	IS	500.00
99 00004821	V9903705	Dominguez, Martin	12112023	OH	12/19/2023		MW	IS	276.74
99 00004822	F9900031	F.M. THOMAS AIR CONDITIONING	46062	OH	12/19/2023		MW	IS	2,387.57
99 00004823	F9900033	GLASBY MAINTENANCE SUPPLY	338403	OH	12/19/2023		MW	IS	12,202.84
99 00004824	V9900080	GOPHER	IN330313	OH	12/19/2023		MW	IS	291.01
99 00004825	V9903303	iPRINT TECHNOLOGIES	1089129	OH	12/19/2023		MW	IS	81.60
99 00004826	E9900089	JULIE MAYHEW	12122023	OH	12/19/2023		MW	IS	42.67
99 00004827	V9903528	LA HABRA CITY SCHOOL DISTRICT	LJSD-2311	OH	12/19/2023		MW	IS	318.75
99 00004828	F9900052	PDQ EQUIPMENT RENTAL	810193	OH	12/19/2023		MW	IS	1,528.88
99 00004829	V9900172	SCHOOL SERVICES OF CALIFORNIA	0140112-IN	OH	12/19/2023		MW	IS	375.00
99 00004830	V9900175	SENTRY SIGNS & PRINTING	4787	OH	12/19/2023		MW	IS	170.89
99 00004831	V9900178	SOUTHERN CALIFORNIA NEWS GROUP	0000577816	OH	12/19/2023		MW	IS	418.37
99 00004832	VOID.CONTI	Void - Continued Stub	CONTINUE	OH	12/19/2023		VM	VD	0.00
99 00004833	V9900179	SOUTHWEST SCHOOL SUPPLY	6000226135	OH	12/19/2023		MW	IS	5,477.16
99 00004834	V9900200	UNUM LIFE INSURANCE COMPANY	010103312024	OH	12/19/2023		MW	IS	539.52
99 00004835	E9900214	WHITNEY TAKACS	12112023	OH	12/19/2023		MW	IS	93.83
99 00004836	F9900014	BUG FLIP	NOV2023	OH	12/19/2023		MW	IS	180.00
99 00004837	N9900015	Continental Sales	NOV2023	OH	12/19/2023		MW	IS	3,795.05
99 00004838	N9900007	GOLD STAR FOODS	NOV2023	OH	12/19/2023		MW	IS	28,069.67
99 00004839	V9903642	KWIPPED INC	R3886-P19580	OH	12/19/2023		MW	IS	3,081.49

**LOWELL JOINT SD**  
**Consolidated Check Register**  
from 12/1/2023 to 12/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00004840	F9900045	LADY BUGS ENVIRONMENTAL TERMIT	151983	OH	12/19/2023		MW	IS	55.00
99 00004841	N9900009	P & R PAPER SUPPLY COMPANY	NOV2023	OH	12/19/2023		MW	IS	4,642.86
99 00004842	N9900013	SOUTHERN CALIFORNIA PIZZA	NOV2023	OH	12/19/2023		MW	IS	9,572.85
99 00004843	V9903665	SUBWAY	NOV2023	OH	12/19/2023		MW	IS	3,412.50
99 00004844	B9990004	APPLIED BEST PRACTICES	28891	OH	12/19/2023		MW	IS	647.00
99 00004845	B9990009	ELITE MODULAR LEASING & SALES	9019301164	OH	12/19/2023		MW	IS	234,929.46
99 00004846	B9990010	ERICKSON-HALL CONSTRUCTION	PAY APP #5	OH	12/19/2023		MW	IS	1,253,864.15
99 00004847	B9990013	HAUFFE COMPANY	493	OH	12/19/2023		MW	IS	17,920.00
99 00004848	V9903344	OPTIONS FOR LEARNING	9751S430	OH	12/19/2023		MW	IS	1.00
99 00004849	V9903420	Granite Telecommunications LLC	627277811	OH	12/20/2023		MW	IS	3,196.15
99 00004850	F9900038	ICS SERVICE COMPANY	37837	OH	12/20/2023		MW	IS	506.93
99 00004851	VOID.CONTI	Void - Continued Stub	CONTINUE	OH	12/20/2023		VM	VD	0.00
99 00004852	V9900179	SOUTHWEST SCHOOL SUPPLY	6000219774	OH	12/20/2023		MW	IS	3,139.44
99 00004853	F9900059	THE HOME DEPOT PRO INSTITUTION	774159198	OH	12/20/2023		MW	IS	744.32
99 00004854	V9903697	ALAN HAN	12142023	OH	12/21/2023		MW	IS	500.00
99 00004855	V9903421	ARAIZA, ISABEL	12152023	OH	12/21/2023		MW	IS	500.00
99 00004856	V9903279	LOPEZ, ALEJANDRO	12142023	OH	12/21/2023		MW	IS	500.00
99 00004857	F9900047	LOWES	990563-MBNKFA	OH	12/21/2023		MW	IS	9.83
99 00004858	I9900010	MIJARES, EDWARD	12142023	OH	12/21/2023		MW	IS	1,000.00
99 00004859	V9900131	NIGRO & NIGRO	19153	OH	12/22/2023		MW	IS	20,100.00
99 00004860	V9900016	ARAMARK	25736766	OH	12/27/2023		MW	IS	50.68
99 00004861	V9900020	ATKINSON ANDELSON LOYA RUUD &	700149-NOV2023	OH	12/27/2023		MW	IS	4,741.25
99 00004862	E9900009	AMANDA MALM	12072023	OH	12/28/2023		MW	IS	27.06
99 00004863	E9900026	BARBARA CASTILLO	12122023	OH	12/28/2023		MW	IS	190.65
99 00004864	V9900036	CDW GOVERNMENT INC.	ZR00417813	OH	12/28/2023		MW	IS	11,488.00
99 00004865	V9903531	DAVIS, SUMMER	014	OH	12/28/2023		MW	IS	1,512.00
99 00004866	E9900067	ERIC CHITTUM	12132023	OH	12/28/2023		MW	IS	25.59
99 00004867	V9903254	J&C BOOKS LLC	I-3132	OH	12/28/2023		MW	IS	436.59
99 00004868	E9900084	JIM COOMBS	12112023	OH	12/28/2023		MW	IS	437.60
99 00004869	E9900261	JUDY ROHRBACH	11062023	OH	12/28/2023		MW	IS	77.24
99 00004870	V9900134	OCDE	94TI21800	OH	12/28/2023		MW	IS	150.00
99 00004871	F9900053	PEST OPTION INC.	437227B	OH	12/28/2023		MW	IS	62.41
99 00004872	V9900148	QUADIANT FINANCE USA INC.	NOV 2023 STMT	OH	12/28/2023		MW	IS	1,500.00
99 00004873	V9903427	REHABMART	82011	OH	12/28/2023		MW	IS	1,416.97

**LOWELL JOINT SD**  
**Consolidated Check Register**  
from 12/1/2023 to 12/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00004874	U9900004	SOUTHERN CALIFORNIA EDISON	1109121123EP2	OH	12/28/2023		MW	IS	4,407.73
99 00004875	U9900005	SOUTHERN CALIFORNIA GAS CO	1116121523	OH	12/28/2023		MW	IS	630.04
99 00004876	V9900179	SOUTHWEST SCHOOL SUPPLY	6000222268	OH	12/28/2023		MW	IS	1,828.24
99 00004877	U9900008	T-MOBILE	1104120323	OH	12/28/2023		MW	IS	118.99
99 00004878	V9900195	THINKING MAPS	INV0067701	OH	12/28/2023		MW	IS	2,200.00
99 00004879	V9903702	TWAMLEY, SHANE	12302023	OH	12/28/2023		MW	IS	3,000.00
99 00004880	V9903493	VERNES PLUMBING	12463487	OH	12/28/2023		MW	IS	200.00
99 00004881	F9900069	WALTERS WHOLESALE ELECTRIC	S124404685.001	OH	12/28/2023		MW	IS	345.13
99 00004882	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VSR	OH	12/29/2023		MW	IS	6,034.29
99 00004883	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VSR	OH	12/29/2023		MW	IS	6,071.74
99 00004884	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VSR	OH	12/29/2023		MW	IS	6,045.18
99 00004885	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23DDR	OH	12/29/2023		MW	IS	29,283.59
99 00004886	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23DDR	OH	12/29/2023		MW	IS	29,465.06
99 00004887	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23DDR	OH	12/29/2023		MW	IS	29,334.62
99 00004888	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VLIFBU	OH	12/29/2023		MW	IS	1,266.05
99 00004889	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VLIFBU	OH	12/29/2023		MW	IS	1,265.62
99 00004890	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VLIFBU	OH	12/29/2023		MW	IS	1,279.90
99 00004891	R9900016	ANDREA DESMOND	JAN 2024	OH	12/29/2023		MW	IS	628.28
99 00004892	R9900001	BRENT ALLSMAN	JAN 2024	OH	12/29/2023		MW	IS	708.41
99 00004893	V9903553	CA DEPARTMENT OF JUSTICE	699977	OH	12/29/2023		MW	IS	480.00
99 00004894	R9903247	CAROLYN KANE	JAN 2024	OH	12/29/2023		MW	IS	1,573.82
99 00004895	V9900045	COYOTE FFA ALUMNI & SUPPORTERS	2	OH	12/29/2023		MW	IS	140.00
99 00004896	R9900019	DEBORAH NEEDHAM	JAN 2024	OH	12/29/2023		MW	IS	708.41
99 00004897	R9900014	EDDY VEGA	JAN 2024	OH	12/29/2023		MW	IS	708.41
99 00004898	U9900002	FRONTIER	12102023	OH	12/29/2023		MW	IS	32.46
99 00004899	R9900007	GAYLE ROGERS	JAN 2024	OH	12/29/2023		MW	IS	291.15
99 00004900	R9900018	GRACIA HAWORTH	JAN 2024	OH	12/29/2023		MW	IS	1,573.82
99 00004901	V9903303	iPRINT TECHNOLOGIES	1093351	OH	12/29/2023		MW	IS	212.81
99 00004902	R9900015	KATHRYN ALLSMAN	JAN 2024	OH	12/29/2023		MW	IS	708.41
99 00004903	V9900101	LA HABRA ROTARY CLUB	2583	OH	12/29/2023		MW	IS	295.00
99 00004904	V9900104	LEADER SERVICES	CDS 6533	OH	12/29/2023		MW	IS	116.03
99 00004905	R9900013	MARGARET DUMADAG	JAN 2024	OH	12/29/2023		MW	IS	708.41
99 00004906	V9903326	MELARAGNO, ALBERT	11182023	OH	12/29/2023		MW	IS	175.00
99 00004907	E9900148	MICHELLE MCNEFF	12112023	OH	12/29/2023		MW	IS	45.94

**LOWELL JOINT SD**  
**Consolidated Check Register**  
from 12/1/2023 to 12/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00004908	R9900010	PENNY MAYERCHECK	JAN 2024	OH	12/29/2023		MW	IS	1,573.82
99 00004909	F9900055	PQ BIDS INC.	LOWELLJOINTSD	OH	12/29/2023		MW	IS	15,000.00
99 00004910	R9900017	REBECCA SMITH	JAN 2024	OH	12/29/2023		MW	IS	708.41
99 00004911	V9900161	RMH DANCE & PRODUCTIONS	120823LJSD	OH	12/29/2023		MW	IS	525.00
99 00004912	R9900011	RONALD RANDOLPH	JAN 2024	OH	12/29/2023		MW	IS	739.30
99 00004913	U9900005	SOUTHERN CALIFORNIA GAS CO	1117121823	OH	12/29/2023		MW	IS	750.97
99 00004914	I9900011	TRINIDAD, GINA	1221223	OH	12/29/2023		MW	IS	1,993.81
99 00004915	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VSA	OH	12/29/2023		MW	IS	241.70
99 00004916	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VSA	OH	12/29/2023		MW	IS	265.87
99 00004917	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VSA	OH	12/29/2023		MW	IS	265.87
99 00004918	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23DDA	OH	12/29/2023		MW	IS	1,162.50
99 00004919	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23DDA	OH	12/29/2023		MW	IS	1,278.75
99 00004920	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23DDA	OH	12/29/2023		MW	IS	1,278.75
99 00004921	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VLIFBU	OH	12/29/2023		MW	IS	58.83
99 00004922	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VLIFBU	OH	12/29/2023		MW	IS	58.83
99 00004923	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VLIFBU	OH	12/29/2023		MW	IS	58.83
99 00004924	I9900011	TRINIDAD, GINA	1221223	OH	12/29/2023		MW	IS	221.19
99 00004925	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VSA	OH	12/29/2023		MW	IS	265.87
99 00004926	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VSA	OH	12/29/2023		MW	IS	265.87
99 00004927	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VSA	OH	12/29/2023		MW	IS	290.04
99 00004928	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23DDA	OH	12/29/2023		MW	IS	1,278.75
99 00004929	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23DDA	OH	12/29/2023		MW	IS	1,278.75
99 00004930	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23DDA	OH	12/29/2023		MW	IS	1,395.00
99 00004931	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VLIFBU	OH	12/29/2023		MW	IS	54.96
99 00004932	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VLIFBU	OH	12/29/2023		MW	IS	54.96
99 00004933	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VLIFBU	OH	12/29/2023		MW	IS	59.72
99 00004934	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VSR	OH	12/29/2023		MW	IS	37.45
99 00004935	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VSR	OH	12/29/2023		MW	IS	37.45
99 00004936	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VSR	OH	12/29/2023		MW	IS	37.45
99 00004937	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23DDR	OH	12/29/2023		MW	IS	181.47
99 00004938	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23DDR	OH	12/29/2023		MW	IS	181.47
99 00004939	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23DDR	OH	12/29/2023		MW	IS	181.47
99 00004940	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VLIFBU	OH	12/29/2023		MW	IS	4.76
99 00004941	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VLIFBU	OH	12/29/2023		MW	IS	4.76

**LOWELL JOINT SD**  
**Consolidated Check Register**  
from 12/1/2023 to 12/31/2023

Check	Payee ID	Payee Name	Reference	Subs	Check Date	Cancel Date	Type	Status	Check Amount
99 00004942	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VLIFBU	OH	12/29/2023		MW	IS	4.76
99 00004943	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VSA	OH	12/29/2023		MW	IS	24.17
99 00004944	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VSA	OH	12/29/2023		MW	IS	24.17
99 00004945	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VSA	OH	12/29/2023		MW	IS	24.17
99 00004946	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23DDA	OH	12/29/2023		MW	IS	116.25
99 00004947	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23DDA	OH	12/29/2023		MW	IS	116.25
99 00004948	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23DDA	OH	12/29/2023		MW	IS	116.25
99 00004949	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	OCT23VLIFAD	OH	12/29/2023		MW	IS	8.65
99 00004950	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	NOV23VLIFAD	OH	12/29/2023		MW	IS	8.65
99 00004951	V9900010	ALLIANCE OF SCHOOLS FOR COOPER	DEC23VLIFAD	OH	12/29/2023		MW	IS	8.65

<b>Issued:</b>	2,286,145.64
<b>99 Bank Total:</b>	2,286,145.64

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**Grand Total:** 2,286,145.64

## District Property Declared Surplus

January, 2024

District ID#	Quantity	Item Description	Model Number	Serial Number
N/A		Classroom Desks	N/A	N/A
N/A		Classroom Chairs	N/A	N/A
21000079	1	JORDAN PORTABLE ROOM 5A	N/A	N/A
21000077	1	JORDAN PORTABLE CLASSROOM 22	N/A	N/A
21000080	1	JORDAN TRAILER B	N/A	N/A
21000081	1	JORDAN TRAILER A	N/A	N/A
21000136	1	JORDAN PORTABLE CLASSROOM 23	N/A	N/A
21000070	1	MEADOW GREEN ADMINISTRATION	N/A	N/A
21000114	1	MAYBROOK PORTABLE CLASSROOM 22	N/A	N/A
21000009	1	MAYBROOK PORTABLE CLASSROOMS 81-85	N/A	N/A
21000011	1	MAYBROOK PORTABLE CLASSROOMS 04,41	N/A	N/A
21000012	1	MAYBROOK PORTABLE CLASSROOMS 42-43	N/A	N/A
21000013	1	MAYBROOK PORTABLE CLASSROOM 51-52	N/A	N/A
21000014	1	MAYBROOK PORTABLE CLASSROOM 53-61	N/A	N/A
21000015	1	MAYBROOK PORTABLE CLASSROOMS 62-63	N/A	N/A
21000016	1	MAYBROOK PORTABLE PRESCHOOL C-D	N/A	N/A
21000017	1	MAYBROOK PORTABLE PRESCHOOL A-B	N/A	N/A
21000018	1	MAYBROOK PORTABLE RESTROOM	N/A	N/A
00437	1	VERING WALK IN FREEZER	8x10	N/A
01514	1	GBC ELECTRIC COLLATOR	204299	N/A
21300014	1	PICK UP	TOYOTA 19868202	JT4RN50R8G015918
21300015	1	PICK UP	TOYOTA 19868202	JT4RN50RXG015961
21200010	1	VAN	TOYOTA 1987	JT4YR28V5H5045311
21300016	1	PANEL VAN	TOYOTA 19875562	JT4YR28V5H5045311
00733	1	PHOTOCOPIER	GESTETNER CP5325	870036
01033	1	PHOTOCOPIER	KYOCERA MITA DC5690	JS37000241
01505	1	PRESS PRINTING	HAMADA 665CDC	N/A
00467	1	CPU W/MONITOR	IBM 55SX	N/A
00627	1	CPU W/MONITOR	APPLE CT610	N/A
01034	1	PHOTOCOPIER	GESTETNER 5325	870538

## District Property Declared Surplus

January, 2024

District ID#	Quantity	Item Description	Model Number	Serial Number
00555	1	PHOTOCOPIER	KYOCERA MITA DC6090	N/A
00910	1	PHOTOCOPIER	KYOCERA MITA DC4056	019298H
01424	1	PHOTOCOPIER	KYOCERA MITA DC6090	N/A
21200001	1	PICKUP	TOYOTA 1994	4TARN81P4RZ194264
21300001	1	PICK UP	TOYOTA 1994	4TARN81P4RZ194264
00008	1	OVEN CONVECTION	GARLAND	N/A
00373	1	CPU W/MONITOR	IBM PS1	N/A
00722	1	MIXER FOOD FLOOR	HOBART H-600	1531116
00723	1	FREEZER WALKIN	KOLPAK 8X6	01G1625
00911	1	PHOTOCOPIER	GESTETNER 5327	001086
00912	1	PHOTOCOPIER	GESTETNER 5327	870530
01052	1	REFRIGERATOR 1 DOOR	VERIG	N/A
01054	1	DISHWASHER COMMERCIAL	HOBART	N/A
01055	1	REFRIGERATOR 3 DOOR	HOBART OF1	321053660
01058	1	OVEN STACKING - DOUBLE	WOLF AIR FLOW	N/A
01426	1	PHOTOCOPIER	GESTETNER CP5327	N/A
01452	1	PHOTOCOPIER	GESTETNER CP5325	870527
01500	1	PHOTOCOPIER	GESTETNER CP5327	870526
01508	1	COLLATOR VERITCAL	MAXXUM 43	N/A
01022	1	PHOTOCOPIER	KYOCERA MITA DC4090	PM37022480
01507	1	COMMERICAL PAPER CUTTER	TRIUMPH 485095	48509259
01304	1	PHOTOCOPIER	KYOCERA MITA DC2360	QI37023120
21200081	1	ROUTER	CISCO 4700M	N/A
21200083	1	FIREWALL	CISCO PIX	6006530
21300008	1	TRANSPORT VAN	FORD	1FDKE30SXVHA1517
21300012	1	PICK UP	TOYOTA 1997	4TANL42N7VZ303286
00005	1	REFRIGERATOR 2 DOOR	HOBART	N/A
00006	1	REFRIGERATOR 1 DOOR	HOBART	N/A
00445	1	OVEN CONVECTION	BLODGETT DBL STCK	N/A
00446	1	OVEN CONVECTION	BLODGETT DBL STCK	0501EA047T

## District Property Declared Surplus

January, 2024

District ID#	Quantity	Item Description	Model Number	Serial Number
00557	1	PHOTOCOPIER	CANON NP4050	N/A
01301	1	SERVER COMPUTER	COMPAQ PROML350	N/A
00444	1	REFRIGERATOR 3 DOOR	TRAUSLEN RDT332	T180550101
00521	1	DISHWASHER COMMERCIAL	HOBART	N/A
00715	1	KETTLE STEAM FLOOR	GROEN AH/1-40	124304
00716	1	KETTLE STEAM FLOOR	GROEN AH/1-40	N/A
01425	1	PHOTOCOPIER	SAVIN 3350	873125
01459	1	PHOTOCOPIER	KYOCERA MITA KM6230	XY37005281
01484	1	PHOTOCOPIER	KYOCERA MITA KM6230	XY37005296
01502	1	PHOTOCOPIER	KYOCERA MITA KM1810	N/A
21200052	1 LOT	TELEPHONE SYSTEM	MERIDIAN 1 OPTI 11C PBX	N/A
21300024	1	PICK UP	TOYOTA 1999	4TANL42N9XZ481610
21300029	1	PICK UP	TOYOTA 2000	4TAVL52N3YZ594007
00338	1	PHOTOCOPIER	KYOCERA MITA PSAI3030	NM37054039
00551	1	PHOTOCOPIER	KYOCERA MITA DC4090	PM37022454
00731	1	PHOTOCOPIER	TOSHIBA DP8070	RH010989
00732	1	PHOTOCOPIER	TOSHIBA DP8070	RH011056
01430	1	PHOTOCOPIER	KYOCERA MITA KM4230	N/A
21300031	1	PICK UP	TOYOTA 2000	5TENL42N5YZ705644
21300033	1	PICK UP	TOYOTA 2001	5TENL42N01Z743661
21200094	1	SERVER	COMPAQ PROLIANT ML350	N/A
21300035	1	PICK UP	TOYOTA 2001	5TEVL52N51Z874249
01678	1	ROUTER	CISCO 3845	SFTX0917A2Q9
N/A	1	Food Service Oven (Meadow Green)	115A	N/A
N/A	1	Food Service Oven (Jordan)	Blodgett DFG100	082008RA049S
N/A	1	Food Service Oven (Meadow Green)	Blodgett DFG100	082008RA051S
N/A	1 LOT	Food Service POS System (All Sites)	Various	N/A
N/A	1 LOT	Computers (EP, DO, & MG)	Apple	N/A
N/A	372	Student Desks	N/A	N/A
N/A	384	Student Chairs	N/A	N/A



LOWELL JOINT SCHOOL DISTRICT  
EMPLOYER-EMPLOYEE RELATIONS/PERSONNEL REPORT 2023/24 #7

February 5, 2024

I. CERTIFICATED EMPLOYEES

A. CHANGE OF STATUS

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
Rutledge, Stephanie	01/08/2024		MA	Retirement. Virtual Academy Teacher
Haro-Banuelos, Byanka	01/23/2024	03/04/2024	MG	(AB375) FMLA Maternity Leave
Wilkens, Melissa	01/16/2024	02/13/2024	MG	(AB375) FMLA Maternity Leave
Okoorian, Naomi	01/22/2024	04/19/2024	MG	(AB375) FMLA Baby Bonding Leave
Okoorian, Naomi	04/22/2024	05/24/2024	MG	Unpaid Leave of Absence

B. CERTIFICATED SALARIES

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
Gonzalez, Leslie	01/01/2024	05/31/2024	EP	Class 3 / Step 1- 50% teacher. Update of EER 2022-2023 #11. Units earned to move on salary schedule.
Warner, Elenor	01/01/2024	05/31/2024	JO	Class 5 / Step 4- 20% teacher. Update of EER 2022-2023 #11. Units earned to move on salary schedule.

C. 2023/2024 Stipends

<u>NAME</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>SITE</u>	<u>COMMENTS</u>
Sandoval, Cheri	08/14/2023	05/31/2024	OL	To be paid Master Teacher stipend \$100 for Fall 2023 Term. Check from Los Angeles Pacific University.

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

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

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

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

Gracia Haworth

Alejandro Bautista

Maximo Vazquez

Amanda Johansen

E. SUBSTITUTE CHANGE OF PAY

NAME	EFFECTIVE DATE	END DATE	SITE	COMMENT
Montemayor, Kathleen	01/08/2024	05/29/2024	DO	To be paid daily rate of \$250 daily rate as Virtual Academy Teacher at Macy Elementary
Mohler, Megan	01/16/2024	02/13/2024	DO	To be paid Long term daily rate of \$250 daily rate as Fourth Grade Teacher Meadow Green Elementary
Carr, Candice	01/22/2024	05/24/2024	DO	To be paid daily rate of \$250 daily rate as First grade teacher Meadow Green Elementary
Shupe, Violeta	01/08/2024	03/04/2024	DO	To be paid daily rate of \$200 daily rate as TK DLI teacher Jordan Elementary

Classified Job Description:

- Psychologist Intern Job Description
- Counselor Job Description

## II. CLASSIFIED EMPLOYEES February 5, 2024

### A. MONTHLY – GENERAL FUND

### B. HOURLY – GENERAL FUND

<u>NAME/ EMPLOYEE ID#</u>	<u>EFFECTIVE DATE</u>	<u>END DATE</u>	<u>RANGE/ STEP</u>	<u>SITE</u>	<u>COMMENTS</u>
Astorga, Jessica	1/12/24			DO	Additional Assignment: Substitute Instructional Assistant
Cardenas, Robert	1/17/24		R28/S05	M&O	Step Increase: Maintenance General
Castro, Jenny	1/6/24		R16/S05	EP	Step Increase: Instructional Assistant
Chavez, Alora	2/22/24		R20/S02	OL	Step Increase: Library Media Tech.
DeCarrillo, Imelda	1/9/24			DO	New Hire: Substitute Instructional Assistant
Dixon, Ronica	2/1/24		CL MNGT/S07	DO	Step Increase: Child Devp. Servs. Coordinator
Espinoza, Sergio	1/6/24			RS	Longevity: 10 years Nutrition Services warehouse delivery driver
Evanoff, Mary Jo	2/13/24		CONF R Z/S05	DO	Step Increase: Executive Assistant to Superintendent
Heard, Tayler	1/9/24			DO	New Hire: Substitute Instructional Assistant
Hutcherson, Janel	1/9/24		R23/S04	M&O	Step Increase: M&O Secretary
Lozano, Melissa	2/11/24		R30/03	DO	Step Increase: SLPA
Mao, Alan	1/22/24		CL MNGT/S03	DO	Step Increase: Director of Technology
McGill, Loretta	1/24/24		R20/S03	EP	Step Increase: Library Media Technician
Muravez, Alicia	1/14/24		R14/S08	OL	Step Increase: Satellite Cafeteria Worker
Ocegueda, Magee	1/11/24			DO	New Hire: Substitute Clerk Typist

Ocegueda, Magee	1/11/24		DO	Additional Assignment: Substitute Instructional Assistant
Ocegueda, Magee	1/11/24		DO	Additional Assignment: Substitute Health Technician
Ocegueda, Magee	1/11/24		DO	Additional Assignment: Substitute DO Receptionist
Ramirez, Adrianna	1/9/24	R16/S03	EP	Step Increase: Clerk Typist
Schreihart, Jeffrey	1/10/24		MA	Termination: Probation Site Supervisor
Weissman, Catherine	2/3/24	CL MNGT/S05	DO	Step Increase: Bond Contracts & Accounting Compliance Manager



# Lowell Joint School District

*A Tradition of Excellence Since 1906*

*"Home of Scholars and Champions"*



## **School Psychologist Paid Internship Opportunity – Please Post**

Look for the EdJoin Posting January 11 – April 1, 2024 (until filled)

School Psychology graduate students who are interested in fulfilling their internship hours in the Lowell Joint School District are encouraged to apply online through Edjoin to participate in our 2024-2025 Internship Opportunities. As part of the selection process, candidates will be screened and interviewed. Our innovative programs provide the opportunity for leadership, practical application, consultation, and assessment skills necessary to be a highly effective School Counselor. The intern school psychologist position supports the school programs in the areas of academics, career, and social/emotional development.

As a psychologist intern in the Lowell Joint School District you will learn to:

- Work effectively with all students to ensure their success
- Network & collaborate with parents, teachers, and administrators to Develop and refine your skills adhering to the National Association of School Psychologist (NASP) standards
- Be a part of the Multi-Tiered System of Supports and provide social, emotional and behavioral interventions for all students
- Participate in all district professional development opportunities
- Administer essential psycho-educational assessments
- Participate in Student Success Team ("SST") meetings and interventions
- Deliver short-term, school-based counseling services to general education students
- Deliver school-based counseling services per the student's IEP and assist in short-term counseling services for non special education students
- Plan, organize, and develop Individual Educational Plan (IEP) meetings for students with social-emotional needs.
- Administer, plan and organize mental health assessments and services for students with significant social/emotional needs.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Under the direction of the Director of Special Education and the direct supervision of a fully credentialed and experienced school psychologist (minimum of two years working under a Pupil Personnel Services Credential), the School Psychologist Intern's responsibilities will include, but not be limited to, the following duties:
- Conducting and interpreting initial and triennial psycho-educational evaluations

- Consulting and collaborating with Special Education teams in the development and implementation of Individual Education Plans
- Counseling (individual, group, class, and/or crisis with pupils and parents)
- Developing and implementing prevention and intervention programs for individuals and groups of pupils, including participating in the student study team process
- Carrying out other duties related to the scope, function and role of psychologist as directed by the director or school psychologist.
- Under the direction of the school psychologist, deliver school-based counseling services per the students IEP, and assist in the implementation of school-based counseling for general education students.
- Under the direction of the school psychologist and/or program specialist, administer mental health assessments and participate in the delivery of Educationally Related Mental Health Services (ERMHS) per the students IEP. Under the direction of the school psychologist/SST coordinator, plan, organize, and coordinate SST meetings in alignment with the District's policy and procedures.
- Under the direction of the school psychologist, deliver short-term school-based services to general education students.

#### PROFESSIONAL DEVELOPMENT:

- School psychologist interns will have the opportunity to participate in the following professional development opportunities.
- Attend monthly meetings with the school psychologist department to hear about the recent updates in special education.
- Attend monthly meetings with fellow interns to discuss cases
- Optional educational experiences with a local feeder high school.
- Attend SELPA trainings on topics such as special education law, behavior management, and Alternative Dispute Resolution.

#### ESSENTIAL REQUIREMENTS:

- 5 days/week required, approximately 40 hours/week Hours are flexible, but a typical school day is 8:30-3:00.
- Assigned hours are flexible to work within the university schedule.
- At least 2 days of orientation and preparation prior to the start of the school year.
- School Year officially begins August 12, 2024 and ends May 30, 2025
- Paid internship is \$20,000, which is paid in 10 equal increments.



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## **Counselor Paid Internship Opportunity – Please Post**

Look for the EdJoin Posting January 11 – April 1, 2024 (until filled)

Counselor graduate students who are interested in fulfilling their internship hours in the Lowell Joint School District are encouraged to apply online through Edjoin to participate in our 2024-2025 Internship Opportunities. As part of the selection process, candidates will be screened and interviewed. Our innovative programs provide the opportunity for leadership, practical application, consultation, and assessment skills necessary to be a highly effective School Counselor. The intern school counselor position supports the school programs in the areas of academics, career, and social/emotional development. Counseling interns enhance the learning process for all students to facilitate school achievement and to prepare them to be responsible and productive members of society.

As a counseling intern in the Lowell Joint School District you will learn to:

- Work effectively with all students to ensure their success
- Network & collaborate with parents, teachers, and administrators to develop and refine your skills adhering to the ASCA (American School Counselor Association) standards
- Be a part of the Multi-Tiered System of Supports and provide social, emotional and behavioral interventions for all students
- Participate in all district professional development opportunities
- Participate in Student Success Team (SST) meetings and interventions
- Deliver short-term, school-based counseling services to general education students
- Deliver school-based counseling services per the student's IEP and assist in short-term counseling services for non special education students
- Prepare and deliver classroom lessons
- Lead student groups in social-emotional, academic, career lessons

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Intern Program Director and fully credentialed and experienced school counselor with a Pupil Personnel Services Credential, the School Counselor Intern's responsibilities will include, but not be limited to, the following duties:

- Social-Emotional screeners and data interpretation
- Counseling (individual, group, class, and/or crisis with pupils and parents)
- Developing and implementing prevention and intervention programs for individuals and groups of pupils, including participating in the student study team process

- Carrying out other duties related to the scope, function and role of school counselor as directed by the Intern Program Director.
- Under the direction of the Intern Program Director, deliver school-based counseling services.

#### PROFESSIONAL DEVELOPMENT:

School counselor interns will have the opportunity to participate in the following professional development opportunities:

- Attend biweekly meetings with the school counseling department
- Attend monthly meetings with fellow interns to discuss cases
- Optional educational experiences with a local feeder high school
- Attend professional development opportunities

#### ESSENTIAL REQUIREMENTS:

- 4 days/week required, approximately 32 hours/week
- Assigned days/times are flexible according to university class schedule
- At least 2 days of orientation and preparation prior to the start of the school year
- School year officially begins in early August and is completed at the end of May
- Paid internship is \$16,000, which is paid in 10 equal increments