

High Desert “Partnership in Academic Excellence” Foundation, Inc. dba
LEWIS CENTER FOR EDUCATIONAL RESEARCH

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 946-9193 fax

**Agenda for Regular Meeting of the Lewis Center for Educational Research Board
June 14, 2021 - Public Meeting – 4:00 p.m.**

**Meeting at 17500 Mana Rd., Apple Valley, CA, Gym Conference Room
Additional Location: Norton Science and Language Academy, Room G6
503 E. Central Ave., San Bernardino, CA 92408, Room**

**To participate by teleconference, register for the meeting at this link:
<https://attendee.gotowebinar.com/rt/5040351931556250128>**

Dial in using your phone: +1 (631) 992-3221 Access Code 226-744-252

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rib
2. **ROLL CALL:** Chairman Rib
3. **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words per person and 15 minutes per topic shall be observed. If you are attending virtually and wish to send in a public comment to be read at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.
4. **SPECIAL PRESENTATIONS:**
 - .01 Presentation of Certificate, Gift and Plaque to Retirees Doris Brinson, Nancy Aleman and Douglas Titherley – David Rib
5. **PUBLIC HEARING ON INDEPENDENT STUDY PROGRAM:** The LCER Board seeks public input on the revision of Board Policy 6158 – Independent Study. Community members/stakeholders may comment on the policy during the public hearing, email their comment to the Secretary at lcerboard@lcer.org, or use the Questions feature of GoToWebinar, which will be moderated during the hearing. The draft policy is included on Pages 278 of the packet.
6. **DISCUSSION ITEMS:**
 - .01 NSLA Gym Construction Project Status Update – Lisa Lamb
 - .02 NSLA Construction Update and Completion Timeline – Lisa Lamb
 - .03 Lewis Center Foundation Update – Jessica Rodriguez
7. **CONSENT AGENDA:**
 - .01 Approve Minutes of the May 10, 2021 Regular LCER Board Meeting – Pg 3
 - .02 Approve LCER Board Meeting Dates for the 2021-22 School Year – Pg 6
 - .03 Approve Preferred Meals Second Annual Contract Renewal - The current food services contract in place was awarded following Federal Procurement guidelines and is up for renewal. The contract is renewable for a total of three years and this will be the second annual renewal. – Pg 7
 - .04 Approve AAE SFJROTC Summer Advanced Leadership Training School in the AAE Gym August 6-7, 2021 – Pg 10
 - .05 Approve AAE SFJROTC Senior Cadet Field Trip to Washington D.C. October 2-6, 2021 – Pg 12
 - .06 Approve AAE SFJROTC Winter Advanced Leadership Training School in the AAE Gym January 4-5, 2022 – Pg 15
 - .07 Approve AAE SFJROTC Field Trip to Southern California Invitational Drill Meet in Redondo Beach February 18-19, 2022 – Pg 17

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- .08 Approve AAE SFJROTC Field Trip to USS Midway in San Diego, CA March 4-5, 2022 – Pg 19
- .09 Approve AAE SFJROTC Leadership Camp in Fawnskin, CA March 21-25, 2022 – Pg 21
- .10 Approve AAE SFJROTC Field Trip to Golden Bear Drill Meet in Torrance, CA April 29-30, 2022 – Pg 23
- .11 Approve AAE SFJROTC 30 Hour Famine in the AAE Gym May 20-21, 2022 – Pg 25
- .12 Approve Sale or Disposal of IT E-waste Surplus – Pg 27

8. ACTION ITEMS:

- .01 Approve the LCER Budget for the 2021-22 School Year – Pg 34
- .02 Approve Resolution 2021-01 - AAE Education Protection Account – Pg 49
- .03 Approve Resolution 2021-02 - NSLA Education Protection Account – Pg 51
- .04 Approve Resolution 2021-03 – Declaring an official intent to reimburse itself from the proceeds of a future borrowing for capital expenditures and providing certain other matters in connection therewith – Pg 53
- .05 Approve AAE Local Control and Accountability Plan (LCAP) – Pg 54
- .06 Approve NSLA Local Control and Accountability Plan (LCAP) – Pg 165
- .07 Approve Revision of BP 6158 - Independent Study – Pg 278

9. INFORMATION INCLUDED IN PACKET: *(Board members may ask questions on items for clarification.)*

- .01 President/CEO Report – Lisa Lamb – Pg 280
- .02 LCER Grant Tracking Report – Pg 288
- .03 LCER Financial Reports
 - Checks Over \$10K – Pg 289
 - Budget Comparisons – Pg 290
 - AAE and NSLA Federal Cash Management Data Submission – Pg 292
- .04 Lewis Center Foundation Financial Report
 - April 2021 – Pg 302
- .05 AAE and NSLA Enrollment Data – Pg 303
- .06 LCER Board Attendance Log – Pg 305
- .07 LCER Board Give and Get – Pg 306

10. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification
- .02 Make a brief announcement
- .03 Make a brief report on his or her own activities
- .04 Future agenda items

11. ADJOURNMENT: Chairman

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency at least 72 hours before the meeting by calling (760) 946-5414 x201. Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 17500 Mana Rd., Apple Valley, CA.

Regular Meeting of the Lewis Center for Educational Research Board
Minutes
May 10, 2021

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rib called the meeting to order at 4:07 p.m.
2. **ROLL CALL:** LCER Board Members Pat Caldwell (arrived at 5:30 p.m.), Torii Gray (arrived at 4:48 p.m.), Jim Morris (left at 4:42 p.m.), Omari Onyango, Sharon Page, Kevin Porter, David Rib, Jessica Rodriguez and Rick Wolf were in attendance.

LCER Staff Members Valli Andreasen, Fausto Barragan, Marcelo Congo, Jisela Corona, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb, Stacy Newman and Humberto Ramos were also in attendance.

Heather Kinney was in attendance on behalf of SBCSS.

3. **PUBLIC COMMENTS:** Public comments were read from Michaela Sepulveda regarding emotional and social support of students, NSLA staff member thanking Jessica Rodriguez for her service to NSLA, NSLA staff member thanking Dr. Barragan and Ms. Foster for their work, NSLA staff member thanking Toni Preciado for her support regarding the new campus and being NSLA's voice, and unnamed in appreciation of facilities and CDO's at NSLA.
4. **SPECIAL PRESENTATIONS:**
 - .01 Presentation of Funding Model to Continue Completion of NSLA Campus, Including Feasibility Discussion – Jim Morris recused himself from this discussion. John Phan, Campanile Group, presented a comparison of estimated debt payments and an affordability analysis of issuing now, and the pros and cons. This would also need to be feasible to our authorizers. NSLA enrollment numbers were reviewed as well. We didn't fund the gym previously because future funding was uncertain due to COVID at the time. Staff is recommending to move forward with the gym at this time.
 - .02 Presentation of Construction Plan and Budget – Larry Rieder, Charter School Property Solutions, presented information on the budget for including the gym. NearCal estimated building costs at \$775K a year ago. As we now must use prevailing wage, and the construction business is booming and materials costs have increased, the estimated building cost is now \$1,777,000, with the total project cost being \$4,138,497. We've already paid the impact fee and the permit fee. The building cost with a 5-year delay is estimated at \$4,644,469.
 - .03 Presentation of Existing and Approved Gym Plans and Renderings – Vince Novak, Tate Snyder Kimsey Architects, presented a site plan of NSLA's new campus, with the gym included. The gym was originally cut from the budget, and now that it potentially will still be included, the plans will need to be fully developed.
 - .04 AAE and NSLA COVID Expanded Learning Opportunities Grant Plans and Local Control and Accountability Plans (LCAP) Overview – Lisa Lamb and Fausto Barragan presented AAE and NSLA LCAP highlights and goals, and AAE and NSLA Expanded Learning Opportunities (ELO) grant plans. The learning opportunities will be engaging and include field trips, social emotional opportunities, English language development, opening the library before and after school, elementary enrichment classes, band instruments, rehab of old AAE cafeteria to science labs, and differentiated instruction.

5. **DISCUSSION ITEMS:**

- .01 Notify Board of Closure of Union Bank Accounts and Opening of DCB Accounts – David Gruber reported that due to the closure of the Union Bank Apple Valley branch, we moved the Foundation checking and savings accounts, as well as AAE club accounts, to Desert Community Bank.

- .02 Discuss LCER Instructional Support and Admin Staff Realignment – Lisa Lamb reported that we are creating a LCER Educational Services Department. Some staff are being moved around slightly. We will really be working with VPs, and Humberto Ramos is moving from AAE Athletic Director to NSLA Secondary Vice Principal, and Myrna Foster will be NSLA Elementary Vice Principal. Heather Juarez and Toni Preciado were overlapping at NSLA somewhat, so Toni will now be a LCER employee supporting both sites. Their duties will be realigned to support both campuses, and will include social emotional support. Amy Ritter will be the LCER Stem Coordinator to support both campuses.
- .03 Discuss AAE MPR Dedication – June 2, 2021 at 10:00 a.m. – Lisa Lamb reported that the AAE MPR Dedication will be June 2 at 10:00 a.m. It will be an outdoor ceremony. Betty Biggs will be in attendance. We are excited to dedicate this building to Bud. Mr. Knight and the Band Concert will be able to use the facility at the end of the school year.
- .04 Discuss AAE Graduation – June 11, 2021 – Lisa Lamb informed the Board of the AAE graduation on June 11, 2021 and the details of the Board’s participation.
- .05 Discuss Annual Standing Date of Additional May Board Meeting – Lisa Lamb would like to include an additional May standing meeting the 4th Monday of May to do a budget workshop, and then maybe also not be dark in January. The suggestion was to have the Budget Workshop as a special meeting to allow for flexibility with the date.
- .06 Discuss SB 328 California Late Start Bill and implementation for 2021-2022 school year – Lisa Lamb reported that SB 328 requires that MS cannot start before 8:00 and HS cannot start before 8:30. We are not required to implement this until July 2022. There is a lot of science behind the law. Some Districts are beginning the required schedule this year, rather than making additional changes the following year. We would like to know if the preference is for us to start it this year. It would affect athletics and working students the most, and mean elementary would start earlier. It would only be a 10-minute difference as we’re currently starting MS/HS at 8:20 a.m. We would need to allow for early drop off for parents needing to get to work. It was felt that with all the changes coming up at NSLA, why not create the change now so there isn’t additional change later.
- .07 Update on Lewis Center Foundation – Jessica Rodriguez reported that the Foundation is preparing for the golf tournament on June 25. We still need some sponsors, tee signs and raffle items. We are also still looking at gala venues. We will find out what volunteers are needed. Greta from Bright line will be volunteering for the day, and Pat and Jessica are available.

6. CONSENT AGENDA:

- .01 Approve Minutes of April 12, 2021 Regular Meeting
- .02 Approve AAE Senior Nite at Scandia in Victorville, CA June 4-5, 2021

On a motion by Torii Gray, seconded by Omari Onyango, vote 8-0, the LCER Board of Directors approved Consent Agenda Items 6.01-6.02 by roll call vote.

7. ACTION ITEMS:

- .01 Authorize CEO to Pursue Additional Funding to Complete Current NSLA Campus Construction to Include the Gymnasium – On a motion by Sharon Page, seconded by Kevin Porter, vote 8-0, the LCER Board of Directors approved Action Item 7.01 by roll call vote.
- .02 Approve AAE COVID Expanded Learning Opportunities Grant Plan as Presented – On a motion by Kevin Porter, seconded by Pat Caldwell, vote 8-0, the LCER Board of Directors approved Action Item 7.02 by roll call vote.
- .03 Approve NSLA COVID Expanded Learning Opportunities Grant Plan as Presented – On a motion by Jessica Rodriguez, seconded by Sharon Page, vote 8-0, the LCER Board of Directors approved Action Item 7.03 by roll call vote,
- .04 Approve Revised 2021-22 NSLA School Calendar – Due to Edison delays, we are proposing to change NSLA instructional days from 180 days to 175 days and start September 7. NSLA will then need to start school 5 minutes earlier to meet State instructional requirements. On a motion by Pat

Caldwell, seconded by Jessica Rodriguez, vote 8-0, the LCER Board of Directors approved Action Item 7.04 by roll call vote.

- .05 Approve Revised BP 1312.3 Uniform Complaint Procedures – This is an annual update and our attorneys provide the update. On a motion by Jessica Rodriguez, seconded by Pat Caldwell, vote 8-0, the LCER Board of Directors approved Action Item 7.05 by roll call vote.
- .06 Approve AR and BP 3311 Bids – This is a new policy to reflect updated laws and remedies the audit finding. On a motion by Sharon Page, seconded by Kevin Porter, vote 8-0, the LCER Board of Directors approved Action Item 7.06 by roll call vote.

8. INFORMATION INCLUDED IN PACKET: *(Board members may ask questions on items for clarification.)*

- .01 President/CEO Report – Lisa Lamb
- .02 LCER Grant Tracking Report
- .03 LCER Financial Reports
 - Checks Over \$10K
 - Budget Comparisons
- .04 Lewis Center Foundation Financial Report
 - March 2020
- .05 AAE and NSLA Enrollment Data
- .06 LCER Board Attendance Log
- .07 LCER Board Give and Get

9. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification – Rick Wolf asked if AVUSD was informed of the proposed gym funding. The gym is not part of AAE’s budget or AVUSD’s oversight. Jessica asked about giving feedback from public comments. Typically, comments are not the Board’s purview, but Admins. Admin may let the Board know. The Board may also direct the CEO to investigate something and report back to the Board. The Board may also let the Chair know if they would like anything on the agenda. You can also reach out to the CEO with any specific questions.
- .02 Make a brief announcement
- .03 Make a brief report on his or her own activities
- .04 Future agenda items

10. ADJOURNMENT: Chairman Rib adjourned the meeting at 6:23 p.m.

**Lewis Center for Educational Research
Board of Directors
Meeting Dates 2021-22
4:00 p.m.**

August 9, 2021
September 13, 2021
October 18, 2021
November 8, 2021
December 13, 2021
January 10, 2022
February 14, 2022
March 14, 2022
April 11, 2022
May 9, 2022
June 13, 2022

**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: 6.14.2021

Title: Preferred Meal Systems, Inc

Presentation: Consent: X Action: Discussion: Information:

Background:

The United States Department of Agriculture (USDA) requires that all school sites operating under the Title I Program makes available at least one complete meal that is eligible for the Free/Reduced Meal program. Both of Lewis Center for Educational Research schools currently have breakfast and lunch offerings and require a Vended Meal service. The current contract in place was awarded following Federal Procurement guidelines and is up for renewal. The contract is renewable for a total of three years and this will be the second annual renewal.

As there are no other vendors that can currently meets the needs of our programs, it is requested that the Board reviews and approves the Annual Renewal for services to be provided by Preferred Meal Solution's, Inc.

Fiscal Implications (if any): No fiscal impact, the increase in food price is equal to the increase proposed for meal reimbursement by USDA.

Impact on Mission, Vision or Goals (if any):

With the acceptance of this contract the Nutritional Services team will be able to provide accessible meals to all students. Additionally, the Food Service Program will provide meals for our most vulnerable students and help meet a basic need so that our students may be successful in our program.

Recommendation:

It is recommended to the Board that this contract is renewed for the 2021-2022 School Year.

Submitted by: Veronica Calderon, Finance Officer
David Gruber, Director of Finance



May 6, 2021

David Gruber
The Lewis Center for Educational Research
17500 Mana Road,
Apple Valley, CA 92307

Dear Mr Gruber

On behalf of Preferred Meals, I would like to take this opportunity to thank you for your continued partnership in providing nutritious meals to the students of The Lewis Center for Educational Research. Enclosed is your renewal contract for Preferred Meals to continue providing your nutrition program for the upcoming 2021-22 school year.

At Preferred Meals, we will continue to provide innovative solutions for our partners so they can maintain a foodservice program that is:

- student focused
- cost effective
- utilizes labor efficiently
- meets all the USDA guidelines

This year, we have faced many challenges together to ensure students are fed during this unprecedented pandemic. Our teams created solutions for distance learning, classroom feeding, home delivery, and more. We quickly developed a variety of multi-day breakfast and lunch meal packs in response to the diverse needs of our school partners in safe, controlled environments.

The challenges we all face also include increased costs. Nationally, the primary driver is food inflation which is currently rising at an annual rate of 3.8%. Our industry partners continue to pass on their higher costs for reformulations and raw materials while our price has remained fixed. Other cost increases include labor (3%) and healthcare (18%). USDA regulations over the past 5 years have required us to reformulate virtually every item on our menu and we are pleased to report that our program has passed every audit and certification for meeting nutrient requirements. Our ability to deliver quality, compliant and great tasting meals to students remains unchanged.

The National School Lunch Program USDA reimbursement is increased annually based on the Food Away from Home index published each year. Currently that rate is 3.9%. This includes the increase in all the costs mentioned above in a government published index. This is what we are basing our request on increase for the renewal which will result in a net neutral cost position for the school.

We have enclosed two copies of your renewal which includes the allowable increase per your contract. Please review and upon approval, sign both copies. Retain one for your records and return one to us in the enclosed addressed and postage paid envelope.

Again, we thank you for the opportunity to The Lewis Center for Educational Research and we look forward to working with you and the children of the district again next year.

Sincerely,

Patrice Tillman
VP of Finance
Preferred Meal Systems, Inc.

CONTRACT RENEWAL AGREEMENT FOR MEAL SERVICES

SECOND ANNUAL RENEWAL

This Renewal Agreement effective July 1, 2021, by and between Preferred Meal Systems, Inc. d/b/a K-12 by Elior 5240 St. Charles Road, Berkeley IL 60163 ("Preferred") and The Lewis for Educational Research 17500 Mana Road, Apple Valley, CA 92307 ("Customer").

WHEREAS, the parties entered into an Agreement dated June 24, 2019 (the "Agreement") whereby Preferred would provide and Customer would pay for a food service program at the Lewis for Educational Research; and

WHEREAS, the current term of the Agreement expires on June 30, 2021; and

WHEREAS, the parties wish to renew the Agreement for one (1) year.

NOW THEREFORE, the parties agree as follows:

1. The parties acknowledge that this is the second annual renewal of this Agreement and is permitted under the rules and regulations of the USDA.
2. The Agreement is hereby renewed for the period commencing July 1, 2021 and ending June 30, 2022.
3. The purchase price for the meals for this renewal period shall be as follows:

Academy for Academic Excellence w/Equipment:

Breakfast	\$1.9281
Lunch K-8	\$2.7958
Lunch K-8 w/Salad Bar	\$3.0207
Lunch 9-12 w/Salad Bar	\$3.2136

Norton Science Academy No Equipment:

Breakfast	\$1.9066
Lunch K-8	\$2.7422
Snack	\$0.8033

4. This Agreement may be renewed for additional periods of one (1) year or for such number of years as permitted by the USDA. Such renewal shall be upon the written mutual consent of both parties and the prices per contract renewal will be negotiated at each annual renewal period.

All other terms and conditions of the Agreement remain in full force and effect.

IN WITNESS WHEREOF, the parties have set their hands and seals the day and year first above written.

The Lewis Center for Educational Research

By: 

Signature

David Gruber, Director of Finance

Printed Name & Title

5/27/2021

Date

Preferred Meal Systems, Inc. d/b/a K-12 by Elior

By: 
D348BDE3AFE0464

Signature

Barbara Timm-Brock President, K-12

Printed Name & Title

04/06/2021

Date

**Lewis Center for Educational Research
Agenda Item Cover Sheet**

Date of meeting: 6-7 August 2021

Title: Annual AAE SFJROTC Summer Advanced Leadership Training School (SALTS)

Presentation: _____ Consent: _____ Action: _____ Discussion: _____ Information: _____

Background: AAE JROTC Cadets in staff positions need additional specialized training outside of class time. SALTS will prepare them for the Fall Semester 2021. Requesting overnight if COVID-19 restrictions allow it. Otherwise, this will be a day only event.

Fiscal Implications (if any): None (any cost will be reimbursed by HQ AFJROTC)

Impact on Mission, Vision or Goals (if any): Supports JROTC Science of Leadership Goals

Recommendation: Approve SALTS.

Submitted by: Colonel George Armstrong, SSSI, AAE SFJROTC

AAE Event / Fundraiser Request and Approval Form

Organization AAE SFJROTC Select type: ASB/ Clubs Athletics Grade Level Other
 Coordinator/ Person in Charge Colonel George Armstrong Ext. and Email 122, garmstrong@lcer.org
 Event Title Advanced Leadership Training School Target Audience 30 SFJROTC Cadets
 Type of Event / Fundraiser: One Day Event on campus Item(s) sale one day
 Other Item(s) sale range of dates Offsite Event (list location) _____

Date(s) of event or fundraiser: 6-7 August 2021

Please give a brief description of the event or fundraiser, and how funds (if any are being raised) will be used:
Training for AAE SFJROTC Cadet Staff for the Fall Semester 2021. Supports Science of Leadership Goals. Requesting overnight if COVID-19 restrictions allow it. Otherwise, this will be a day only event.

Will a facility on campus be needed? Yes (complete below) No (continue to next box)

Setup time 3:30 PM - 6 Aug Start time 3:45 PM - 6 Aug End Time 2:45 PM - 7 Aug Completion Time 3:00 PM - 7 Aug
 Room / Area MRC Gym (overnight stay) # of attendees 40 Cadets and Adult chaperons
 # Chairs _____ # Tables _____
 Special Requests: _____

Gym: Bleachers: In Out
 Floor: Gym Wood Floor Covered Floor

(subject to facilities approval)

Will you have any technical needs? Yes (complete below) No (continue to next box)

Sound System Projector/ Screen Setup A/V Assistance Computer(s) Setup
 Special Requests or instructions

ASB and Clubs Only: Financial: * Pre Approvals and Profit Event Forms still need to be completed in addition to this request

Anticipated Revenue \$ _____ Anticipated Expenses \$ _____ Projected Profit \$ _____
 Brief description of
 Items or tickets to
 be sold with prices:

Approvals: Complete the following approvals in order

1st Approval - Principal or Designee *Valli Andreason* Date 5/24/21
 2nd Approval - (for clubs and ASB only, otherwise skip)
 ASB Advisor _____ Date Recorded in Minutes: _____
 3rd Approval - Calendared and Posted by: _____ Date _____
 Final Approval - Facilities _____ Date _____
 IT _____ Date _____

Office Use Only:

**Lewis Center for Educational Research
Board Packet Agenda Items**

Date of meeting:

Title: Senior Cadet Field Trip to Washington D.C. - OCT 2-6, 2021

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background: Senior cadets will have their field trip to Washington D.C. in the fall of SY2122. Cadets will learn the history of aviation and space at the National Air & Space Museum. The cadets will have the opportunity to see real life historic aircraft and space vehicles. Senior cadets will visit an Air Force squadron to observe the daily operations of a flying unit or support unit. Pentagon visit with Space Chief of Operations.

Fiscal Implications (if any): N/A

Impact on Mission, Vision or Goals (if any):

Recommendation: Review and approve the Senior Cadet Field Trip to Washington D.C.

Submitted by: MSgt Harold Padua

Washington D.C. Itinerary



**LEWIS CENTER FOR EDUCATIONAL RESEARCH
Academy for Academic Excellence**

FIELD TRIP REQUEST FORM

Date Submitted: 19 May 2021

Office use only	
Date/Time submitted:	
Initials:	
Transportation Booked:	
Initials:	
Calendared:	
Initials:	

Requested by: Colonel George Armstrong
 Destination: Washington, DC
 Date(s) of trip: 2-12 October 2021
 School departure time: 4:00 PM, 2 October
 Destination departure time: 6:00 PM, 6 October
 Overnight/Out-of-State stay: YES NO
 Number of students: 25 adults: 5

Phone: 760-646-8822
 Grade Level: 12 grade JROTC cadets
 Destination arrival time: 5:00 AM, 3 October
 School return time: 11:00 PM, 6 October
 Water activities involved: YES NO
 Admission students: _____ adults: _____

Transportation

(circle one)
 Bus requested? YES NO Bus company name: _____
 Number of busses requested: _____ Bus company contact name: _____
 ***Bus Passenger information: Number of students: _____ adults: _____
 Private Vehicle Used?* YES NO
 ASB/Club Sponsored? YES NO Name of Club: _____
 (paid by club)
 Proper Insurance Coverage? YES NO Other Transportation: _____

*Must be on approved driver list, list names below or attach separate sheet with driver names:

Approved driver list to be attached.

Brief Description of Educational Benefit to be derived from this activity: 8th JROTC Senior Cadet Trip to Washington, D.C. Supports SPOROTC + curriculum.

I have followed the checklist prior to submitting this form: _____
 Principal Signature: Valli Andream Teacher Signature: George A. Armstrong
 Funding Code: _____ Date: 5/24/21

BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
A DETAILED ITINERARY MUST BE INCLUDED FOR EACH FIELD TRIP
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

October 2-6, 2021

0500 - Meet at school

0530 - Depart for LAX

0730 - Arrive LAX

1100 -

1900 -

2000 -

PENDING ITINERARY

**Lewis Center for Educational Research
Agenda Item Cover Sheet**

Date of meeting: 4-5 January 2022

Title: Annual AAE SFJROTC Winter Advanced Leadership Training School (WALTS)

Presentation: _____ Consent: _____ Action: _____ Discussion: _____ Information: _____

Background: AAE JROTC Cadets in staff positions need additional specialized training outside of class time. WALTS will prepare them for the Spring Semester 2022. Requesting overnight if COVID-19 restrictions allow it. Otherwise, this will be a day only event.

Fiscal Implications (if any): None (any cost will be reimbursed by HQ AFJROTC)

Impact on Mission, Vision or Goals (if any): Supports JROTC Science of Leadership Goals

Recommendation: Approve WALTS.

Submitted by: Colonel George Armstrong, SSSI, AAE SFJROTC

AAE Event / Fundraiser Request and Approval Form

Organization AAE SFJROTC Select type: ASB/ Clubs Athletics Grade Level Other
 Coordinator/ Person in Charge Colonel George Armstrong Ext. and Email 122, garmstrong@lcer.org
 Event Title Advanced Leadership Training School Target Audience 30 SFJROTC Cadets
 Type of Event / Fundraiser: One Day Event on campus Item(s) sale one day
 Other Item(s) sale range of dates Offsite Event (list location) _____

Date(s) of event or fundraiser: 4-5 January 2022

Please give a brief description of the event or fundraiser, and how funds (if any are being raised) will be used:
 Training for AAE SFJROTC Cadet Staff for the Spring Semester 2022. Supports Science of Leadership Goals. Requesting overnight if COVID-19 restrictions allow it. Otherwise, this will be a day only event.

Will a facility on campus be needed? Yes (complete below) No (continue to next box)

Setup time 8:00 AM - 4 Jan Start time 8:30 AM - 4 Jan End Time 2:45 PM - 5 Jan Completion Time 3:00 PM - 5 Jan
 Room / Area MRC Gym (overnight stay) # of attendees 40 Cadets and Adult chaperons
 # Chairs _____ # Tables _____
 Special Requests: _____

Gym: Bleachers: In Out
 Floor: Gym Wood Floor Covered Floor

 _____ (subject to facilities approval)

Will you have any technical needs? Yes (complete below) No (continue to next box)

Sound System Projector/ Screen Setup A/V Assistance Computer(s) Setup
 Special Requests or instructions

ASB and Clubs Only: Financial: * Pre Approvals and Profit Event Forms still need to be completed in addition to this request

Anticipated Revenue \$ _____ Anticipated Expenses \$ _____ Projected Profit \$ _____
 Brief description of Items or tickets to be sold with prices:

Approvals: Complete the following approvals in order

1st Approval - Principal or Designee *Nelli Anderson* Date 5/24/21
 2nd Approval - (for clubs and ASB only, otherwise skip)
 ASB Advisor _____ Date Recorded in Minutes: _____
 3rd Approval - Calendared and Posted by: _____ Date _____
 Final Approval - Facilities _____ Date _____
 IT _____ Date _____

Office Use Only:

**Lewis Center for Educational Research
Board Packet Agenda Items**

Date of meeting:

Title: Field Trip to Southern California Invitational Drill Meet at Redondo Beach, CA FEB 18-19, 2022

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background: Academy for Academic Excellence AFJROTC compete annually during the Southern California Invitational Drill Meet in Redondo Beach. Cadets will have 3 teams formed up (Drill Rifle, Saber and Color Guard team) compete against over 100+ high school units.

Fiscal Implications (if any):

Impact on Mission, Vision or Goals (if any): Cadets will have an opportunity to compete and win trophies within their special teams unit.

Recommendation:

Submitted by: MSgt Padua



LEWIS CENTER FOR EDUCATIONAL RESEARCH
Academy for Academic Excellence

FIELD TRIP REQUEST FORM

Date Submitted: 19 May 2021

Office use only

Date/Time submitted: _____
 Initials: _____
 Transportation Booked: _____
 Initials: _____
 Calendared: _____
 Initials: _____

Requested by: Colonel George Armstrong
 Destination: Northrup Grumman, Redondo Beach Phone: 760-646-8822
 Date(s) of trip: 18-19 February 2022 Grade Level: 9-12 JROTC Cadets
 School departure time: 4:30 PM Destination arrival time: 6:30 PM
 Destination departure time: 4:30 PM School return time: 6:30 PM
 Overnight/Out-of-State stay: YES NO Water activities involved: YES YES NO
 Number of students: 30 adults: 10 Admission students: _____ adults: _____

Transportation

(circle one)
 Bus requested? YES NO Bus company name: _____
 Number of busses requested: _____ Bus company contact name: _____
 ***Bus Passenger information: Number of students: _____ adults: _____

Private Vehicle Used?* YES NO
 ASB/Club Sponsored? YES YES NO Name of Club: _____
 (paid by club)
 Proper Insurance Coverage? YES NO Other Transportation: _____

*Must be on approved driver list, list names below or attach separate sheet with driver names:

Approved driver list will be attached

Brief Description of Educational Benefit to be derived from this activity: AAB SF JROTC Drill Teams and Color Guard participating in the Southern California Invitational Drill Meet (SCIDM) for the 10th time. Overnight stay requested in case it is required. Otherwise this will be a day trip.

I have followed the checklist prior to submitting this form: _____
 Principal Signature: Valli Andreason Teacher Signature: George Armstrong

Funding Code: _____ Date: 5/24/21

BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
A DETAILED ITINERARY MUST BE INCLUDED FOR EACH FIELD TRIP
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

**Lewis Center for Educational Research
Board Packet Agenda Items**

Date of meeting:

Title: Field Trip to USS Midway at San Diego CA

MARCH 4-5, 2022

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background: Academy for Academic Excellence AFJROTC will stay onboard the USS Midway overnight. Cadets will get the experience to see how Navy service members live and work on the ship. Cadets will learn the history of USS Midway and its important missions.

Fiscal Implications (if any):

Impact on Mission, Vision or Goals (if any):

Recommendation:

Submitted by: MSgt Padua



LEWIS CENTER FOR EDUCATIONAL RESEARCH
Academy for Academic Excellence

FIELD TRIP REQUEST FORM

Date Submitted: 19 May 2021

Office use only	
Date/Time submitted:	
Initials:	
Transportation Booked:	
Initials:	
Calendared:	
Initials:	

Requested by: Colonel George Armstrong
 Destination: USS Midway, San Diego Phone: 960-646-8822
 Date(s) of trip: 4-5 March 2022 Grade Level: 9-12
 School departure time: 1:30 PM Destination arrival time: 4:30 PM
 Destination departure time: 12:00 Noon School return time: 3:00 PM
 Overnight/Out-of-State stay: YES NO Water activities involved: YES NO
 Number of students: 85 adults: 10 Admission students: _____ adults: _____

Transportation

Bus requested? ^(circle one) YES NO Bus company name: Ebmeyer
 Number of busses requested: _____ Bus company contact name: Through AAE
 ***Bus Passenger information: Number of students: _____ adults: _____
 Private Vehicle Used?* YES NO
 ASB/Club Sponsored? YES NO Name of Club: _____
 (paid by club)
 Proper Insurance Coverage? YES NO Other Transportation: _____

*Must be on approved driver list, list names below or attach separate sheet with driver names:

Brief Description of Educational Benefit to be derived from this activity: 10th USS Midway Museum's Overnight Adventure Trip for AAE Cadets. Dates may shift due to program availability. Supports space science curriculum.

I have followed the checklist prior to submitting this form: _____
 Principal Signature: Nalli Anderson Teacher Signature: George A. Armstrong

Funding Code: _____ Date: 5/24/21

BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
A DETAILED ITINERARY MUST BE INCLUDED FOR EACH FIELD TRIP
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

**Lewis Center for Educational Research
Board Packet Agenda Items**

Date of meeting:

Title: Leadership Camp 2022 at Fawnskin, CA

~~MARCH 28 - APRIL 1, 2022~~
MARCH 21 - 25, 2022

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background: Academy for Academic Excellence AFJROTC cadets go on a Leadership training in Fawnskin, CA. This is an optional extracurricular program that teaches cadets the aspects of citizenship and leadership in a highly structured and focused environment. The mission is to provide this development by preparing cadets for leadership positions in their units, schools and local communities. Cadets will earn Honors credit by completing camp.

Fiscal Implications (if any):

Impact on Mission, Vision or Goals (if any): Cadets will not be able to earn Honors credit during semester. AFJROTC is required to hold 5 extra-curricular activity each year per HQs.

Recommendation:

Submitted by: MSgt Padua



**LEWIS CENTER FOR EDUCATIONAL RESEARCH
Academy for Academic Excellence**

FIELD TRIP REQUEST FORM

Office use only
Date/Time submitted:
Initials:
Transportation Booked:
Initials:
Calendared:
Initials:

Date Submitted: 19 May 2021
MARCH 21-25 2022
 Requested by: Colonel George Armstrong
 Destination: YMCA Camp Whittle, Fawnskin, CO
 Date(s) of trip: ~~22 March - 1 April 2022~~
 School departure time: 07:00 AM
 Destination departure time: 11:00 AM
 Overnight/Out-of-State stay: YES NO
 Number of students: 100 adults: 15

Phone: 760-646-8822
 Grade Level: 9-12 ROTC Cadets
 Destination arrival time: 09:00 AM
 School return time: 1:30 PM
 Water activities involved: YES NO
 Admission students: _____ adults: _____

Transportation

(circle one)
 Bus requested? YES NO Bus company name: Ebmeyer
 Number of busses requested: 2 Bus company contact name: Through AAE
 ***Bus Passenger information: Number of students: 85 adults: 10
 Private Vehicle Used?* YES NO
 ASB/Club Sponsored? YES NO Name of Club: _____
 (paid by club)
 Proper Insurance Coverage? YES NO Other Transportation: _____

*Must be on approved driver list, list names below or attach separate sheet with driver names:

Approved driver list attached separately

Brief Description of Educational Benefit to be derived from this activity: 12th Annual Cadet Leadership Camp, one of two major SFOTRC events. AAE Cadets earn Honors credit. Supports SFOTRC Leadership Education goals and standards

I have followed the checklist prior to submitting this form:

Principal Signature: [Redacted] Valli Andreasen

Teacher Signature: [Signature]

Funding Code: _____

Date: 5/24/21

BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
 A DETAILED ITINERARY MUST BE INCLUDED FOR EACH FIELD TRIP
 THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

**Lewis Center for Educational Research
Board Packet Agenda Items**

Date of meeting:

Title: Field Trip to Golden Bear drill meet at Torrance, CA

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background: Academy for Academic Excellence AFJROTC compete annually during the Golden Bear Drill Meet in Torrance. Cadets will have 3 teams formed up (Drill Rifle, Saber and Color Guard team) compete against over 100+ high school units.

Fiscal Implications (if any):

Impact on Mission, Vision or Goals (if any): Cadets will have an opportunity to compete and win trophies within their special teams unit.

Recommendation:

Submitted by: MSgt Padua



LEWIS CENTER FOR EDUCATIONAL RESEARCH
Academy for Academic Excellence

FIELD TRIP REQUEST FORM

Date Submitted: 19 May 2021

Office use only
Date/Time submitted:
Initials:
Transportation Booked:
Initials:
Calendared:
Initials:

Requested by: Cornel George Armstrong
 Destination: North HS, Torrance, CA
 Date(s) of trip: 29 - 30 April 2022
 School departure time: 4:30 PM
 Destination departure time: 1:00 PM
 Overnight/Out-of-State stay: YES NO
 Number of students: 30 adults: 5

Phone: 760-646-8822
 Grade Level: 9-12 SFJROTC cadets
 Destination arrival time: 6:30 PM
 School return time: 6:00 PM
 Water activities involved: YES NO
 Admission students: _____ adults: _____

Transportation

Bus requested? (circle one) YES NO Bus company name: _____
 Number of busses requested: _____ Bus company contact name: _____
 ***Bus Passenger information: Number of students: _____ adults: _____
 Private Vehicle Used?* YES NO
 ASB/Club Sponsored? YES NO Name of Club: _____
 (paid by club)
 Proper Insurance Coverage? YES NO Other Transportation: _____

*Must be on approved driver list, list names below or attach separate sheet with driver names:

Drivers on separate sheet

Brief Description of Educational Benefit to be derived from this activity: Annual Golden Bear Drill competition. SFJROTC cadets on special teams attend and perform. This is the 6th time for AAE. Overnight requested in case it is needed. Optional plan is to conduct field trip as a day trip.

I have followed the checklist prior to submitting this form:

Principal Signature: Valli Andream

Teacher Signature: [Signature]

Funding Code: _____

Date: 5/24/21

BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
A DETAILED ITINERARY MUST BE INCLUDED FOR EACH FIELD TRIP
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

**Lewis Center for Educational Research
Board Packet Agenda Items**

Date of meeting:

Title: 30 Hour Famine *MAY 20-21, 2022*

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background: Academy for Academic Excellence AFJROTC will be working together as a team to raise money for countries in need of food and equipment to grow crops.

Fiscal Implications (if any):

Impact on Mission, Vision or Goals (if any):

Recommendation:

Submitted by: MSgt Padua

AAE Event / Fundraiser Request and Approval Form

Organization AFJROTC Select type: ASB/ Clubs Athletics Grade Level Other

Coordinator/ Person in Charge MSgt Padua Ext. and Email hpadua@lcer.org

Event Title 30 Hour Famine Target Audience _____

Type of Event / Fundraiser: One Day Event on campus Item(s) sale one day
 Other Item(s) sale range of dates Offsite Event (list location) _____

Date(s) of event or fundraiser: May 20--21, 2022

Please give a brief description of the event or fundraiser, and how funds (if any are being raised) will be used:
 Cadets will work as a team to raise money for countries in need of food and special equipment to grow crops. 100% of proceeds will go towards World Vision organization.

Will a facility on campus be needed? Yes (complete below) No (continue to next box)

Setup time 1300 Start time 1500 End Time 1200 Completion Time _____
 Room / Area Gym / G202 & G203 # of attendees 50
 # Chairs _____ # Tables _____
 Special Requests: _____

Gym: Bleachers: In Out
 Floor: Gym Wood Floor Covered Floor

 _____ (subject to facilities approval)

Will you have any technical needs? Yes (complete below) No (continue to next box)

Sound System Projector/ Screen Setup A/V Assistance Computer(s) Setup
 Special Requests or instructions

ASB and Clubs Only: Financial: * Pre Approvals and Profit Event Forms still need to be completed in addition to this request

Anticipated Revenue \$ 500⁰⁰ Anticipated Expenses \$ 0 Projected Profit \$ 0
 Brief description of Items or tickets to be sold with prices: CADETS WILL ENCOURAGE SUPPORTERS TO PLEDGE AN AMOUNT WHILE CADET FAST FOR 30 HOURS. 100% OF DONATIONS WILL GO TOWARDS WORLD VISION.

Approvals: Complete the following approvals in order

1st Approval - Principal or Designee *Malli Andream* Date 5/24/21
 2nd Approval - (for clubs and ASB only, otherwise skip)
 ASB Advisor _____ Date Recorded in Minutes: _____
 3rd Approval - Calendared and Posted by: _____ Date _____
 Final Approval - Facilities _____ Date _____
 IT _____ Date _____

Office Use Only:

Item	Asset	Serial
Acer Chromebook	77126	NXHPVAA0030340E4367600
Acer Chromebook	75352	NXHPVAA00302001A0F7600
Acer Chromebook	75458	NXHPVAA0030190F4647600
Acer Chromebook	75417	NXHPVAA0030190F4C97600
Acer Chromebook	75515	NXHPVAA003020019A27600
Acer Chromebook	75428	NXHPVAA0030190F4C17600
Acer Chromebook	75351	NXHPVAA003020019D97600
Acer Chromebook	75444	NXHPVAA0030190F4687600
Acer Chromebook	75412	NXHPVAA0030190F4BD7600
Acer Chromebook	75462	NXHPVAA0030190F4757600
Acer Chromebook	75452	NXHPVAA0030190F44B7600
Acer Chromebook	75421	NXHPVAA0030190F4937600
Acer Chromebook	75432	NXHPVAA0030190F4C47600
iPad Air	50269	DYTHVGN2DJ8T
iPad Air	50266	DYTHV914DJ8T
iPad Mini	No Asset	DLXJPD6KF19J
iPad Mini	72320	F4KML6LAF5CM5
Macbook	1951	NO SERIAL
Macbook A1342	71465	450230S9FYT
Macbook A1342	No Asset	4512381VF5W
Macbook A1342	71467	4502304GFYT
Macbook A1342	71470	W8007B8K8PW
Macbook A1342	72275	4512548LF5X
Macbook A1342	71468	NO SERIAL
Macbook A1342	30940	450210HRFYN
Macbook A1342	51409	450212F0PYN
Macbook A1342	72262	W80242MMGST
Macbook A1342	30922	45020QWCFYN
Macbook A1342	72264	W802CNTGFYN
Macbook A1342	30978	450110sc8pw
Macbook A1342	71055	45112F60FSW
Macbook A1342	71469	450230V9FYT
Macbook A1342	30899	450211R8FYN
Macbook A1342	70173	451237XJF5W
Macbook A1342	30979	450110QA8PW
Macbook A1342	30401	no serial
Dell Laptop PC	No Asset	4BDRJL1
Dell Laptop PC	No Asset	3XKRHL1
Macbook Air A1370	72811	C02H1AAMDJYC

Macbook Air A1370	72809	C02H71KLDJYC
Macbook Air A1370	72800	C02H63BZDJYC
Macbook Air A1370	72802	C02GYL33DJYC
Macbook Air A1370	50550	C02H8AD5DJYC
Macbook Air A1369	73187	C02H8082F14V
Macbook Air A1369	73047	C02H658FF14V
Macbook Air A1369	73140	C02H60DSF14V
Macbook Air A1369	73000	C02H62PFF14V
Macbook Air A1369	72951	C02H807GF14V
Macbook Air A1369	72944	C02H825PF14V
Macbook Air A1369	73185	no serial
Macbook Air A1369	73073	C02H624DF14V
Macbook Air A1369	73080	C02H81B0F14V
Macbook Air A1369	73040	C02H63LGF14V
Macbook Air A1369	73086	C02H50A7F14V
Macbook Air A1369	72956	C02H64B5F14V
Macbook Air A1369	73012	C02H6599F14V
Macbook Air A1369	73117	C02H64TMF14V
Macbook Air A1369	72968	C02H80FTF14V
Macbook Air A1369	73099	C02H81BXF14V
Macbook Air A1369	73025	C02H5010F14V
Macbook Air A1369	72976	C02H62BUF14V
Macbook Air A1369	73006	C02H65LPF14V
Macbook Air A1369	72962	C02H64BXF14V
Macbook Air A1369	73003	C02H80X5F14V
Macbook Air A1369	73050	C02H61X6F14V
Macbook Air A1369	73128	C02H62LTF14V
Macbook Air A1369	73127	C02H65APF14V
Macbook Air A1369	72903	C02H80AAF14V
Macbook Air A1369	73013	C02H628VF14V
Macbook Air A1369	73096	C02H62T3F14V
Macbook Air A1369	73101	C02H500HF14V
Macbook Air A1369	73087	C02H60DQF14V
Macbook Air A1369	73084	C02H6316F14V
Macbook Air A1369	72994	C02H81DHF14V
Macbook Air A1369	73002	C02H629TF14V
Macbook Air A1369	73082	C02H622DF14V
Macbook Air A1369	73002	C02H629TF14V
Macbook Air A1369	73033	no serial
Macbook Air A1369	72947	C02H81QXF14V
Macbook Air A1369	72965	C02H64T3F14V
Macbook Air A1369	72960	C02H63JGF14V
Macbook Air A1369	73005	C02H6337F14V
Macbook Air A1369	72941	C02H63XPF14V

Macbook Air A1369	73184	C02H64LMF14V
Macbook Air A1369	73004	C02H509QF14V
Macbook Air A1369	73049	C02H65AGF14V
Macbook Air A1369	73029	C02H62VF14V
Macbook Air A1369	72975	C02H81C6V14V
Macbook Air A1369	73064	C02H6487F114V
Macbook Air A1369	73142	C02H60FQF14V
Macbook Air A1369	73029	C02H62WVF14V
Macbook Air A1369	72993	C02H63B3F14V
Macbook Air A1369	73010	C02H80GPF14V
Macbook Air A1369	73062	C02H81BNF14V
Macbook Air A1369	73060	C02H63C4F14V
Macbook Air A1369	73022	C02H6244F14V
Macbook Air A1369	73138	C02H6453F14V
Macbook Air A1369	73132	C02H630JF14V
Macbook Air A1369	73085	C02H64USF14V
Macbook Air A1466	72365	C02PJ6KAG940
Macbook Air A1466	74104	FVH3LWBJ1WK
Macbook Air A1466	74078	FVHX3G6QJ1WK
Macbook Air A1466	72193	C02PJX3UG940
Macbook Air A1466	72391	C17PJB0RG940
Macbook Air A1466	71305	C02KN029F2FV
Macbook Air A1466	73202	C02KV7GYF6T5
Macbook Air A1466	72386	C17PJB6NG940
Macbook Air A1466	73222	C02KV5QYF6T5
Macbook Air A1466	72373	C17PJAWBG940
Macbook Air A1466	71280	C02KN0M3F2FV
Macbook Air A1465	70631	C02J74ZKDRV6
E157FPf	30756	CN-0WH317-72872-75-2E4L
E157FPf	30669	CN-0WH317-72872-75P-1UUL
E157FPf	30623	CN-0WH317-72872-75P-2CLL
E157FPf	30629	CN-0WH317-72872-75P-0R7L
E157FPf	30680	CN-0WH317-72872-75P-03PL
E157FPf	30650	CN-00WH317-72872-75P-039L
E157FPf	30681	CN-0WH317-72872-75P-11JL
E157FPf	30745	CN-0WH317-72872-75P-0PYL
E157FPf	30777	CN-0WH317-72872-75P-03DL
E157FPf	30710	CN-0WH317-72872-75P-2CHL
E157FPf	30641	CN-0WH317-72872-75P-2DUL
E157FPf	30542	CN-0WH317-72872-75P-1F1L
E157FPf	30755	CN-0WH317-72872-75P-15JL
E157FPf	30711	CN-0WH317-72872-75P-08ML

E157FPc	30766	CN-0FJ066-64180-74P-1ZBA
E157FPc	30700	CN-0FJ066-64180-74P-1YZA
E157FPc	30699	CN-0FJ066-64180-74P-1FMA
E157FPc	30622	CN-0FJ066-64180-74P-OWVA
E157FPc	30744	CN-0FJ066-64180-74P-OWPA
E157FPc	30649	CN-0FJ066-64180-74P-OWJA
E157FPc	30670	CN-0FJ066-64180-74P-1ZEA
E157FPc	74850	CN-0FJ066-64180-74P-1FXA
1703FPt	1260	CN-02Y315-71618-45M-ACQE
E176FPb	51158	CN-0T9998-46633-625-5VRM
1707FPf	30653	CN-0PM372-72872-843-5KAS
1707FPf	FART	CN-0CC280-71618-61K-AFAM
1707FPf	51391	CN-0PM372-72872-74G-18KI
1707FPf	30615	CN-0PM372-72872-843-55WS
1707FPf	51373	CN-0PM372-72872-74G-04GI
1707FPf	30721	CN-0PM372-72872-843-62LS
1707FPf	51382	CN-0PM372-72872-74G-059I
1707FPt	no asset	CN-0CC280-71618-621-AMLN
1707FPt	no asset	CN-0CC280-71618-61K-AJNX
E177FPf	no asset	CN-0WH318-72872-665-4Y1T
E177FPf	51344	CN-0PM372-72872-74G-05FI
1707FPc	FART	CN-0CC352-64180-62h-65JL
1707FPc	30254	NO SERIAL
Deii monitor E176FPm	51156	CN-0KC031-12963-62I-4TB2
Deii monitor E176FPm	61157	CN-0KC031-12963-62I-4TZQ
E177FPb	70434	CN-0UH572-46633-73Q-7MYM
1907FPc	51429	CN-0CC299-64180-677-2YGL
1907FPc	51427	CN-0CC299-64180-677-2Y7L
1908FPb	30014	CN-0DY840-74261-83M-3JWS
1908FPb	30013	CN-0DY840-74261-82H-4RNS
1908FPb	30018	CN-0DY840-74261-83H-157L

1908FPt	30017	CN-0FP182-71618-7C3-RDVN	
E2011Hc	30267	CN-02H2VM-64180-264-1WEL	
E2010Hc	51134	CN-0H265R-64180-96A-112S	
Dell Monitor E1911f	70355	CN-08X0V-72872-223-17HM	
ASUS monitor VE208T	70352	B7LMQS002593	
EPSON Powerlite 93+	30238	R4EK3601438	
460	30639	MSAF010049L	
HP Laserjet 1022n	30609	vnb3p11231	
ELMO tt12	73973		1262954
ELMO tt02rx	30664		564447
Dell Optiplex 745	1618	52HF4D1	
Dell Optiplex 755	71071	19881G1	
Dell Optiplex 755	50459	GRHTLJ1	
Dell Optiplex 755	30015	184L44J	
Dell Optiplex 755	50463	27J0JH1	
Dell Optiplex 755	30012	7MCSFG1	
Dell Optiplex 755	30016	C48TMF1	
Dell Optiplex 755	50464	449ZWG1	
Dell Optiplex 760	72330	9PCZLJ1	
Dell Optiplex 760	72324	6MCS3J1	
Dell Optiplex 760	72328	FJCS3J1	
Dell Optiplex 760	74043	3600TK1	
Dell Optiplex 755 phat af	30774	51BXMG1	
Dell Optiplex 755 phat af	30754	D1BXMG1	
Dell Optiplex 755 phat af	30763	J1BXMG1	
Dell Optiplex 755 skinny	71015	C5HTSJ1	
Dell Optiplex 760 skinny	71848	tzgxc3v	

Dell Optiplex 760 skinny	71858	GZFR5J1
Dell Optiplex 760 skinny	71840	GZGH4J1
Dell Optiplex 760 skinny	71850	GZFX4J1
Dell Optiplex 760 skinny	71856	no serial
Dell Optiplex 780 skinny	72421	9H06HM1
Dell Vastro 220	51386	fr6tsk1
Dell Optiplex 780	73827	C5D4BP1
Dell Optiplex 780	72830	D88FFQ1
Dell Optiplex 780	74848	1PVZ8P1
Dell Optiplex 780	72895	6JN1KQ1
Dell Optiplex 780	74025	27BLBP1
Dell Optiplex 780	72822	542K1R1
Dell Optiplex 780	72820	CLPGCP1
Dell Optiplex 780	74020	B87GGQ1
Dell Optiplex 780	74011	HY34PN1
Dell Optiplex 780	72825	55M41R1
Dell Optiplex 780	72899	9S3ZXQ1
Dell Optiplex 780	1765	1Q010R1
Dell Optiplex 780	72823	BH80KQ1
Dell Optiplex 780	74027	27CKBP1
Dell Optiplex 780	72898	F8WV8P1
Dell Optiplex 780	74022	94SB0R1
Dell Optiplex 780	74021	DVYFBM1
Dell Optiplex 780	74032	9BJMFQ1
Dell Optiplex 780	74028	85YSYQ1
Dell Optiplex 780	74016	275MBP1
Dell Optiplex 780	72834	99YLFQ1
Dell Optiplex 780	72896	2T2XHQ1
Dell Optiplex 780	74832	6RLPKM1
Dell Optiplex 780	74849	2SFVDP1
Dell Optiplex 780	74026	276LBP1
Dell Optiplex 780	50482	9PY04J1
Dell Optiplex 780	72838	15HTCP1
Dell Optiplex 780	72828	7XT5JQ1
Dell Optiplex 780	74030	BSH79P1
Dell Optiplex 780	72821	BH6XJQ1
Dell Optiplex 780	74033	JX18DP1
Dell Optiplex 780	72824	D8HDBP1

Dell Optiplex 780		72835 6HQZJQ1
Dell Optiplex 780		72819 GG7PDP1
Dell Optiplex 780		1766 JL2VDQ1
Dell Optiplex 780		74833 27dlbp1
Dell Optiplex 780	no asset	DXKYHQ1
Dell Optiplex 780		74031 8D6TXQ1
Dell Optiplex 780		72831 8V4XDP1
Dell Optiplex 780		74029 2G0DGQ1
Dell Optiplex 780		74010 27HKBP1
Dell Optiplex 780		74847 DR29DQ1
Dell Optiplex 780		72837 1TYFBM1
Dell Optiplex 780		72897 506NGQ1
Dell Optiplex 780		72836 9N6XXQ1
Dell Optiplex 780		74015 HY14PN1
Dell Optiplex 780		73958 2S2XDP1
Dell Optiplex 780		74023 2KYCMN1
Dell Optiplex 780		74013 3LQJKN1

**Lewis Center for Educational Research
Board Agenda Item Cover Sheet**

Date of meeting: June 14, 2021

Title: 2021-2022 Budget

Presentation: Consent: Action: Discussion: Information:

Background:

The Finance Department presented a Budget Draft to the Board of Directors on June 3, 2021.

Budget details as presented:

- 1) Latest LCFF Calculation (v20.1) COLA of 5.07% for 21/22
- 2) SPED COLA of 4.05% for 21/22
- 3) Establish new Enrichment Courses for both Schools
- 4) 10 Additional Certificated Staff positions at NSLA for the growth of MS/HS

Fiscal Implications (if any):

The Lewis Center for Educational Research will continue to absorb the increases to the base medical plan, funding step and class increases across the board, plus adding a 4% COLA increase to all salary schedules. We are applying a 3% reserve, for economic uncertainty to continue to meet the goal of developing a budget that is sustainable for future needs.

Impact on Mission, Vision or Goals (if any):

The budget reflects the organizational mission, vision and goals set forth with specific expenditures that are tied to the goals set in the LCAP's for each school.

Recommendation:

The staff recommendation is to approve the budget included in this packet. It is balanced and is in accordance with the goals set forth by the Board.

Submitted by: Lisa Lamb, President/CEO, LCER
David Gruber, Director of Finance, LCER

Lewis Center 2021/2022 Multi-Year Budget Projections

Revenue

Name	2020-2021 Estimated Total	Proposed 2021-2022				Total	2022-2023 Total	2023-2024 Total
		AAE	NSLA	LCER				
ADA/LCFF	12,491,384	8,349,533	7,047,713	-	15,397,246	16,926,767	18,004,272	
Property Tax	1,541,591	1,564,972	-	-	1,564,972	1,559,306	1,556,520	
LCFF Supplemental	1,933,168	1,046,873	1,413,175	-	2,460,048	2,718,848	2,942,608	
LCFF Concentration	751,431	-	1,045,272	-	1,045,272	1,215,848	1,363,359	
Education Protection Act	4,414,620	2,955,816	1,998,341	-	4,954,157	5,188,122	5,356,367	
Lottery	327,570	219,744	161,977	-	381,721	173,517	186,855	
Lottery - Res. 6300	107,006	71,783	52,912	-	124,695	56,682	61,039	
Special Needs - AB602	1,311,547	887,954	621,026	-	1,508,980	1,508,980	1,508,980	
Special Needs - Federal	294,103	187,630	150,104	-	337,734	337,734	337,734	
Mandate Block Grant	47,962	35,337	20,575	-	55,912	26,167	31,414	
MAA	71,000	30,000	35,000	-	65,000	38,500	42,000	
Cafeteria - Local	2,133	-	-	-	-	83,750	100,000	
Cafeteria - State	20,300	23,274	31,166	-	54,440	54,440	54,440	
Cafeteria - Federal	189,028	326,426	396,720	-	723,146	793,145	878,720	
AB/SB 86 In Person Instruction	695,264	-	-	-	-	-	-	
AB/SB 86 Expanded Learning Opportunities	1,492,448	-	-	-	-	-	-	
GEER	102,582	-	-	-	-	-	-	
Corona Virus Relief Fund	1,303,067							
ESSER I	331,179	-	-	-	-	-	-	
ESSER II	1,312,748	-	-	-	-	-	-	
ESSER III	2,960,576	-	-	-	-	-	-	
COVID	177,814							
SB740	278,138	-	1,000,000	-	1,000,000	1,334,977	1,363,382	
Title I	417,708	171,796	245,912	-	417,708	390,576	390,576	
Title II	66,595	34,081	32,514	-	66,595	66,595	66,595	
Title III	29,744	-	29,744	-	29,744	29,744	29,744	
Title IV	29,937	12,190	17,747	-	29,937	29,937	29,937	
Before & After School	-	-	90,000	-	90,000	90,000	90,000	
Donations	6,039	-	-	-	-	-	-	
ROTC	82,657	80,916	-	-	80,916	80,916	80,916	
Juno Project	-	-	-	-	-	-	-	
NASA Solar Probe	-	-	-	80,000	80,000	-	-	
Foundation	10,000	-	-	10,000	10,000	10,000	10,000	
Local Outreach	-	-	-	-	-	25,000	35,000	
	32,799,339	15,998,325	14,389,898	90,000	30,478,223	32,739,551	34,520,458	

Reserves

Economic Uncertainty	(633,966)	(417,516)	(345,135)	(85,234)	(847,885)	(918,267)	(966,694)
Reserve for Lease	(400,000)	-	-	-	-	-	-
Reserve for Head Start	(50,000)	-	-	-	-	-	-
	(1,083,966)	(417,516)	(345,135)	(85,234)	(847,885)	(918,267)	(966,694)

Contributions to LCER

LCER Management	-	(1,767,117)	(1,458,310)	3,225,427	-	-	-
SPED	-	(126,216)	(126,216)	252,432	-	-	-
Nursing	-	(76,055)	(19,014)	95,069	-	-	-
	-	(1,969,388)	(1,603,540)	3,572,928	-	-	-

Total Revenue

Revenue+Reserves+Contribution to LCER	31,715,373	13,611,421	12,441,223	3,577,694	29,630,338	31,821,284	33,553,764
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Lewis Center 2021/2022 Multi-Year Budget Projections

Expenditures

36241 Name	2020-2021 Estimated Total	Proposed 2021-2022				2022-2023 Total	2023-2024 Total
		AAE	NSLA	LCER	Total		
Certificated	9,855,458	5,981,990	4,399,358	719,836	11,101,184	11,890,536	12,664,423
Certificated Hourly	98,792	93,974	60,008	-	153,982	155,000	155,000
Certificated Substitute	301,421	95,000	100,000	-	195,000	205,000	210,000
Certificated Supplemental	32,165	20,000	18,000	-	38,000	40,000	45,000
Certificated Stipends	103,083	97,168	125,074	-	222,242	229,120	145,988
Certificated OT	476	-	-	-	-	-	-
Total Certificated	10,391,395	6,288,132	4,702,440	719,836	11,710,408	12,519,656	13,220,411
Classified	2,075,869	633,840	257,814	1,331,031	2,222,685	2,297,806	2,417,377
Classified Hourly	1,004,257	895,324	922,764	38,939	1,857,027	2,057,681	2,096,838
Classified Substitute	25,516	65,000	32,500	-	97,500	97,500	97,500
Classified Supplemental	86,910	25,000	20,000	-	45,000	45,000	45,000
Classified Stipends	22,500	63,750	13,000	-	76,750	81,750	86,750
Classified OT	1,400	9,000	6,475	3,788	19,263	19,500	20,500
Total Classified	3,216,452	1,691,914	1,252,553	1,373,758	4,318,225	4,599,237	4,763,965
Employee Benefits	1,847,397	1,121,210	761,795	353,534	2,236,539	2,361,635	2,514,592
STRS	1,506,827	1,031,860	756,539	99,226	1,887,625	2,276,654	2,410,499
PERS	760,759	335,883	338,458	340,288	1,014,629	1,278,701	1,372,335
Apple	4,802	8,130	-	677	8,807	9,160	9,526
Social Security	231,645	116,658	91,990	92,480	301,128	285,153	295,366
Medicare	190,757	115,712	86,348	30,357	232,417	248,224	260,773
State Unemployment Ins.	6,804	98,154	73,493	25,752	197,399	210,562	221,208
Workers Comp.	190,447	111,720	83,370	29,311	224,401	239,665	251,781
Total Benefits	4,739,438	2,939,327	2,191,993	971,625	6,102,945	6,909,754	7,336,080
Approved Textbooks	540,000	182,000	151,000	-	333,000	335,000	375,000
Classroom Books	1,500	11,400	2,866	-	14,266	12,500	13,250
Class Supplies	60,000	78,865	42,678	-	121,543	125,000	140,250
Other Supplies	160,000	52,507	34,547	14,150	101,204	88,087	92,668
Equipment (under 5k)	8,822	10,500	6,000	1,750	18,250	20,000	25,000
Reimbursables	1,694,163	-	-	-	-	-	-
Food	168,000	261,602	339,920	-	601,522	675,000	710,000
Office Supplies	53,793	22,525	17,525	4,424	44,474	50,000	61,000
Postage	6,787	-	-	15,000	15,000	15,000	15,000
Computers	1,341,102	63,500	40,000	-	103,500	75,000	75,000
Equipment for resale	-	-	-	-	-	-	-
Software	275,000	109,750	108,750	24,150	242,650	242,000	246,000
Furniture	60,000	15,000	55,000	500	70,500	40,000	75,000
Books, Media, Library	778	7,500	5,000	-	12,500	10,000	12,500
Total Supplies	4,369,945	815,149	803,286	59,974	1,678,409	1,687,587	1,840,668

Lewis Center 2021/2022 Multi-Year Budget Projections

Name	2020-2021	Proposed 2021-2022				2022-2023	2023-2024
	Estimated Total	AAE	NSLA	LCER	Total	Total	Total
Employee Admin	1,000	1,050	1,000	500	2,550	2,500	2,500
Volunteer Fingerprinting	-	1,000	-	-	1,000	1,000	1,000
Testing	20,284	29,190	10,000	-	39,190	42,500	46,000
Referees	4,430	14,400	3,600	-	18,000	19,500	22,000
Field Trip	-	-	-	-	-	-	-
Travel/Mileage	3,780	8,880	6,918	6,450	22,248	25,000	28,000
Training & Conferences	71,771	12,100	32,450	17,500	62,050	65,000	72,500
Other Services	38,102	-	-	-	-	-	-
Provided Training	-	-	-	-	-	-	-
Dues & Membership	43,116	22,825	10,000	11,425	44,250	44,250	44,250
AVUSD Fees	15,416	15,650	-	-	15,650	15,593	15,565
SB Co Fees	100,000	10,000	125,045	-	135,045	153,517	162,572
Banking Fees	600	-	-	2,500	2,500	2,500	2,500
Insurance	314,887	90,000	90,000	75,000	255,000	275,000	300,000
Legal Fees	64,134	12,500	5,500	99,173	117,173	120,000	130,000
Consulting	25,415	39,304	117,000	48,600	204,904	202,850	202,850
Trash-Sewer	71,080	48,000	20,000	8,800	76,800	81,300	82,100
Gardening	5,636	5,000	4,500	15,000	24,500	24,500	24,500
Janitorial	190,045	25,000	45,000	6,500	76,500	80,000	80,000
Pest Control	1,368	-	2,000	-	2,000	2,500	2,500
Security	3,300	21,500	26,000	6,500	54,000	54,000	54,000
Telephone	88,313	31,200	29,000	21,720	81,920	81,920	81,920
Utilities	321,029	270,000	220,000	38,000	528,000	528,000	535,000
Copier	96,893	46,500	46,500	10,333	103,333	103,333	103,333
Emergency-First Aid	9,556	10,000	-	1,000	11,000	7,500	10,000
Rentals - Leases	612,417	3,150	-	5,000	8,150	8,150	8,150
Advertising - Marketing	20,260	7,500	7,500	2,500	17,500	17,500	17,500
Public Relations	8,818	7,500	7,500	2,000	17,000	17,000	17,000
Special Events	9,615	15,000	7,500	7,500	30,000	30,000	34,000
Facilities - Maintenance	259,532	68,000	55,000	11,500	134,500	130,000	135,000
Auto	2,275	-	-	1,000	1,000	1,000	1,000
Bus	6,000	49,000	9,000	-	58,000	68,000	79,000
Equipment Repairs	51,888	57,500	54,000	29,000	140,500	145,000	151,000
Total Services	2,460,960	921,749	935,013	427,501	2,284,263	2,348,913	2,445,740
Sites - Improvements of Site	15,040	275,000	-	-	275,000	100,000	125,000
Building - Improvements of Bldg	21,360	75,000	-	25,000	100,000	75,000	75,000
Capital Equipment (Over 5K)	84,332	25,000	-	-	25,000	15,000	10,000
Total Capital Exp	120,732	375,000	-	25,000	400,000	190,000	210,000
Bond Payment	589,150	580,150	2,555,938	-	3,136,088	3,566,137	3,736,900
Total Debt Services	589,150	580,150	2,555,938	-	3,136,088	3,566,137	3,736,900
Revenue - Expenditures	5,827,301	-	-	-	-	-	-

LCER Budget 2021-2022

Position Number	JobTitle	Location	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Base / Additional Support	Pay Type	PGCodeID	Manager	5100	5102	5110	5112	5116	5200	5201	5202	5203	5204	5205	5208	5209	Total Salaries	
												Certificated Salaries	Cert - Hourly	Classified Salaries	Class - Hourly	Class - OT	Employee Benefits	STRS	PERS	Apple	SS Classified	Medicare	SUI Classified	Workers Comp		
00126	Payroll and Benefits Administrator	LCER	GA	CS39	8	216	P-S-GA	1	S	CLASS	David Gruber							13,805.28	-	11,153.05	-	3,253.11	780.81	645.37	734.57	82,821.69
00101	Finance Administrator	LCER	GA	CS39	8	216	P-S-GA	2	S	CLASS	David Gruber							6,127.20	-	14,029.11	-	3,796.62	887.92	753.20	857.30	87,687.09
00131	Finance Generalist	LCER	GA	CS31	8	217	P-S-GA	1	S	CLASS	David Gruber							40,279.68	-	9,228.07	-	2,497.34	584.06	495.44	563.92	73,067.15
00001	Finance Administrator	LCER	GA	CS35	8	216	P-S-GA	1	S	CLASS	David Gruber							57,661.28	-	13,210.20	-	3,575.00	836.09	709.23	807.26	90,604.34
00082	Executive Assistant	LCER	GA	CS41	8	210	P-S-GA	1	S	CLASS	Lisa Lamb							67,365.60	-	15,433.46	-	4,176.67	976.80	828.60	943.12	97,117.45
00064	Chief Business Officer	LCER	GA	AD4	8	210	P-S-GA	1	S	CLASS	Lisa Lamb							19,418.64	-	32,259.87	-	8,730.30	2,041.76	1,731.98	1,971.36	206,965.21
00147	Coordinator of Assessment & Accountability	LCER	GA	AD2	8	195	P-S-GA	3	S	CERT	Lisa Lamb	128,294.40						7,390.80	21,707.41	-	-	1,860.27	1,578.02	1,796.12	162,627.02	
00065	Director of HR	LCER	GA	AD3	8	210	P-S-GA	2	S	CLASS	Lisa Lamb							144,282.60	-	33,055.14	-	8,945.52	2,092.10	1,774.68	2,019.96	211,588.64
00068	District Nurse	LCER	District Nurse	Cert Salary Sch	8	185	P-S-GA		S	CERT	Lisa Lamb	96,192.60						19,418.64	16,275.79	-	-	1,394.79	1,183.17	1,346.70	135,811.69	
00103	Human Resources Administrator	LCER	GA	CS39	8	216	P-S-GA		S	CLASS	Stacy Newman							13,490.28	-	14,183.89	-	3,838.50	897.71	761.51	866.76	95,950.01
00104	Human Resources Administrator	LCER	GA	CS39	8	216	P-S-GA		S	CLASS	Stacy Newman							19,418.64	-	14,183.89	-	3,838.50	897.71	761.51	866.76	101,878.37
00127	President/CEO	LCER	GA	AD5	8	210	P-S-GA	1	S	CERT	David Gruber	186,981.90						19,418.64	31,637.34	-	-	2,711.24	2,299.88	2,617.75	245,666.75	
00271	Public Information Officer	LCER	GA	CS46	8	190	P-S-GA		S	CLASS	Lisa Lamb							53,676.00	-	12,297.17	-	3,327.91	778.30	660.21	751.46	78,884.85
00060	Data Clerk	LCER	IT	CS37	8	210	P-S-GA	1	S	CLASS	Heather Juarez							48,359.84	-	11,079.24	-	2,998.31	701.22	594.83	677.04	83,829.12
00123	STEM Coordinator	LCER	Local Outreach	GAVRT Trainer	8	185	P-S-GA	3	H	CLASS	Lisa Lamb	54,772.95						19,418.64	9,267.58	-	-	794.21	673.71	766.82	85,693.91	
00296	Coordinator of Academic Support Services	LCER	GA	AD2	8	190	P-S-GA	3	S	CERT	Lisa Lamb	120,197.80						19,418.64	20,337.47	-	-	1,742.87	1,478.43	1,682.77	164,857.98	
												586,439.65	-		786,176.76	-	3,787.50	244,173.60	99,225.59	180,113.09	-	48,977.78	19,957.86	16,929.77	19,269.67	2,005,051.27
00125	Observer Operator	LCER	Local Outreach												2,500.00			-	-	-	93.75	155.00	36.25	30.75	35.00	2,850.75
															2,500.00			-	-	-	93.75	155.00	36.25	30.75	35.00	2,850.75
00052	Manager of IT	LCER	IT	CM51	8	217	P-S-IT	2	S	CLASS	Ryan Dorcey							75,640.32	-	17,329.20	-	4,689.70	1,096.78	930.38	1,058.96	108,139.14
00054	Information System Tech	LCER	IT	CS37	8	217	P-S-IT	2	S	CLASS	Michael Allen							53,424.00	-	12,239.44	-	3,312.29	774.65	657.12	747.94	84,960.72
00066	Director of Information Technology	LCER	IT	AD3	8	210	P-S-IT	2	S	CLASS	Lisa Lamb							144,282.60	-	33,055.14	-	8,945.52	2,092.10	1,774.68	2,019.96	211,588.64
00124	Network Administrator	LCER	IT	CS46	8	217	P-S-IT	3	S	CLASS	Ryan Dorcey							78,152.40	-	17,904.71	-	4,845.45	1,133.21	961.27	1,094.13	111,484.97
00297	Systems Analyst	LCER	IT	CS55			P-S-IT	3	H	CLASS	Ryan Dorcey			20,899.20				-	-	4,788.01	-	1,295.75	303.04	257.06	292.59	27,835.65
00144	Information System Tech	LCER	IT	CS31	8	217	P-S-IT		S	CLASS	Ryan Dorcey							40,279.68	-	9,228.07	-	2,497.34	584.06	495.44	563.92	73,067.15
														391,779.00	20,899.20	-		67,430.16	-	94,544.57	-	25,586.05	5,983.84	5,075.95	5,777.50	617,076.27
00004	Automated Syst Anylt PT I	LCER	GP	CL25	6	155	P-S-ITEdu	3	S	CLASS	Ryan Dorcey				15,540.30			-	-	-	582.76	-	225.33	191.15	217.56	16,757.10
00017	Sr. Mission Control Op	LCER	GP	CL28	8	200	P-S-IT		S	CLASS	Ryan Dorcey							39,087.44	-	8,954.93	-	2,423.42	566.77	480.78	547.22	58,781.76
														39,087.44	15,540.30	-		6,721.20	-	8,954.93	582.76	2,423.42	792.10	671.93	764.78	75,538.86
00063	Manager of Facilities	LCER	Facilities	CM51	8	217	P-L-Fac	2/3	S	CLASS	David Gruber							72,938.88	-	16,710.30	-	4,522.21	1,057.61	897.15	1,021.14	116,265.93
														72,938.88	-			19,118.64	-	16,710.30	-	4,522.21	1,057.61	897.15	1,021.14	116,265.93
00003	Administrative Assistant	LCER	Special Education	CS34	8	195			S	CLASS	Gustavo Congo							41,049.36	-	9,404.41	-	2,545.06	595.22	504.91	574.69	60,800.85
00067	Director of Special Needs	LCER	Special Ed	AD3	8	210	P-SpNds	1	S	CERT	Lisa Lamb	133,396.20						9,963.66	PERS	30,561.07	-	8,270.56	1,934.24	1,640.77	1,867.55	187,634.05
												133,396.20	-		41,049.36	-		16,089.86	-	39,965.48	-	10,815.62	2,529.46	2,145.68	2,442.24	248,434.90
												719,835.85	-		1,331,031.44	38,939.50	3,787.50	353,533.46	99,225.59	340,288.37	676.51	92,480.08	30,357.12	25,751.23	29,310.33	3,065,217.98

LCER 2021/2022 Budget

Expense Name	CEO Budget	Finance Budget	HR Budget	AVCI Budget	Solar Probe	GP Budget	IT Budget	Facilities Budget		SPED Budget	LCER Total
								MRC	TBC		
Approved Textbooks	-	-	-	-	-	-	-	-	-	-	-
Classroom Books	-	-	-	-	-	-	-	-	-	-	-
Class Supplies	-	-	-	-	-	-	-	-	-	-	-
Other Supplies	200.00	350.00	800.00	10,000.00	2,000.00	500.00	-	-	-	300.00	14,150.00
Equipment (under 5k)	750.00	-	-	-	-	-	1,000.00	-	-	-	1,750.00
Reimburseables	-	-	-	-	-	-	-	-	-	-	-
Food	-	-	-	-	-	-	-	-	-	-	-
Office Supplies	1,000.00	1,000.00	975.00	-	-	-	1,000.00	-	-	449.00	4,424.00
Postage	-	15,000.00	-	-	-	-	-	-	-	-	15,000.00
Computers	-	-	-	-	-	-	-	-	-	-	-
Equipment for resale	-	-	-	-	-	-	-	-	-	-	-
Software	-	4,500.00	-	-	-	-	19,000.00	-	-	650.00	24,150.00
Furniture	500.00	-	-	-	-	-	-	-	-	-	500.00
Books, Media, Library	-	-	-	-	-	-	-	-	-	-	-
Total Supplies	2,450.00	20,850.00	1,775.00	10,000.00	2,000.00	500.00	21,000.00	-	-	1,399.00	59,974.00

Employee Admin	250.00	-	250.00	-	-	-	-	-	-	-	500.00
Volunteer Fingerprinting	-	-	-	-	-	-	-	-	-	-	-
Testing	-	-	-	-	-	-	-	-	-	-	-
Referees	-	-	-	-	-	-	-	-	-	-	-
Field Trip	-	-	-	-	-	-	-	-	-	-	-
Travel/Mileage	1,500.00	700.00	2,500.00	-	-	1,250.00	-	500.00	-	-	6,450.00
Training & Conferences	3,500.00	5,000.00	3,300.00	-	4,500.00	-	-	-	-	1,200.00	17,500.00
Other Services	-	-	-	-	-	-	-	-	-	-	-
Provided Training	-	-	-	-	-	-	-	-	-	-	-
Dues & Membership	5,000.00	1,150.00	3,875.00	-	-	-	-	-	-	1,400.00	11,425.00
AVUSD Fees	-	-	-	-	-	-	-	-	-	-	-
SB Co Fees	-	-	-	-	-	-	-	-	-	-	-
Banking Fees	-	2,500.00	-	-	-	-	-	-	-	-	2,500.00
Insurance	-	75,000.00	-	-	-	-	-	-	-	-	75,000.00
Legal Fees	15,000.00	25,300.00	50,000.00	-	-	-	-	8,873.00	-	-	99,173.00
Consulting	3,000.00	-	-	-	35,600.00	-	10,000.00	-	-	-	48,600.00
Trash-Sewer	-	-	-	-	-	-	-	5,200.00	3,600.00	-	8,800.00
Gardening	-	-	-	-	-	-	-	15,000.00	-	-	15,000.00
Janitorial	-	-	-	-	-	-	-	6,500.00	-	-	6,500.00
Pest Control	-	-	-	-	-	-	-	-	-	-	-

LCER 2021/2022 Budget

Expense Name	CEO Budget	Finance Budget	HR Budget	AVCI Budget	Solar Probe	GP Budget	IT Budget	Facilities Budget		SPED Budget	LCER Total
								MRC	TBC		
Security	-	-	-	-	-	-	-	5,000.00	1,500.00	-	6,500.00
Telephone	-	-	-	-	-	-	21,720.00	-	-	-	21,720.00
Utilities	-	-	-	-	-	-	-	20,000.00	18,000.00	-	38,000.00
Copier	-	-	-	-	-	-	10,333.00	-	-	-	10,333.00
Emergency-First Aid	-	-	-	-	-	-	-	1,000.00	-	-	1,000.00
Rentals - Leases	-	-	-	-	-	-	-	5,000.00	-	-	5,000.00
Advertising - Marketing	-	-	2,500.00	-	-	-	-	-	-	-	2,500.00
Public Relations	2,000.00	-	-	-	-	-	-	-	-	-	2,000.00
Special Events	7,500.00	-	-	-	-	-	-	-	-	-	7,500.00
Facilities - Maintenance	-	-	-	-	-	-	-	9,500.00	2,000.00	-	11,500.00
Auto	-	-	-	-	-	-	-	1,000.00	-	-	1,000.00
Bus	-	-	-	-	-	-	-	-	-	-	-
Equipment Repairs	-	-	-	-	-	-	29,000.00	-	-	-	29,000.00
Total Services	37,750.00	109,650.00	62,425.00	-	40,100.00	1,250.00	71,053.00	77,573.00	25,100.00	2,600.00	427,501.00
Sites - Improvements of Site	-	-	-	-	-	-	-	-	-	-	-
Building - Improvements of Bldg	-	-	-	-	-	-	-	25,000.00	-	-	25,000.00
Capital Equipment (Over 5K)	-	-	-	-	-	-	-	-	-	-	-
Total Capital Exp	-	-	-	-	-	-	-	25,000.00	-	-	25,000.00
Tetra	-	-	-	-	-	-	-	-	-	-	-
Interest Expense	-	-	-	-	-	-	-	-	-	-	-
Loan Principal	-	-	-	-	-	-	-	-	-	-	-
Total Debt Services	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	40,200.00	130,500.00	64,200.00	10,000.00	42,100.00	1,750.00	92,053.00	102,573.00	25,100.00	3,999.00	512,475.00

AAE 2021/2022 Budget

Expense Name	General Budget	Athletics Budget	Library Budget	VAPA Budget	IT Budget	Facilities Budget	SPED Budget	Cafeteria Budget	Title I Budget	Title II Budget	Title IV Budget	AAE Total
Approved Textbooks	180,000.00	-	-	-	-	-	2,000.00	-	-	-	-	182,000.00
Classroom Books	7,500.00	-	-	-	-	-	1,200.00	-	2,700.00	-	-	11,400.00
Class Supplies	50,000.00	4,550.00	-	14,315.00	-	-	1,000.00	-	9,000.00	-	-	78,865.00
Other Supplies	28,329.00	10,250.00	-	700.00	-	1,850.00	1,000.00	3,000.00	7,378.00	-	-	52,507.00
Equipment (under 5k)	7,500.00	1,000.00	-	-	-	-	2,000.00	-	-	-	-	10,500.00
Reimburseables	-	-	-	-	-	-	-	-	-	-	-	-
Food	-	-	-	-	-	-	-	261,602.00	-	-	-	261,602.00
Office Supplies	20,000.00	250.00	-	-	-	500.00	1,250.00	525.00	-	-	-	22,525.00
Postage	-	-	-	-	-	-	-	-	-	-	-	-
Computers	-	-	-	-	63,500.00	-	-	-	-	-	-	63,500.00
Equipment for resale	-	-	-	-	-	-	-	-	-	-	-	-
Software	-	-	-	-	105,000.00	-	-	4,750.00	-	-	-	109,750.00
Furniture	-	-	-	-	-	15,000.00	-	-	-	-	-	15,000.00
Books, Media, Library	-	-	7,500.00	-	-	-	-	-	-	-	-	7,500.00
Total Supplies	293,329.00	16,050.00	7,500.00	15,015.00	168,500.00	17,350.00	8,450.00	269,877.00	19,078.00	-	-	815,149.00

Employee Admin	1,000.00	-	-	-	-	-	50.00	-	-	-	-	1,050.00
Volunteer Fingerprinting	1,000.00	-	-	-	-	-	-	-	-	-	-	1,000.00
Testing	12,000.00	-	-	-	-	-	5,000.00	-	-	-	12,190.00	29,190.00
Referees	-	14,400.00	-	-	-	-	-	-	-	-	-	14,400.00
Field Trip	-	-	-	-	-	-	-	-	-	-	-	-
Travel/Mileage	2,500.00	1,500.00	-	-	1,000.00	2,000.00	500.00	800.00	-	580.00	-	8,880.00
Training & Conferences	-	2,500.00	-	-	-	-	5,000.00	200.00	-	4,400.00	-	12,100.00
Other Services	-	-	-	-	-	-	-	-	-	-	-	-
Provided Training	-	-	-	-	-	-	-	-	-	-	-	-
Dues & Membership	15,000.00	7,500.00	-	325.00	-	-	-	-	-	-	-	22,825.00
AVUSD Fees	15,650.00	-	-	-	-	-	-	-	-	-	-	15,650.00
SB Co Fees	10,000.00	-	-	-	-	-	-	-	-	-	-	10,000.00
Banking Fees	-	-	-	-	-	-	-	-	-	-	-	-
Insurance	90,000.00	-	-	-	-	-	-	-	-	-	-	90,000.00
Legal Fees	7,500.00	-	-	-	-	-	4,500.00	500.00	-	-	-	12,500.00
Consulting	7,500.00	-	-	-	2,500.00	-	-	-	29,304.00	-	-	39,304.00
Trash-Sewer	-	-	-	-	-	48,000.00	-	-	-	-	-	48,000.00
Gardening	-	-	-	-	-	5,000.00	-	-	-	-	-	5,000.00
Janitorial	-	-	-	-	-	25,000.00	-	-	-	-	-	25,000.00
Pest Control	-	-	-	-	-	-	-	-	-	-	-	-
Security	15,000.00	-	-	-	-	6,500.00	-	-	-	-	-	21,500.00
Telephone	-	-	-	-	31,200.00	-	-	-	-	-	-	31,200.00

AAE 2021/2022 Budget

Expense Name	General Budget	Athletics Budget	Library Budget	VAPA Budget	IT Budget	Facilities Budget	SPED Budget	Cafeteria Budget	Title I Budget	Title II Budget	Title IV Budget	AAE Total
Utilities	-	-	-	-	-	270,000.00	-	-	-	-	-	270,000.00
Copier	-	-	-	-	46,500.00	-	-	-	-	-	-	46,500.00
Emergency-First Aid	10,000.00	-	-	-	-	-	-	-	-	-	-	10,000.00
Rentals - Leases	-	-	-	-	-	3,150.00	-	-	-	-	-	3,150.00
Advertising - Marketing	7,500.00	-	-	-	-	-	-	-	-	-	-	7,500.00
Public Relations	7,500.00	-	-	-	-	-	-	-	-	-	-	7,500.00
Special Events	15,000.00	-	-	-	-	-	-	-	-	-	-	15,000.00
Facilities - Maintenance	-	-	-	-	-	68,000.00	-	-	-	-	-	68,000.00
Auto	-	-	-	-	-	-	-	-	-	-	-	-
Bus	-	45,000.00	-	4,000.00	-	-	-	-	-	-	-	49,000.00
Equipment Repairs	-	-	-	-	57,500.00	-	-	-	-	-	-	57,500.00
Total Services	217,150.00	70,900.00	-	4,325.00	138,700.00	427,650.00	15,050.00	1,500.00	29,304.00	4,980.00	12,190.00	921,749.00
Sites - Improvements of Site	-	-	-	-	-	300,000.00	-	-	-	-	-	300,000.00
Building - Improvements of Bldg	-	-	-	-	-	75,000.00	-	-	-	-	-	75,000.00
Capital Equipment (Over 5K)	-	-	-	-	-	-	-	-	-	-	-	-
Total Capital Exp	-	-	-	-	-	375,000.00	-	-	-	-	-	375,000.00
Bond Payment	580,150.00	-	-	-	-	-	-	-	-	-	-	580,150.00
Total Debt Services	580,150.00	-	-	-	-	-	-	-	-	-	-	580,150.00
Total Expenditures	1,090,629.00	86,950.00	7,500.00	19,340.00	307,200.00	820,000.00	23,500.00	271,377.00	48,382.00	4,980.00	12,190.00	2,692,048.00

NSLA 2021/2022 Budget

Expense Name	General Budget	Athletics Budget	IT Budget	Facilities Budget	SPED Budget	Cafeteria Budget	Title I Budget	Title II Budget	Title III Budget	Title IV Budget	NSLA Total
Telephone	-	-	29,000.00	-	-	-	-	-	-	-	29,000.00
Utilities	-	-	-	220,000.00	-	-	-	-	-	-	220,000.00
Copier	-	-	46,500.00	-	-	-	-	-	-	-	46,500.00
Emergency-First Aid	-	-	-	-	-	-	-	-	-	-	-
Rentals - Leases	-	-	-	-	-	-	-	-	-	-	-
Advertising - Marketing	7,500.00	-	-	-	-	-	-	-	-	-	7,500.00
Public Relations	7,500.00	-	-	-	-	-	-	-	-	-	7,500.00
Special Events	7,500.00	-	-	-	-	-	-	-	-	-	7,500.00
Facilities - Maintenance	-	-	-	55,000.00	-	-	-	-	-	-	55,000.00
Auto	-	-	-	-	-	-	-	-	-	-	-
Bus	-	4,000.00	-	-	-	-	-	-	-	5,000.00	9,000.00
Equipment Repairs	-	-	54,000.00	-	-	-	-	-	-	-	54,000.00
Total Services	336,045.00	7,600.00	133,000.00	373,000.00	13,000.00	1,500.00	35,000.00	12,368.00	14,000.00	9,500.00	935,013.00
Sites - Improvements of Site	-	-	-	-	-	-	-	-	-	-	-
Building - Improvements of Bldg	-	-	-	-	-	-	-	-	-	-	-
Capital Equipment (Over 5K)	-	-	-	-	-	-	-	-	-	-	-
Total Capital Exp	-	-	-	-	-	-	-	-	-	-	-
Tetra	-	-	-	-	-	-	-	-	-	-	-
Interest Expense	2,555,938.00	-	-	-	-	-	-	-	-	-	2,555,938.00
Loan Principal	-	-	-	-	-	-	-	-	-	-	-
Total Debt Services	2,555,938.00	-	-	-	-	-	-	-	-	-	2,555,938.00
Total Expenditures	3,117,063.00	15,100.00	274,000.00	424,000.00	23,000.00	349,165.00	45,378.00	12,368.00	16,416.00	17,747.00	4,294,237.00

High Desert “Partnership in Academic Excellence” Foundation, Inc. dba

Lewis Center for Educational Research

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 946-9193 fax

RESOLUTION NO. 2021 – 01

**Lewis Center for Educational Research Board of Directors
Resolution Regarding the AAE Education Protection Account**

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

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

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

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

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

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of School District, County Offices of Education, Charter Schools and Community College Districts;

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

WHEREAS, a Community College District, County Office of Education, School District, or Charter School shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

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

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

WHEREAS, each Community College District, County Office of Education, School District, or Charter School shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of Community College District, County Office of Education, School District, or Charter School shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required

by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by Community College District, County Office of Education, School District, or Charter School to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Lewis Center for Educational Research Board of Directors;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lewis Center for Educational Research Board of Directors has determined to spend the monies received from the Education Protection Act as accounted for in the Annual Budget approved each June.

APPROVED AND ADOPTED this 14th day of June, 2021.

ATTEST:

David Rib, Chairman of Board

High Desert “Partnership in Academic Excellence” Foundation, Inc. dba

Lewis Center for Educational Research

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 946-9193 fax

RESOLUTION NO. 2021 – 02

**Lewis Center for Educational Research Board of Directors
Resolution Regarding the NSLA Education Protection Account**

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

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

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

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

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

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of School District, County Offices of Education, Charter Schools and Community College Districts;

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

WHEREAS, a Community College District, County Office of Education, School District, or Charter School shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

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

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

WHEREAS, each Community College District, County Office of Education, School District, or Charter School shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of Community College District, County Office of Education, School District, or Charter School shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required

by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by Community College District, County Office of Education, School District, or Charter School to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Lewis Center for Educational Research Board of Directors;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lewis Center for Educational Research Board of Directors has determined to spend the monies received from the Education Protection Act as accounted for in the Annual Budget approved each June.

APPROVED AND ADOPTED this 14th day of June, 2021.

ATTEST:

David Rib, Chairman of Board

**High Desert “Partnership in Academic Excellence” Foundation, Inc. dba
Lewis Center for Educational Research
17500 MANA ROAD, APPLE VALLEY, CA 92307 (760) 946-5414 (760) 946-9193 FAX**

RESOLUTION NO. 2021 – 03

**A RESOLUTION OF THE BOARD OF DIRECTORS OF THE HIGH DESERT
“PARTNERSHIP IN ACADEMIC EXCELLENCE” FOUNDATION,
INCORPORATED DECLARING AN OFFICIAL INTENT TO REIMBURSE
ITSELF FROM THE PROCEEDS OF A FUTURE BORROWING FOR CAPITAL
EXPENDITURES AND PROVIDING CERTAIN OTHER MATTERS IN
CONNECTION THEREWITH.**

The Board of Directors of The High Desert “Partnership in Academic Excellence” Foundation, Incorporated, a California nonprofit public benefit corporation (the “Corporation”), does hereby adopt and approve the following resolutions and declare them to be in full force and effect at this regular meeting of the Board of Directors of the Corporation on June 14, 2021.

WHEREAS, the Corporation is a nonprofit corporation, duly organized and existing under the laws of the State of California (the “State”), and is duly qualified to do business in the State, and, under its articles of incorporation, the Corporation is authorized to undertake the acquisition, construction, rehabilitation, equipping, furnishing and financing of buildings and facilities for the purpose of fulfilling its various purposes; and

WHEREAS, the Corporation has determined that it is necessary and desirable to finance the cost of design, construction, development, renovation, improvement, equipping and furnishing of improvements to educational facilities for Norton Science and Language Academy located at 230 South Waterman Avenue, San Bernardino, California, in an amount not to exceed \$5,500,000 including, but not limited to, a gymnasium, perimeter fencing and a digital marquee (the “Project”); and

WHEREAS, the Board of Directors of the Corporation (the “Board”) is the governing body of the Corporation; and

WHEREAS, the Corporation is exploring financing the Project with the proceeds of a tax-exempt and/or taxable borrowing;

WHEREAS, the Corporation has expended certain funds, and reasonably expects to expend certain funds in the future, for capital expenditures related to the Project; and

WHEREAS, the Corporation currently intends and reasonably expects to participate in a borrowing to finance the Project, including an amount of not to exceed \$5,500,000 for reimbursing the Corporation for capital expenditures made by the Corporation for the Project prior to the date when funds for the Project are available from such borrowing; and

WHEREAS, other than certain preliminary expenditures for architectural, engineering and similar costs, the initial expenditure of funds of the Corporation for the Project for which the Corporation desires reimbursement occurred on a date that is within 60 days prior to the date hereof but before such borrowing; and

WHEREAS, such borrowing by the Corporation shall occur within 18 months of either the date that the Corporation first expended funds for the Project or the date that the Project is placed in service, whichever is later (but in no event more than three years after the date of the original expenditure of the Corporation’s funds for the Project for which it will seek reimbursement); and

WHEREAS, the Board hereby desires to declare its official intent, pursuant to 26 C.F.R. § 1.150-2, to reimburse the Corporation for the expenditure of the Corporation's funds for the Project from the proceeds of a future borrowing of the Corporation.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INCORPORATED:

Section 1. Dates of Capital Expenditures. All of the capital expenditures covered by this Resolution were or will be made not earlier than 60 days prior to the date of this Resolution.

Section 2. Declaration of Official Intent. The Corporation presently intends and reasonably expects to participate in a borrowing within 18 months of either the date of the first expenditure of funds by the Corporation for the Project or the date that the Project is placed in service, whichever is later (but in no event more than three years after the date of the original expenditure of the Corporation's funds for the Project for which the Corporation will seek reimbursement), and to allocate an amount not to exceed \$5,500,000 of the proceeds thereof to reimburse the Corporation for its expenditures in connection with the Project.

Section 3. Resolution Number. This is the first resolution of the Corporation declaring its intent to reimburse itself for the Project from proceeds of a borrowing.

Section 4. Confirmation of Prior Acts. All prior actions of the officials, employees and agents of the Corporation that are in conformity with the purpose and intent of this Resolution and in furtherance of the Project shall be and the same hereby are in all respects ratified, approved and confirmed.

Section 5. Effective Date of Resolution. This Resolution shall take effect immediately upon its adoption.

CERTIFICATE OF SECRETARY

I, the undersigned Secretary of the Board of Directors of The High Desert “Partnership in Academic Excellence” Foundation, Incorporated, a California nonprofit public benefit corporation (the “Corporation”), hereby certify that the attached is a full, true and correct copy of a resolution duly adopted by the Board of Directors of the Corporation at a regular meeting thereof on June 14, 2021.

Torii Gray, Secretary of the Board of Directors

**Lewis Center for Educational Research
Board Packet Agenda Items**

Date of meeting: June 14, 2021

Title: AAE and NSLA Local Control Accountability Plan

Presentation: Consent: Action: X Discussion: Information:

Background:

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes while addressing state and local priorities. On or before July 1 of each year, a charter school must complete an LCAP and Annual Update. This year, the LCAP has been expanded to include the LCP Annual Update, LCAP Federal Addendum, and LCFF Budget Overview for Parents.

Fiscal Implications (if any):

The LCAP suite of reports align budget expenditures with identified school needs.

Impact on Mission, Vision or Goals (if any):

LCAP aligns financial resources with school Mission, Vision, and Goals.

Recommendation:

It is recommended that the LCER Board approve the AAE and NSLA Local Control Accountability Plans

Submitted by:

Valli Andreasen, Principal AAE
Fausto Barragan, Principal NSLA



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Valli Andreasen Principal	vandreassen@lcer.org 760-946-5414

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Prepare all students for post-secondary success.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator California Assessment of Student Progress (CAASPP) in ELA and Math for grades 3-8 & 11.</p> <p>19-20 ELA- 65% Math- 46%</p> <p>Baseline ELA- 56% Math- 37%</p>	<p>CAASPP results for ELA and Math for grades 3-8 & 11</p>
<p>Metric/Indicator Redesignated Fluent English Proficiency Rate</p> <p>19-20</p>	<p>Redesignated Fluent English Proficiency Rate</p> <p>RFEP - 13%</p>

Expected	Actual																								
<p>RFEP-25%</p> <p>Baseline RFEP-52%</p> <p>Metric/Indicator Early Assessment Program</p> <p>19-20 Conditionally Ready and Above: ELA- 95% Math- 65%</p> <p>Baseline Conditionally Ready and Above: ELA- 92% Math- 59%</p>	<p>Early Assessment Program for conditionally ready and above.</p> <p>ELA Percent of students within each achievement level</p> <table border="1"> <tr><th>Achievement Level</th><th>Percentage</th></tr> <tr><td>Standard Exceeded (LEVEL 4)</td><td>44.44%</td></tr> <tr><td>Standard Met (LEVEL 3)</td><td>34.57%</td></tr> <tr><td>Standard Nearly Met (LEVEL 2)</td><td>17.28%</td></tr> <tr><td>Standard Not Met (LEVEL 1)</td><td>3.72%</td></tr> <tr><td>Met or Exceeded Standard for ELA</td><td>79.01%</td></tr> </table> <p>Mathematics Percent of students within each achievement level</p> <table border="1"> <tr><th>Achievement Level</th><th>Percentage</th></tr> <tr><td>Standard Exceeded (LEVEL 4)</td><td>13.54%</td></tr> <tr><td>Standard Met (LEVEL 3)</td><td>32.88%</td></tr> <tr><td>Standard Nearly Met (LEVEL 2)</td><td>27.14%</td></tr> <tr><td>Standard Not Met (LEVEL 1)</td><td>26.44%</td></tr> <tr><td>Met or Exceeded Standard for Math</td><td>44.44%</td></tr> </table>	Achievement Level	Percentage	Standard Exceeded (LEVEL 4)	44.44%	Standard Met (LEVEL 3)	34.57%	Standard Nearly Met (LEVEL 2)	17.28%	Standard Not Met (LEVEL 1)	3.72%	Met or Exceeded Standard for ELA	79.01%	Achievement Level	Percentage	Standard Exceeded (LEVEL 4)	13.54%	Standard Met (LEVEL 3)	32.88%	Standard Nearly Met (LEVEL 2)	27.14%	Standard Not Met (LEVEL 1)	26.44%	Met or Exceeded Standard for Math	44.44%
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<p>Metric/Indicator AP Participation Rate and Pass Rate (Participation rate is calculated by the number of students taking the exam divided by the number of students in the class)</p> <p>19-20 AP Participation Rate: 51%</p> <p>AP Pass Rate: 61%</p> <p>Baseline AP Participation Rate: 48%</p> <p>AP Pass Rate: 58%</p>	<p>AP Participation Rate and Pass Rate (Participation rate is calculated by the number of students taking the exam divided by the number of students in the class)</p> <p>AP Participation Rate: 91%</p> <p>AP Pass Rate: 47%</p>																								

Expected	Actual
<p>Metric/Indicator Developmental Reading Assessment Proficiency in grades K-2.</p> <p>19-20 Students Proficient at Grade Level in DRA: 73%</p> <p>Baseline Students Proficient at Grade Level in DRA: 67%</p>	<p>Developmental Reading Assessment Proficiency in grades K-2.</p> <p>Students Proficient at Grade Level in DRA: 58.8%</p>
<p>Metric/Indicator Maintain high levels of a-g completion.</p> <p>19-20 Percentage of students meeting a-g completion: 72%</p> <p>Baseline Percentage of students meeting a-g completion: 69%</p>	<p>Maintain high levels of a-g completion.</p> <p>Percentage of students meeting a-g completion: 72%</p>
<p>Metric/Indicator Maintain high cohort graduation rates.</p> <p>19-20 Cohort Graduation Rate: 96%</p> <p>Baseline Cohort Graduation Rate: 95.1%</p>	<p>Maintain high cohort graduation rates.</p> <p>Cohort Graduation Rate: 96%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement quarterly formative benchmarks in grades 9-12 math courses.	Illuminate DNA (price increase) 5000-5999: Services And Other Operating Expenditures Supplemental \$0	Illuminate DNA 5000-5999: Services And Other Operating Expenditures Supplemental \$0
Administer iReady norm-referenced diagnostic assessments for ELA and Math three times annually to monitor student progress of CCSS in grades 1-8.	iReady 5000-5999: Services And Other Operating Expenditures Supplemental \$9,500	iReady 5000-5999: Services And Other Operating Expenditures Other \$7,380
Continue implementing part-time math teacher in grades 9-12.	Part-time Math Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$29,000	Part-time Math Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$29,000
Implement continued early literacy to include diagnostic assessment, small group instruction and running records.	TK & K Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental \$82,000 Early Literacy Intervention Specialist 1000-1999: Certificated Personnel Salaries Title I \$127,500	TK & K Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental \$82,000 Early Literacy Intervention Specialist 1000-1999: Certificated Personnel Salaries Title I \$127,500
Professional development on current adopted curriculum.	Benchmark 5000-5999: Services And Other Operating Expenditures Title II \$3000	Benchmark 5000-5999: Services And Other Operating Expenditures Title II \$0
Professional Development to facilitate implementation of AP course offerings.	AP Trainings 5000-5999: Services And Other Operating Expenditures Title II \$8,000	AP Trainings Professional Development Title II \$8,000
Adopt CCSS aligned math curriculum for elementary grades including embedded professional development.	Adopted Math Curriculum/ Base and LPSBG 4000-4999: Books And Supplies Base \$150,000 PD on Adopted Math Curriculum Professional Development Title II \$4,500	Adopted Ready Math Curriculum 4000-4999: Books And Supplies Other \$154,419 PD on Adopted Ready Math Curriculum Professional Development Title II \$4,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
College and Career Readiness Supports	Academic Services Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$80,000 Data Analyst 2000-2999: Classified Personnel Salaries Supplemental \$33,000 Offset for AP Exam fees 5000- 5999: Services And Other Operating Expenditures Supplemental \$8,000 Dual Enrollment Textbooks 4000- 4999: Books And Supplies Supplemental \$6,250	Academic Services Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$80,000 Data Analyst 2000-2999: Classified Personnel Salaries Supplemental \$33,000 Offset for AP Exam fees 5000- 5999: Services And Other Operating Expenditures Title IV \$9,382 Dual Enrollment Textbooks 4000- 4999: Books And Supplies Supplemental \$0
After School Intervention Tutoring	After school tutoring coordinator 1000-1999: Certificated Personnel Salaries Title I \$3,600 Tutoring Teachers 1000-1999: Certificated Personnel Salaries Title I \$24,000	After school tutoring coordinator 1000-1999: Certificated Personnel Salaries Title I \$3,600 Tutoring Teachers 1000-1999: Certificated Personnel Salaries Title I \$24,000
Use of schoolwide student monitoring system	Educlimber Software 5000-5999: Services And Other Operating Expenditures Supplemental \$10,336	Educlimber Software 5000-5999: Services And Other Operating Expenditures Supplemental \$0
Teacher PD for English Learners	In-House PD for EL Instruction Professional Development Title II \$1,000	In-House PD for EL Instruction Professional Development Title II \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Differences for budgeted funds in Actions/Services are as follows:

- iReady diagnostic assessments for ELA and Math were implemented during the 19-20 school year. The cost savings of \$2,120 was due to discounts received from Curriculum & Associates.
- Professional development was canceled with Benchmark Advance due to the stay-at-home order for COVID-19. These designated monies were applied to future professional development.
- College Board fees for the Advanced Placement exams were \$1,382 higher than budgeted due to an increase in enrollment for AP classes for the 19-20 school year.
- There was a \$4,000 increase in the purchase of Ready Math for additional student textbooks.
- Dual enrollment was not possible for the 19-20 school year due to the unavailability of courses from the local college. These monies were applied to dual enrollment for the 20-21 school year.
- Due to Illuminate Education's dissolution of its student information system, the Educlimber software was not purchased as its function is to work synonymously with Illuminate. These designated monies were applied to the new purchase of the Infinite Campus student information system implemented in the 20-21 school year.
- Professional development for English Learners was canceled for the 19-20 school year due to the stay-at-home order for COVID-19. These monies were applied to English Learner Development training in the 20-21 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes for the 19-20 school year:

- Increased participation in Advanced Placement enrollment and exams. Even with the pandemic, students still participated in taking their AP exams from home.
- Elementary grades adopted and implemented the Ready Math Curriculum aligned to the CCSS.
- Early literacy was a continued priority and more classroom teachers were trained with intervention strategies to meet the needs of all learners.
- iReady implementation helped to improve differentiated instruction in the areas of math and ELA.

Challenges for the 19-20 school year:

- The pandemic caused quite the challenge when looking at assessment data. Since the CAASPP and end of year benchmarks which were suspended for 19-20, it is difficult to compare and measure data.
- The loss of the dual enrollment created some last minute scheduling issues for some high school students but they did end up getting the courses needed.

Goal 2

Create an engaging, well-balanced experience for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Participation in athletic program</p> <p>19-20 38% of students participate in the High School athletic program.</p> <p>Baseline 31% of students participate in the athletic program.</p>	<p>Participation in athletic program</p> <p>38% participated in the High School athletic program.</p>
<p>Metric/Indicator Participation in Air Force JROTC</p> <p>19-20 32% of High School students participate in AFJROTC.</p> <p>Baseline 37% of High School students participate in AFJROTC.</p>	<p>Participation in Air Force JROTC</p> <p>35% of High School students participated in AFJROTC</p>

Expected	Actual
<p>Metric/Indicator Participation in VAPA</p> <p>19-20 46% of students grades 6-12 participate in VAPA.</p> <p>Baseline 42% of students grades 6-12 participate in VAPA.</p>	<p>Participation in VAPA</p> <p>28% of students grades 6-12 participated in VAPA.</p>
<p>Metric/Indicator Participation in Health Careers Pathway</p> <p>19-20 7% of High School students participate in Health Careers Pathway.</p> <p>Baseline 3% of High School students participate in Health Careers Pathway.</p>	<p>Participation in Health Careers Pathway</p> <p>12% of High School students participated in Health Careers Pathway.</p>
<p>Metric/Indicator Participation in Parent survey data</p> <p>19-20 33% of families participated in the annual Parent Climate Survey.</p> <p>Baseline 37% of families participated in the annual Parent Climate Survey.</p>	<p>Participation in Parent survey data</p> <p>25% of families participated in the annual Parent Climate Survey.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase communication about athletic program	Parent Square (10%) 5000-5999: Services And Other Operating Expenditures Supplemental \$240	Parent Square (10%) 5000-5999: Services And Other Operating Expenditures Supplemental \$240
Increase participation in athletic program	Coaches 2000-2999: Classified Personnel Salaries Supplemental \$43,250	Coaches 2000-2999: Classified Personnel Salaries Supplemental \$43,250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$48,000 Materials & Equipment 5000-5999: Services And Other Operating Expenditures Supplemental \$21,000	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$48,000 Materials & Equipment 5000-5999: Services And Other Operating Expenditures Supplemental \$21,000
1-to-1 device program implementation including device acquisition, infrastructure, and maintenance.	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000 IT Dept. 5000-5999: Services And Other Operating Expenditures Supplemental \$68,000 Maintenance 2000-2999: Classified Personnel Salaries Supplemental \$55,000	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000 IT Dept. 5000-5999: Services And Other Operating Expenditures Supplemental \$68,000 Maintenance 2000-2999: Classified Personnel Salaries Supplemental \$55,000
Continue offering seven periods of instruction, multiple special teams opportunities, camps and field trips.	ROTC personnel 1000-1999: Certificated Personnel Salaries Supplemental \$12,300	ROTC personnel 1000-1999: Certificated Personnel Salaries Supplemental \$12,300
Continue to offer a robust lineup of STREAM classes and after school VAPA classes to K-8 students	After-school VAPA classes 1000-1999: Certificated Personnel Salaries Supplemental \$32,000	After-school VAPA classes 1000-1999: Certificated Personnel Salaries Supplemental \$32,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were expended as planned for the 2019-20 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were many successes this year as funds spent helped meet or exceed the goal of an engaging experience for AAE's students. Even with the pandemic, participation in the sports program continued. Participation in AFJROTC continued and went above the anticipated the goal. The school also saw a 9% increase in its participation in Health Careers Pathway.

Only the participation in visual and performing arts courses did not meet the expected goal. As the school returns to in-person instruction, there should be an increase in participation in these courses but it may not be realized until the 21-22 school year.

Goal 3

Provide safe and well-maintained facilities with positive school climate.

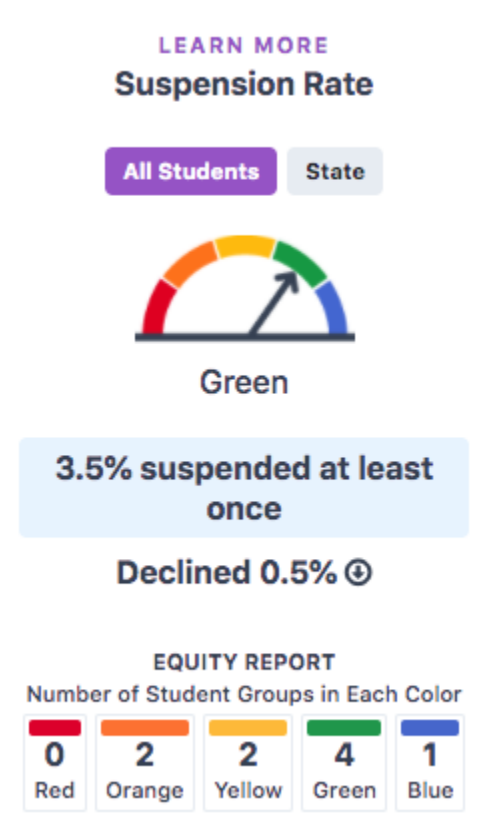
State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increase Stakeholder participation for the School Climate Survey.</p> <p>19-20 All groups - 68% 4 or above</p> <p>Baseline All groups - 66% 4 or above</p>	<p>Increase Stakeholder participation for the School Climate Survey.</p> <p>All groups - 66% 4 or above.</p>
<p>Metric/Indicator Maintain a safety rating of 4 or higher with all stakeholders as measured on the School Climate Survey.</p> <p>19-20 All groups - 67% 4 or above</p> <p>Baseline All groups - 66% 4 or above</p>	<p>Maintain a safety rating of 4 or higher with all stakeholders as measured on the School Climate Survey.</p> <p>54% of stakeholders who took the School Climate Survey rated safety a level 4 or above.</p>
<p>Metric/Indicator Ensure that the school-wide attendance rate exceeds 97% annually.</p> <p>19-20 Attendance Rate: 97%</p>	<p>Ensure that the school-wide attendance rate exceeds 97% annually.</p> <p>The Attendance Rate for 19-20 is 96.412%.</p>

Expected	Actual
<p>Baseline Attendance Rate: 96.415%</p> <p>Metric/Indicator Reduce the school-wide Suspension rate.</p> <p>19-20 Suspension Rate: 2.7 %</p> <p>Baseline Suspension Rate: 3.7%</p>	<p>Reduce the school-wide Suspension rate.</p>  <p>The dashboard displays a suspension rate of 3.5% with a decline of 0.5%. It includes an equity report showing the number of student groups in each color category: 0 Red, 2 Orange, 2 Yellow, 4 Green, and 1 Blue.</p>
<p>Metric/Indicator Maintain "Facilities in Good Repair" status as indicated by the Williams Site Inspection Tool</p> <p>19-20 Facilities in Good Repair</p> <p>Baseline Facilities in Good Repair</p>	<p>Maintain "Facilities in Good Repair" status as indicated by the Williams Site Inspection Tool</p> <p>According to the 19-20 inspection, facilities maintained a Good Repair status.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement School Climate Surveys with consistent rating scale	Subscription to Survey Monkey 5000-5999: Services And Other Operating Expenditures Supplemental \$360 Subscription to Parent Square 5000-5999: Services And Other Operating Expenditures Supplemental \$2,238	Subscription to Survey Monkey 5000-5999: Services And Other Operating Expenditures Supplemental \$360 Subscription to Parent Square 5000-5999: Services And Other Operating Expenditures Supplemental \$2,238
Consistently implement comprehensive facilities maintenance and repair plan. Repairs made as necessary.	Facilities Technicians 5000-5999: Services And Other Operating Expenditures Base \$0	Facilities Technicians 5000-5999: Services And Other Operating Expenditures Base \$0
Continue training and support in equipping staff to effectively supervise students, perform accurate threat assessments and execute emergency response protocols.	Proctor Trainings 1000-1999: Certificated Personnel Salaries Base \$2,000 ALICE Training 1000-1999: Certificated Personnel Salaries Title II \$2,000 CPI Training 2000-2999: Classified Personnel Salaries Supplemental \$2,000	Proctor Trainings 1000-1999: Certificated Personnel Salaries Base \$2,000 ALICE Training 1000-1999: Certificated Personnel Salaries Title II \$2,000 CPI Training 2000-2999: Classified Personnel Salaries Supplemental \$2,000
Highlight to stakeholders the safety and precautionary measures systematically taken by the AAE to ensure a safe school environment.	Parent Square services have already been accounted for. 5000-5999: Services And Other Operating Expenditures Supplemental \$0	Parent Square services have already been accounted for. 5000-5999: Services And Other Operating Expenditures Supplemental \$0
Quarterly Perfect Attendance Awards Ceremonies	Community Donations (annual amount) 0000: Unrestricted Other \$10,000	Community Donations (annual amount) 0000: Unrestricted Other \$10,000
Quarterly Student Achievement Recognition Ceremonies (TK-8)	Print Certificates 4000-4999: Books And Supplies Supplemental \$250	Print Certificates 4000-4999: Books And Supplies Supplemental \$250

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Restaurant Gift Certificates (Donated) 0000: Unrestricted Other \$400 Social Media highlights of student achievement and the use of Parent Square (already accounted for). 5000-5999: Services And Other Operating Expenditures Supplemental \$0	Restaurant Gift Certificates (Donated) 0000: Unrestricted Other \$400 Social Media highlights of student achievement and the use of Parent Square (already accounted for). 5000-5999: Services And Other Operating Expenditures Supplemental \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were expended as planned for the 2019-20 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The school had great success with providing a safe and well-maintained facility and positive school climate. Stakeholder participation in climate surveys has been maintained. A 1% decrease in suspensions was a major success for the school and supports the changes the school has made in regards to management and discipline procedures. Attendance continues to be high at 97% showing the actions and services implemented are supporting the school's high attendance rate.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment/Health Materials. To mitigate the spread of germs and viruses including COVID-19 the LEA will purchase face coverings, thermometers, nursing supplies, hand sanitizer, hand sanitizer stations, spray bottles, disinfectant, paper towels, gloves, goggles, disinfectant foggers, and plexiglass for offices	30,000.00	19,688.86	No
Hydration Stations. Conversion of current drinking fountains to bottle filling stations to provide safe access to drinking water for staff and students.	500.00	897.00	No
Handwashing Stations. Additional handwashing stations throughout the campus where sink access is insufficient. Handwashing is a preventative measure for germs and viruses including COVID-19.	5,000.00	5,585.07	No
Classroom air quality improvement. High-Pressure Washer, Merv 13 filter, ionizers for all classrooms without exterior accessibility, air purifying station to help mitigate the transmission and spread of germs and viruses including COVID-19.	20,800.00	8,298.05	No
Visual Cues and Materials for Social Distancing. Directional signs, capacity signs, distancing signs, handwashing signs, face-covering signs, entry and exit signs	1,000.00	2,180.83	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to state and local contributions, projected PPE costs were lower than expected. HVAC units in buildings with shared space and classrooms occupied by compromised individuals were installed before the students' in-person return. The plan is to install ionizers in the remaining areas over the summer. The delayed purchase and installation of ionizers reduced the expenditure for these items.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

After the school planned for a safe reopening, one of the most significant challenges to offering in-person instruction was finding ways to manage different instructional models simultaneously. For example, the school purchased and trained classroom teachers to use Swivl robots and large classroom displays. Another major challenge was creating a physical learning environment where everyone felt safe. PPE, HVAC filters and ionizers, disinfecting supplies, and additional custodial staff provided a higher level of safety. When teachers had students in hybrid instruction, it was necessary to hire six full-time resident substitutes to cover absences when teachers were absent or quarantining.

Physical distancing and cohorting challenges called for the purchase of additional outdoor seating, sneeze guards, and the hiring of more supervision staff. Significant social and emotional support to help students re-engage with learning required considerable efforts by all school staff: teachers, administration, counseling, and support staff.

At the close of the school year, 70% of elementary students and 60% of secondary students participated in four-day per week in-person instruction. Families that remained in distance learning cited the following reasons: transportation challenges caused by the earlier dismissal time, fears of COVID exposure, or objections to face coverings and other safety measures in place.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diagnostic Assessments. Reading A-Z Training, iReady Diagnostic Training	5,482.00	5,482.00	Yes
Devices and Connectivity: hotspots for connectivity, Chromebooks, iPads, Swivl, Zoom license, GoToMeeting license, drawing pads, document cameras, TVs and mounts, firewall upgrades and wired and wireless infrastructure upgrades to support distance and hybrid learning, technology support	211,000.00	462,592.48	Yes
Additional Role Assignments. Instructional Assistants, Character Development Officers, Facility Technicians, Custodial, Kitchen Support	220,000.00	105,049.57	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Technology was increased 50% over what was budgeted. Increased funds allowed us to purchase additional equipment to effectively provide hybrid instruction including: infrastructure upgrades, larger TV displays with mobile mounts, Chromebooks, iPads, and Swivl microphones. Additional roles were not needed for the amount of time originally budgeted due to the school having to shut down for 6 months as COVID numbers increased in the fall of 2020.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

One of the greatest successes we've seen throughout the ups and downs of distance learning during the 2020-2021 school year was the resiliency of our teachers and students. We all assumed that we'd be back in person at the start of the year but as the first day of school approached, it became clear that distance learning would need to continue. Our teachers took all they learned from the spring shutdown and applied them to our students as they welcomed them the first day and worked hard to make the experience as similar to in-person learning as they could but through a screen. While disappointed, our families set up their children for virtual learning and

patiently waited for the school to open up for hybrid learning. Communication about assignments and classroom news was delivered through Google Classroom, a common platform used by all TK-12 classrooms.

In late September, we were able to successfully bring back our population of students in most need, students with disabilities. Mid-October we were able to begin bringing back our elementary students for hybrid learning until only a few weeks later, with cases on the rise, we had to return to full distance learning. To try and achieve the most realistic classroom possible, we purchased additional technology to implement asynchronous and synchronous learning for all students. Instead of just a laptop and projector, now teachers had a robot, an iPad, massive TV, and a microphone to teach with. It was quite a challenge for all but through training and practice, teachers were able to present to students the dynamic teaching we normally would see in person.

All students were provided a one-to-one device. Students in grades 3 through 12 were already used to having a device and had little difficulty acclimating to the distance learning environment. Students in TK-2 and their parents had a bit of a learning curve but were able to successfully get their children online for distance learning. Any difficulties families had were supported by their child's teacher(s) or our IT department. Families who needed WiFi were able to pick up a hotspot from school that included free internet service for the year. For families who could not safely come by the school for pick up, hotspots and devices were hand-delivered to their homes. With all these available services, all families had access to distance learning.

Attendance during distance learning was consistent. Teachers continually reached out to families whose attendance was not 100% to see how they could help. The administration supported these efforts with follow-up calls and home visits to ensure the health and safety of the family.

Professional development for distance learning was continuous throughout the year. The IT department provided several workshops and one-on-one support for teachers including how to work all the technology together for synchronous learning. Instructional support was provided by our teacher-coaches in the form of small workshops and one-on-one support. Teachers were also provided training through the adopted curricula. Most publishers created specific curriculum for distance learning and provided free training for implementation.

Staff roles and responsibilities were adjusted to facilitate distance learning. Our Character Development Officers (CDOs) had the greatest shift in responsibility. CDOs assisted in sanitizing and maintaining facilities, meal distribution, and outreach to families. CDOs also provided supervision of our staff childcare.

Students with unique needs were provided synchronous learning as directed by their IEP and were the first students to return full-time to school. Other services such as speech and counseling were provided virtually and outside of their synchronous learning time.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online Programs for Assessment and Learning. iReady, Reading A-Z, IXL, Mathia and Gizmos to facilitate remote learning and instruction.	110,528.00	102,061.44	Yes
Home Visits. Mileage reimbursement to staff delivering materials and devices to families unable to travel to the school site.	3,000.00	0.00	Yes
Orton-Gillingham training for early literacy improvement.	0.00	14,025.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were a few of our families during distance learning who needed materials and technology delivered to their homes. These home visits were made but mileage was not turned in for reimbursement. Most administrators delivered to families on their route to and from work.

Orton-Gillingham training for grades 3-5 was not originally budgeted for in the initial LCP. We were able to send all our 3-5 reading teachers to the virtual intermediate training. This training will facilitate small group instruction for those students not reading at a proficient level.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Whether in distance learning or hybrid, teachers were able to continue teaching the standards at their grade level successfully. Through planning, teachers were able to adjust their instruction to focus on essential standards during synchronous and asynchronous learning. Many supplemental programs such as Orton Gillingham, Gizmos, and iReady Instruction were easily implemented virtually enhancing synchronous instruction. Teachers used diagnostic and formative data to organize small group instruction to mitigate learning loss. English Learners received ELD instruction weekly with our Teacher on Assignment in small groups. As students returned to in-person instruction, teachers observed not only were students happy to return, they were more productive in learning.

One of the greatest challenges has been getting students to attend small group instruction virtually. The bell schedule created at the start of distance learning facilitated time for teachers to meet with small groups in the afternoon and during office hours on Wednesday. Average attendance at this small group time has been 50% or less at most grade levels. Office hours are flexible for students to come in and ask questions or get help with their assignments. It is rare to have more than a few students during these times unless coming for a special project. Another challenge teachers have encountered is students not turning their cameras on and engaging in active synchronous learning. It is difficult to monitor student understanding when you can't see the body language or participate in an active discussion. We have found support with these challenges in reaching out to parents and have seen some improvements but often students revert back to nonattendance and disengagement.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Starting with challenges, the main issue is the lack of proper tools to collect Post-COVID-related or Post-pandemic-related data. Most of the existing surveys and questionnaires being used do not include items or constructs collecting pre or post-pandemic data or data reflecting the effects of the pandemic. Many assumptions are being made regarding the effects of the pandemic without concrete, research-based data. What we know is that there has been an impact and while some struggled, others thrived during this period. Surveys and questionnaires do not properly capture or measure true levels of anxiety and depression in the home environment. Needs in Mental Health are typically assessed through direct contact, intake assessments, and interviews with the individual. Connecting at this level with students and parents has been difficult due to connectivity issues, lack of involvement, and an overall disconnection and detachment caused by the pandemic. For example, without direct access to students, it has been difficult to provide counseling to students who typically respond better in person. Individual counseling has been an important source of information in terms of data collection and monitoring.

For these reasons, it is imperative that we cautiously analyze cases and groups and allocate the appropriate supports based on need. In order to determine and establish these supports, a qualified Mental Health professional needs to be directly involved in this process since Mental Health supports and counseling should be considered on a case-by-case basis. Most critical cases require customized and individualized approaches and solutions. School climate, on the other hand, should be managed via broad-spectrum surveys and interventions. The challenges with climate surveys are that, in the past, data collected reflected staff interactions on-site, at the school. In spite of advances in technology and accessibility of resources, parents and students remain somewhat disengaged or disconnected from essential school communications. To improve engagement and connectedness, our MTSS teams have recently reviewed and modified SEL surveys and discussed the frequency of administration. The goal is to collect data more often to make informed decisions.

Thanks to the efforts of our school community, returning to in-person instruction has opened up traditional channels of communication. Our students are currently experiencing improved socio-emotional levels per verbal reports provided by parents and teachers. Adjustment to the school environment seems to be a greater challenge than anxiety or depression. As we continue to expand our in-person instructional day, our students will continue to improve in terms of SEL and academics. Students with special needs and students who have experienced anxiety or depression in the past will require additional counseling supports to regain adaptive and socio-emotional skills lost during the pandemic. In addition to in-person instruction, our school is providing onsite support and heavy involvement from outside Mental Health agencies.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The school effectively engaged pupils and families in the 2020-21 Learning Continuity and Attendance Plan response to COVID-19 throughout the school year. Engagement evidence is the high levels of student participation in both Distance Learning and In-Person instructional offerings. Of note is the Class of 2021 graduation rate of 100% while high expectations were maintained. The school achieved this despite the challenges of seniors being in full-distance learning for an entire year, including the last quarter of their junior year and three-quarters of their senior year. Notwithstanding extensive and frequent outreach, lack of participation and insufficient progress towards graduation resulted in 3-9 possible retentions in 9th grade: 4-11 possible retentions in 10th grade, and 2 possible retentions in 11th grade. Students TK-12 suffered in virtual learning from fatigue, distractions, and trauma from the pandemic.

The school sought increased stakeholder communication and engagement more than ever before due to the challenging circumstances and continuing changes during the year. As a result, in-person meetings and events switched to virtual platforms. Challenges overcome included the lack of technology and internet connection in some homes. As a result of outreach efforts, positive relationships were built and strengthened. Teachers and staff learned more about home situations. Parents gained a greater insight into their child's education and the school.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During the 2020-2021 school year, Food Services had a goal to continue providing meals to as many students as possible and help meet a basic need for our families. A challenge that was faced was that meals were no longer being offered free of charge to all children and our program reverted back to the charging system where students had to be on a qualifying program or pay the costs of the meals. Families believed it was more of a burden to pick up meals and due to children not being on campus the collection of Free/Reduced Meal applications become challenging. Our sites launched an online application to help in getting more applications submitted and many attempts were made in reaching out to families that had yet to apply. Our food service department was able to identify over 38% of students that indeed qualified for the program.

Upon the meal program reverting back to the Seamless Summer Feed Offering, we were able to provide more meals to families in need. Families were able to pick up meals for all of their children as opposed to just the children that attended our school. This increased the number of families that we were able to provide some help too. By changing systems, families were very appreciative as it helped provide a basic need for their families and although we did not have a high volume of meals served, those that participated greatly benefited. Lastly, our school purchased Meal carts with COVID funds in order to better support a Meal To-Go service. We hope that this will help with the separation of students and provide more accessible meals to all of our students as they return to school.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Individual plexiglass barriers for indoor eating areas to mitigate germs and viruses including COVID-19.	9,500.00	0.00	No
In-Person Instructional Offerings	Additional custodial staff for increase sanitation protocols for Phases 2 and 3.	30,000.00	19,400.00	No
In-Person Instructional Offerings	Additional outdoor seating options (benches, tables, trash cans) to promote social distancing.	0.00	13,675.00	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Food services planned to have students eat indoors with sneeze guards in place to keep students safe and socially distanced when they returned for hybrid instruction. We were able to procure more outdoor seating areas where students were able to stay socially distanced for breakfast and snack times without the sneeze guards. Therefore, there was no additional cost for these. The cost for the additional outdoor seating was \$13,675.00 which we did not account for in our original LCP. The additional custodial staff was hired at a cost of \$19,400, less than what we originally budgeted for.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- Many lessons were learned this school year from implementing distance learning and hybrid programs:
- Staff worked hard to keep students in cohorts while following all safety protocols and delivering quality instruction.
 - Student engagement became a high priority whether the instruction is delivered remotely or in person.
 - COVID changed how the school community members interacted together and increased the importance of safety practices and cleaning protocols.
 - Students, parents, and staff learned to use technology in new ways.
 - The administrative staff has become creative in delivering other school traditions.
 - There is a continued need for socio-emotional learning.

The school will continue to focus on engaging students, providing high-quality instruction, addressing the social-emotional well-being of each student, providing a safe and clean learning environment for all. The school will use what was learned this past year to refine our school systems, programs, and teaching models.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

During the 2021-2024 LCAP period, we will continue to assess learning loss to better meet the needs of all learners. Data from the end-of-year 2020-2021 assessments have helped to plan extended learning and professional development at the start of the 2021-2022 school year. This end-of-year data includes diagnostic and benchmark assessments, Smarter Balanced assessments, and final grades. Each year students will be assessed with the following to monitor growth and plan future programming:

- iReady diagnostic assessments for reading and math three times a year
- iReady growth assessments to monitor growth between diagnostics for students who are two or more grade levels below
- Trimester and semester benchmark assessments to measure progress on standards for ELA and math
- Smarter Balanced assessments in ELA and math
- Smarter Balanced interim assessments to measure specific domains in ELA and math
- Continuous Orton Gillingham assessments to measure early literacy skills
- Lexile level reading assessments each trimester to measure literacy skills
- Daily observations and informal assessments

Teachers will review this data in their PLC and determine the best approach to meeting the students where they are at. Students in elementary will have built-in daily time for differentiated instruction where students will receive intervention for Tier I, Tier II, and Tier III without missing any core instruction. Every third Wednesday will be professional development time for teaching staff. Using current data, Coordinators will develop PD or secure PD to address the needs of students.

Extended learning will be offered to all students including our Summer Academy, before and after-school tutoring, and enrichment classes. Pupils with unique needs will receive all these opportunities along with our before and after-school library hub for studying and support, compensatory education services and extended school year (ESY) services.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We were still able to effectively provide social distancing during meal times by having outdoor seating and provide additional custodial staff.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based upon continual progress monitoring and stakeholder engagement, the goals in the 2021-2022 through 2023-2024 LCAP have been continued from the previous LCAP cycle. Multiple data measures have supported the ongoing need to address student learning gaps in the areas of English Language Arts and Mathematics. Each goal has been modified to expand actions to support extended learning opportunities for our students at all grade levels. With the implementation of iReady diagnostic assessments, we are able to individualize needs and target support services accordingly. AAE Administration will work closely with the Academic Leadership Team and MTSS Team to monitor student achievement and allocate the appropriate resources to support the actions described in the LCAP.

Additional actions have been added for this next LCAP cycle to support the health, safety, and wellness of students. We have put supports in place to support students' transition back to full-time, in person instruction. These tiered supports include additional grade-level curriculum, school-wide SEL resources, and counseling services from the onsite counselor and school psychologist.

The 2021-2022 through 2023-2024 LCAP also includes additional certificated and classified professional development in the areas of academic supports, student engagement, differentiating instruction, and social emotional learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	893,724.00	848,019.00
Base	152,000.00	2,000.00
Other	10,400.00	172,199.00
Supplemental	557,724.00	494,838.00
Title I	155,100.00	155,100.00
Title II	18,500.00	14,500.00
Title IV	0.00	9,382.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	893,724.00	848,019.00
0000: Unrestricted	10,400.00	10,400.00
1000-1999: Certificated Personnel Salaries	232,400.00	203,600.00
2000-2999: Classified Personnel Salaries	295,250.00	295,250.00
4000-4999: Books And Supplies	156,500.00	154,669.00
5000-5999: Services And Other Operating Expenditures	193,674.00	171,600.00
Professional Development	5,500.00	12,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	893,724.00	848,019.00
0000: Unrestricted	Other	10,400.00	10,400.00
1000-1999: Certificated Personnel Salaries	Base	2,000.00	2,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	73,300.00	44,500.00
1000-1999: Certificated Personnel Salaries	Title I	155,100.00	155,100.00
1000-1999: Certificated Personnel Salaries	Title II	2,000.00	2,000.00
2000-2999: Classified Personnel Salaries	Supplemental	295,250.00	295,250.00
4000-4999: Books And Supplies	Base	150,000.00	0.00
4000-4999: Books And Supplies	Other	0.00	154,419.00
4000-4999: Books And Supplies	Supplemental	6,500.00	250.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	7,380.00
5000-5999: Services And Other Operating Expenditures	Supplemental	182,674.00	154,838.00
5000-5999: Services And Other Operating Expenditures	Title II	11,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	9,382.00
Professional Development	Title II	5,500.00	12,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	579,686.00	562,781.00
Goal 2	294,790.00	265,990.00
Goal 3	19,248.00	19,248.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$57,300.00	\$36,649.81
Distance Learning Program	\$436,482.00	\$573,124.05
Pupil Learning Loss	\$113,528.00	\$116,086.44
Additional Actions and Plan Requirements	\$39,500.00	\$33,075.00
All Expenditures in Learning Continuity and Attendance Plan	\$646,810.00	\$758,935.30

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$57,300.00	\$36,649.81
Distance Learning Program	\$220,000.00	\$105,049.57
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$39,500.00	\$33,075.00
All Expenditures in Learning Continuity and Attendance Plan	\$316,800.00	\$161,099.38

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$216,482.00	\$468,074.48
Pupil Learning Loss	\$113,528.00	\$116,086.44
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$330,010.00	\$584,160.92



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Valli Andreasen Principal	vandreasen@lcer.org 760-946-5414

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Academy for Academic Excellence (AAE) exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education. AAE is an independent, direct-funded charter school. Our charter was first granted in 1997 by the Apple Valley Unified School District. AAE serves a TK-12 population of approximately 1,444 students on a 150-acre parcel of land that includes parts of the Mojave River. The demographic breakdown of the 1,444 student population is 3% African American, 3.5% Asian, 2.4% Filipino, 38.5% Hispanic, 44.5% White, 7.5% Two or More Races. Students qualifying as unduplicated are low income (39.7%), English learner (2.8%), and foster (0%). Students with disabilities account for 9.1% of the population.

We are a college-preparatory program, committed to high levels of learning for all students. A strong emphasis on academic rigor, content relevance, and teacher-practitioner research has allowed AAE to develop many best practices for the benefit of students and staff. Students graduating from AAE will be effective communicators, have the ability to analyze and use critical thinking skills, and be responsible citizens in the school and community. AAE maintains high academic and behavioral standards and stresses both academic skills and a broad understanding of content knowledge. A cornerstone of the AAE philosophy is maintaining a strong connectedness between parents, students, and the school.

Reflections: Successes

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

The California School Dashboard reported that AAE made progress in the areas of ELA and Math as measured by the Smarter Balanced assessments administered in 2019. Proficiency in ELA increased by 2.6 points and Math increased by 7.5 points demonstrating steady progress in students maintaining and moving towards proficiency. Both subject areas report a level green on the Dashboard. AAE has shown growth in both areas in 2017-2018 and 2018-2019. This growth is the result of standards-based adopted curricula and continued professional development.

In reviewing specific student groups, we saw an increase in Students with Disabilities by 19.5 points for ELA. We also saw increases in almost every student group for Math: Students with Disabilities increased by 15 points, English Learners increased by 10 points, and Socioeconomically Disadvantaged increased by 4.1 points.

AAE continues to demonstrate our students are prepared for post-secondary success. 65.3% of students demonstrated that they are prepared for college as indicated by the College/Career Indicator on the Dashboard. This indicator is derived from multiple measures including performance on the Smarter Balanced assessments in 11th grade, Advanced Placement exam scores, Dual Enrollment course

credit, and a-g completion. The one specific student group reported, Socioeconomically Disadvantaged, increased by 6.7% indicating a level green for 2019. AAE is proud of its continued 100% graduation rate in both 2019 and 2020.

During the COVID-19 pandemic, AAE was able to provide a variety of learning options for students in hopes of mitigating learning loss and maintaining proficiency levels. Through distance learning in the spring of 2020 and six months of the 2020-2021 school year, students continued to attend school virtually. Our average attendance rate during distance learning was 94.7%. We successfully brought all students TK-12 back in person by April 5, 2021.

Diagnostic assessments provided at the end of the 2020-2021 school year demonstrated that students improved overall or maintained their reading and math scores. ELA student proficiency in 2020 was 50% and 52% in 2021. Math student proficiency in 2020 was 41% and 42% in 2021. This is a huge success for our AAE students to continue to maintain proficiency in both areas.

Reflections: Identified Need

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

While we have seen gains in the Smarter Balanced assessments, we still have some growth to make in ELA and Math schoolwide to progress our students to proficiency, especially in specific student groups. For example, we saw a decline in our English Learners, 6 points, and our Socioeconomically Disadvantaged, 3.5 points. Our student groups increased in Math, but we are still 24.4 points below the standard overall.

iReady Diagnostic measure for ELA in grades 2-8 report 52% of students are at grade level, 26% of students are one grade level below, and 22% are two or more grade levels below. In addition, our on-site end-of-year benchmarks for ELA report that 45% of students are proficient, and 55% are approaching proficiency.

iReady Diagnostic measure for Math in grades 2-8 report that 42% of students are at grade level, 36% are one grade level below, and 23% are two or more grade levels below. Our on-site end-of-year benchmarks for math report that 37% of students are proficient, and 63% are approaching proficiency. In addition, 77% of students entering high school are on track to complete Integrated Math 3 coursework by the end of their junior year.

To address these areas of improvement, we will continue to provide professional development for staff in reading and math. The training will focus on our adopted curricula and research-based strategies such as Orton Gillingham, a structured approach to literacy development. In addition to services designated by the individual education plan for our students with disabilities, compensatory education will occur before and after school, led by an Education Specialist. Before and after-school tutoring and other extended learning opportunities and in-class intervention strategies will help bridge the gap. We know that students need to feel safe and cared for to succeed both emotionally and academically. As we return to school full-time in the fall of 2021, we will focus on preparing staff with social-emotional strategies to support students. We will continue to implement a social-emotional learning curriculum at all grade levels.

LCAP Highlights

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

AAE has existed for over 30 years, and through those years, we have seen the school go from a homeschool program to the TK-12 full-seat program we have today. We are excited to welcome our newest building addition, a multi-purpose room (MPR) that will serve all our students. This will allow us to feed a much larger group than our previous meal locations and protect students from the desert elements of sun and wind. In addition, for the first time, we will have a stage that can be used inside and outside for productions and assemblies. Funds provided this year will help to outfit the MPR and purchase equipment to support upcoming events.

We will be adding Robotics and eSports teams, upgrading our network servers, and providing technology to every student. After over a year in distance learning, we are excited to bring back our elementary enrichment courses. These courses include music, PE, STEM, and technology. This allows all students to apply what they have learned in the classroom and explore areas they may not get during their regular schedule. In addition, custodial services have been increased, and PPE has been purchased for our students' continued health and safety.

Extended learning is a critical component in our LCAP and is provided in several ways. Stakeholders requested that we bring back field trips, and we have applied a large amount of funding to support this request. AAE will use these funds to fully pay for field trips at every grade level during the 2021-2022 school year. These opportunities will extend what students are learning in the classroom and allow them to apply what they have learned in a real-world application. For the first time, AAE will be offering a Summer Academy during the summer of 2021. This was the second most requested event by our stakeholders, and we are happy that we can grant this request. Our Summer Academy will be project-based, experiential learning over two weeks accommodating most grade level bands and taught by highly qualified teachers.

Professional development has proven to increase academic achievement for our students and will continue throughout the following year. Staff will be provided training for socio-emotional learning to help students acclimate back into the full-time classroom emotionally and socially. Teachers will receive training throughout the school year to support our adopted curricula and training for early literacy. Our new teachers will be paired with a mentor to work closely with for two years, developing their instruction, planning, and classroom management skills. To support students in need of Tier II and Tier III intervention, our school's Teacher on Assignment (TOA), along with a Paraprofessional, will provide research-based interventions to help close the achievement gap. Our bell schedule designates time at each elementary grade level so that students who receive specialized support services are not missing core instruction in the classroom. All students are receiving differentiated instruction at this specific time that is intentional and measured. The TOA will support teaching staff with instructional strategies for Tier I and Tier II classroom interventions.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Parents, teachers, and school staff were engaged in the development of this plan through various surveys. We found that online school surveys were the most conducive for families during COVID-19 to ensure their safety and the safety of school staff. Surveys that centered around extended learning were sent to families, certificated, and classified staff. Questions were asked about whether families and staff would like to see extended learning opportunities: summer sessions, after-school tutoring, intersessions (during school breaks), field trips, and Saturday school. The majority of responses indicated their top requests were field trips, summer sessions, and after-school tutoring. When asked what areas they would like these extended learning opportunities to focus on, STEM and fitness were at the top, with math, social, and reading activities close behind. Based on this information, a summer session will be offered that focuses on hands-on, inquiry-based learning in the areas of science, technology, art, engineering, fitness, and math. We will use this data during the school year to develop before and after-school programs and offer field trips.

Outside of surveys, families have also participated in developing the plan through our monthly parent meetings, Parents & Pastries, School Board Meetings, and School Site Council. Stakeholders at these meetings review school data and make recommendations. In addition, AAE staff meets regularly to discuss their needs for in-person, hybrid, and distance learning, including technology and PPE, ensuring a robust and safe learning experience for all.

We work closely with Desert Mountain Special Education Local Plan Area (DM SELPA) to review the needs in the community. They provide support for staff and families to address these needs.

A summary of the feedback provided by specific stakeholder groups.

The following results from the needs survey were used in the development of the LCAP for the 2021-2022 school year:

- 80% of families would participate in extended learning time.
- Field trips were the number one item families would like to see brought back.
- After school programs were the next highest demand.
- Summer Academy placed third in demand, followed by Intersession Programs, Saturday activities, and others. Other comments asked for more tutoring opportunities, sports, and music.
- Families asked for extended learning opportunities in reading, math, STEM, fitness, and social activities. Other comments asked for more performing arts classes, writing support, and sports.
- Families also asked for more STEM activities for all grade levels and enrichment/tutoring to meet the needs of students.

Overwhelmingly, we heard throughout the year that families want their children back in school full-time in a safe and supportive environment.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Field trips were high on the list from both families and staff. The school has not been able to have fundraising events for over a year due to COVID-19, where field trip money would generally stem. Families would also help supplement field trip costs if the fundraising were not enough to provide the total cost of the trip. With the COVID-19 funds provided, we are budgeting to offer at least one field trip for each grade level, including our annual 6th grade Science camp. We are hopeful that field trips will be in-person and run as usual for the 2021-2022 school year. Various grants and funds will help to fund field trips fully. Utilizing these alternative funding sources for 2021-2022 will give our Parent Teacher Organization (PTO) time to rebuild funds. It will also provide relief to families, knowing that they will not be asked to supplement field trips.

A summer academy in July of 2021 will provide students with an engaging, in-person learning experience. Certificated teachers will organize and plan inquiry-based activities to help students apply their knowledge to real-world problems. These activities include Space Science, art, team building, STEM, and fitness. These extended learning opportunities will continue into the 2021-2022 school year with before and after-school learning that focuses intentionally on the identified needs of students. Students will work on their identified areas of need and will be monitored to ensure they are making growth. AAE will use its current library as a hub for students before and after school and lunchtime to provide students with a quiet, structured environment to continue their work. A paraprofessional will monitor the lab and be available to help as needed. In addition, students will be able to use the school's Wi-Fi to access their applications for school work and recharge their devices.

Enrichment courses have been a long-standing offering to our elementary students both during and after school. These courses have been on hold during the pandemic but will be brought back for the 2021-22 school year. We will offer enrichment classes for STEM, PE, Technology, and Music for all students in grades K-5. Enrichment courses provide an extension of learning for our students in areas that are sometimes difficult to include in daily instruction. Band, Strings, and Choir will also be offered after school.

High school students will have the opportunity to enroll in courses offered by the local community college that meet general education requirements for associate's and bachelor's degrees. These courses will be offered during the school day and taught by the college professor. College and Career Access Pathways (CCAP) allows students to earn college credit concurrently pursuing their college degrees and meeting some a-g requirements. The program also helps the school broaden its current offerings to students outside of its master schedule.

AAE will provide students with the best STEM opportunities possible. We will continue our one-to-one device program supplying all incoming 3rd graders with a Chromebook, ensuring all students in grades 3-12 will have a school-supplied one-to-one device. Students in TK-2 will have a complete class set of iPads for use during the school day. In addition, AAE plans to add a Robotics Team and eSports team for high school, which will include additional technology.

Teachers will receive professional development throughout the school year to support the adopted curricula, early literacy, and Love & Logic. New teachers will receive Induction training where they are paired with a teacher coach, working together to provide the best instruction and environment for the students served. There will be an emphasis on the social-emotional health of staff and students through consistent training during the 2021-2022 school year. AAE will work together with the DM SELPA to implement trauma training for students, staff, and families to address anxiety and behavior issues and return to an in-person school environment. Mindfulness training for staff will provide strategies for anxiety and how best to support students. In addition to training, the DM SELPA has developed a new online referral system

designed to identify, test, and qualify students for mental health support in an expedited manner. The counseling teams will provide group counseling, individual counseling, crisis response support, among other services, to students and staff. The counseling team has established web-based resources on the school's website for anyone to access.

Students need to have all their needs met in order to learn, especially their nutritional needs. Therefore, AAE will provide breakfast and lunch to all students free of charge throughout the 2021-2022 school year.

Goals and Actions

Goal

Goal #	Description
1	Prepare all students for post-secondary success.

An explanation of why the LEA has developed this goal.

For students to leave AAE ready for their future success, we must give them every opportunity to be proficient in math and reading beginning in Kindergarten through 12th grade. In addition, these will give students the ability to succeed in other subjects such as science, the arts, PE, and social studies.

Students entering high school math are missing some essential skills to succeed for the natural progression of Integrated I, II, and III. Students also need to move at a slower pace to master these essential skills. Therefore, students will be enrolled in Integrated Math 1A in 9th grade. This will allow them to still be on track for graduation and gain the necessary skills to succeed in their future math courses. For the 2021-2022 school year, there is a greater need for both Math 1A and Math 1B courses creating the necessity for an extra math period. Data also shows there is a need to mitigate learning loss for math in high school. Therefore, we will be offering two support periods for students to take in addition to their regularly scheduled math class.

Students in elementary are displaying a decline in math proficiency since the last CAASPP assessment data in 2019. Since our diagnostic exams and summative benchmarks measure all standards at a grade level, all standards must be covered within a given year. With the shutdown in 2020 in spring and a modified attendance schedule throughout the 2020-2021 school year, instruction focused on essential standards. Data collected at the end of the year revealed the domain of Geometry as the lowest-performing area. This is often taught towards the end of the year, so these results were not unexpected. Other areas such as algebra and algebraic thinking also showed a decline.

Without a strong reading foundation, students will struggle throughout their school years not being prepared for the work given to them. Recent data reported that 45% of primary students were proficient in reading at their grade level. As students promote to the next grade level, there will be a need for more intervention both in class and out to help students become fluent readers by the time they get to 3rd grade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress (CAASPP) Math	40.95% of students showed proficiency in math as identified by the last Smarter Balanced Assessment in 2019.				45% of students will be proficient in math as identified by the Smarter Balanced Assessment.
iReady Diagnostic Assessment for Math	42% of students on or above grade level 36% of students one grade level below 23% of students two or more grade levels below as identified by the EOY assessment 2021.				45% of students on or above grade level 40% of students one grade level below 15% of students two or more grade levels below
On-site Benchmarks for Math	37% of students are proficient on the EOY 2021 benchmarks.				46% of students will show proficient on end of year benchmarks.
Enrollment in Integrated Math I by 9th grade.	77% of students enrolled in 9th grade are on track for proficiency through the integrated math pathway.				85% of incoming 9th graders will be enrolled in Integrated Math I.
California Assessment of Student Progress (CAASPP) ELA	60.26% of students showed proficiency in ELA as identified by the last Smarter Balanced Assessment in 2019.				65% of students will be proficient in ELA as identified by the last Smarter Balanced Assessment.
iReady Diagnostic Assessment for ELA	52% of students on or above grade level				55% of students on or above grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	26% of students one grade level below 22% of students two or more grade levels below as identified by the EOY assessment 2021.				25% of students one grade level below 20% of students two or more grade levels below
On-site Benchmarks for ELA	45% of students are proficient on the EOY 2021 benchmarks.				51% of students will show proficient on end of year benchmarks.
Early Literacy Benchmarks for K-2	61% of students are proficient on the EOY 2021 benchmarks.				66% of students will show proficiency in grades K-2 on the EOY early literacy benchmarks.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Math Support	Part-time math teacher for students needing Integrated Math 1A/1B	\$48,764.00	No
2	Math Lab	Two additional class periods for high school math lab to support students underperforming in math.	\$34,918.00	No
3	Math Semester Benchmarks	High school will use Edulastic to create curriculum aligned summative exams to measure annual growth.	\$400.00	No
4	iReady Diagnostic for Math and Reading.	Implementation of iReady diagnostic and instruction to measure growth in both areas and facilitate differentiation based on specific		No

Action #	Title	Description	Total Funds	Contributing
	iReady Instruction for Math.	student need. Math instruction is included to supplement math curriculum and meet the individual needs of each student. Note: Funding accounted for during the 2020-21 school year with a 6 year adoption.		
5	Response to Intervention	Provide Tier 1 support and Tier II intervention. Students in need of intervention will receive Tier I from the classroom teacher who is supported by the teacher on assignment. Students in need of additional intervention, Tier II, will receive additional, small group instruction provided by the teacher on assignment.	\$119,057.00	No
6	ELD Support & Curriculum	English learners will receive designated ELD with small group instruction provided by the teacher on assignment. Reading A-Z English Learner program will be used to support ELD.	\$1,000.00	No Yes
7	Professional Development for Adopted Curricula	Teaching staff new to the school will receive PD for the school's adopted curricula.	\$4,500.00	No
8	Teacher Induction	Two-year training for all new teaching staff through the Center for Teacher Innovation (CTI).	\$52,650.00	No
9	Early Literacy Professional Development	Orton-Gillingham PD to meet the intervention needs for early literacy.	\$6,375.00	No
10	Paraprofessionals for Kindergarten Support	Paraprofessionals to support early literacy development in the Kindergarten classrooms.	\$77,186.00	No
11	After School Tutoring	Program for after school tutoring provided by certificated staff.	\$52,310.00	No

Action #	Title	Description	Total Funds	Contributing
12	Professional Development	Teacher professional development for PLC and grading.	\$30,000.00	No
13	Advanced Placement (AP) Training	AP training for teachers to keep up-to-date with instructional practices.	\$2,500.00	No
14	Science Lab	Conversion of former cafeteria into a science lab.	\$350,000.00	No
15	Classroom furniture	New mobile and flexible seating options for students.	\$40,000.00	No
16	Staff Laptops	Replacement laptops for staff.	\$128,000.00	No
17	Storage Area Network	Update storage area network where all servers will be reside.	\$26,000.00	No
18	Support Servers	Support servers for school's network.	\$15,000.00	No
19	Virtual Machine Server	VM server to support email, web applications, various servers, and primary domain controller.	\$15,000.00	No
20	MiFi	MiFi units for home connection to wifi.	\$10,000.00	Yes
21	Science Lab Materials and Supplies	Science lab materials and supplies to support learning loss.	\$200,000.00	No
22	Suicide Prevention	Suicide Prevention Curriculum	\$2,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Create an engaging, well-balanced experience for all students.

An explanation of why the LEA has developed this goal.

A student is successful when they can apply the knowledge they learn in the classroom to real-world situations. Providing those opportunities to our students has always been a fundamental part of AAE, but COVID-19 restrictions stopped these enrichment activities. We are excited to be once again offering these opportunities during the 2021-2022 school year. Students will expand their learning and apply their knowledge through field trips at every grade level and enrichment courses.

We also want to provide students higher education opportunities to help them pursue their college credits. Providing monies to offset fees for Advanced Placement exams and dual-enrollment textbooks ensures there is no obstacle for students wanting to advance their learning.

Often circumstances in a student's life can affect their completion of the required courses needed for graduation. Therefore, the school provides a credit recovery program that students can complete independently to recover these credits.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in AP courses.	58% of students are enrolled in at least one AP course. 2020-2021 enrollment used for baseline.				70% of students are enrolled in at least one AP course.
Percentage of students taking their AP exam.	89% of students enrolled in AP participated in AP exams. Baseline from 2021 exam participation.				100% of students enrolled in AP will participate in the AP exam.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students attending in person field trips.	0% of students attended in person field trips. 2020-2021 school year as baseline.				95% of students will attend in person field trips.
Graduation rate as indicated on the California School Dashboard.	98% of students completed high school with a high school diploma. 2019 Rate for baseline.				100% of students completed high school with a high school diploma.
Dual Enrollment participation.	61% of students are enrolled in dual enrollment. 2020-2021 semester 2 enrollment used for baseline.				100% of seats for dual enrollment will be filled.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Field Trips	All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the classroom to real world experiences.	\$150,000.00	No
2	Advanced Placement participation	Offset cost of AP exams for students to encourage more participation.	\$13,000.00	No
3	Dual Enrollment	Students will participate in dual enrollment courses provided through the local community college. Cost is for student books.	\$10,000.00	No
4	Credit Recovery program	For students needing to repeat coursework, the school provides an online credit recovery program through an accredited university.	\$3,600.00	No

Action #	Title	Description	Total Funds	Contributing
5	Library Hub	Before and after school learning hub for students. This time will be monitored by a paraprofessional.	\$10,700.00	No
6	Love & Logic Training	Staff will receive Love & Logic training.	\$14,000.00	No
7	One-to-one Chromebooks	Addition of 3rd grade Chromebooks annually.	\$50,000.00	No
8	Elementary Enrichment	Enrichment courses provided during the school day and after school.	\$150,000.00	No
9	Summer Academy	Extended learning time for students during the summer.	\$164,000.00	No
10	Band Instruments	Addition and upgrade of band instruments.	\$12,000.00	No
11	Uniform Closet	Provide new uniforms for families who are in need.	\$5,000.00	Yes
12	Robotics Team	Development and implementation of a school robotics team.	\$60,000.00	No
13	eSports Lab	Create and implement an eSports team.	\$20,000.00	No
14	Independent Study	Independent study option for students who will continue distance learning.	\$40,000.00	No
15	Portables for Classrooms	Expansion of classrooms for new courses including eSports lab, Computer Science, and other STEM courses.	\$300,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Provide safe and well-maintained facilities with positive school climate.

An explanation of why the LEA has developed this goal.

The safety of our school has always been a priority at AAE. Many of our families say that safety was a deciding factor for enrolling their children. With the addition of the COVID-19 virus, AAE has had to increase sanitation methods, staffing, social distancing materials, and equipment to keep our campus and classrooms as clean as possible. These additions will continue as students come back to school full-time. We want all our families to feel that the safety that brought them to our school continues as we come back full-time in the 2021-2022 school year. In addition, a safe campus decreases the anxiety students may feel as they return to school after a year of distance learning, so they will be able to concentrate on learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Climate Survey	36% of students feel their school is clean and maintained well as reported by the 2019 student climate survey.				75% of students feel their school is clean and maintained well.
Suspension Rate	3.5% suspension rate as indicated by the 2019 California School Dashboard.				3.1% suspension rate as indicated on the California School Dashboard.
Facility Inspection Reports	90.21% rate for facility conditions with an overall good rating as identified on the 2020 FIT.				95% rate for facility conditions with an overall good rating.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MPR	Construction of multi-purpose room (AV equipment, Curtain, Furniture).	\$80,000.00	No
2	PA System	New PA System so all buildings and campus areas have communication.	\$100,000.00	No
3	Secondary Science Lab	Reconfiguration of old cafeteria into a functional science lab.	\$350,000.00	No
4	Shade Structure	Shade structure for the protection of students in outdoor areas.	\$168,000.00	No
5	Parking Lot Resurfacing	Resurfacing of parking lots for safety.	\$300,000.00	No
7	STOP IT Hotline	Service for stop it hotline to prevent bullying and report student issues.	\$700.00	No
8	Recess/Lunch Assistant	Additional Character Development Office support during recess and lunch.	\$30,000.00	No
11	HVAC Units	Update HVAC units in buildings A, B, and C. Portable Bard HVAC units with Ionizers.	\$457,000.00	No
12	Podium for MPR	Podium and tablecloths for new MPR to be used for performances and assemblies.	\$900.00	No

Action #	Title	Description	Total Funds	Contributing
13	Flooring	Redo flooring to VCT (vinyl composition tile) replacing worn out carpet in TK, Kinder, C classrooms, GAVRT, and bldg. N.	\$81,000.00	No
14	Tile Floor	Replace tile flooring in girls gym restroom.	\$4,000.00	No
15	Gym Floor Cover	Replace gym floor cover. Cover used for assemblies, dances, activities, and testing.	\$8,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
38.42%	1,046,873.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

AAE meets its requirement to increase and improve services for Foster Youth, English Learners, and Low-Income students by training personnel and providing more academic supports to improve their learning environment and drive academic outcomes for unduplicated pupils. These steps aim to expand programs, provide services and programs that will support increasing attendance, reducing suspension and expulsions, and providing intervention and support programs to youth on their path to graduation.

We have identified actions and resource allocations intended to support an integrated and coordinated academic support program for unduplicated pupils. Services will also support additional resources in attendance/engagement, connectivity, and technology, tracking academic progress, and bridging communication deficits for our English Learners. The increased services are intended to improve the school climate and increase the student engagement of unduplicated pupils.

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

Services identified in the school's LCAP are intended to benefit all students. To further meet the needs of our foster students, English learners, homeless students, students with exceptional needs, and low-income students, we will provide the following.

Actions that improved services:

- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps.

- Training for teachers to implement differentiated, small-group within their adopted curriculum.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.
- A social-emotional curriculum purchased to enhance the current SEL program and meet the needs of students.
- Character Development Officers to improve student safety.

Actions that increased services:

- Additional 1:1 devices and network servers to ensure student access to instruction and curriculum for students to continue their learning without interruption.
- Hotspots provided to families with limited or no connectivity to access curriculum and materials needed for continued learning.
- Home visits to deliver devices, hotspots, materials as needed to families that are unable to drive to the school.
- Online programs purchased to diagnose learning loss, provide instructional support, and monitor progress for all unduplicated students. Results will help facilitate targeted instruction to meet students where they are at academically.
- Uniforms provided to families in need.
- Compensatory learning time before and after school.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$377,586.00	\$3,242,492.00		\$177,482.00	\$3,797,560.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$382,175.00	\$3,415,385.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Math Support		\$48,764.00			\$48,764.00
1	2	All Students with Disabilities	Math Lab		\$34,918.00			\$34,918.00
1	3	All Students with Disabilities	Math Semester Benchmarks	\$400.00				\$400.00
1	4	All Students with Disabilities	iReady Diagnostic for Math and Reading. iReady Instruction for Math.					
1	5	All Students with Disabilities	Response to Intervention				\$119,057.00	\$119,057.00
1	6	All Students with Disabilities English Learners	ELD Support & Curriculum				\$1,000.00	\$1,000.00
1	7	All Students with Disabilities	Professional Development for Adopted Curricula				\$4,500.00	\$4,500.00
1	8	All Students with Disabilities	Teacher Induction		\$28,600.00		\$24,050.00	\$52,650.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	All Students with Disabilities	Early Literacy Professional Development				\$6,375.00	\$6,375.00
1	10	All Students with Disabilities	Paraprofessionals for Kindergarten Support	\$77,186.00				\$77,186.00
1	11	All Students with Disabilities	After School Tutoring		\$52,310.00			\$52,310.00
1	12	All Students with Disabilities	Professional Development		\$30,000.00			\$30,000.00
1	13	All Students with Disabilities	Advanced Placement (AP) Training				\$2,500.00	\$2,500.00
1	14	All Students with Disabilities	Science Lab		\$350,000.00			\$350,000.00
1	15	All Students with Disabilities	Classroom furniture		\$40,000.00			\$40,000.00
1	16	All Students with Disabilities	Staff Laptops		\$128,000.00			\$128,000.00
1	17	All Students with Disabilities	Storage Area Network		\$26,000.00			\$26,000.00
1	18	All Students with Disabilities	Support Servers		\$15,000.00			\$15,000.00
1	19	All Students with Disabilities	Virtual Machine Server		\$15,000.00			\$15,000.00
1	20	Foster Youth Low Income	MiFi		\$10,000.00			\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	21	All Students with Disabilities	Science Lab Materials and Supplies		\$200,000.00			\$200,000.00
1	22	All Students with Disabilities	Suicide Prevention				\$2,000.00	\$2,000.00
2	1	All Students with Disabilities	Field Trips		\$150,000.00			\$150,000.00
2	2	All Students with Disabilities	Advanced Placement participation				\$13,000.00	\$13,000.00
2	3	All Students with Disabilities	Dual Enrollment		\$10,000.00			\$10,000.00
2	4	All Students with Disabilities	Credit Recovery program		\$3,600.00			\$3,600.00
2	5	All Students with Disabilities	Library Hub		\$10,700.00			\$10,700.00
2	6	All Students with Disabilities	Love & Logic Training		\$14,000.00			\$14,000.00
2	7	All Students with Disabilities	One-to-one Chromebooks		\$50,000.00			\$50,000.00
2	8	All Students with Disabilities	Elementary Enrichment		\$150,000.00			\$150,000.00
2	9	All Students with Disabilities	Summer Academy		\$164,000.00			\$164,000.00
2	10	All Students with Disabilities	Band Instruments		\$12,000.00			\$12,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	11	Foster Youth Low Income	Uniform Closet				\$5,000.00	\$5,000.00
2	12	All Students with Disabilities	Robotics Team		\$60,000.00			\$60,000.00
2	13	All Students with Disabilities	eSports Lab		\$20,000.00			\$20,000.00
2	14	All Students with Disabilities	Independent Study		\$40,000.00			\$40,000.00
2	15	All Students with Disabilities	Portables for Classrooms		\$300,000.00			\$300,000.00
3	1	All Students with Disabilities	MPR		\$80,000.00			\$80,000.00
3	2	All Students with Disabilities	PA System		\$100,000.00			\$100,000.00
3	3	All Students with Disabilities	Secondary Science Lab		\$350,000.00			\$350,000.00
3	4	All Students with Disabilities	Shade Structure		\$168,000.00			\$168,000.00
3	5	All Students with Disabilities	Parking Lot Resurfacing	\$300,000.00				\$300,000.00
3	7	All Students with Disabilities	STOP IT Hotline		\$700.00			\$700.00
3	8	All Students with Disabilities	Recess/Lunch Assistant		\$30,000.00			\$30,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	11	All Students with Disabilities	HVAC Units		\$457,000.00			\$457,000.00
3	12	All Students with Disabilities	Podium for MPR		\$900.00			\$900.00
3	13	All Students with Disabilities	Flooring		\$81,000.00			\$81,000.00
3	14	All Students with Disabilities	Tile Floor		\$4,000.00			\$4,000.00
3	15	All Students with Disabilities	Gym Floor Cover		\$8,000.00			\$8,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$0.00	\$16,000.00
LEA-wide Total:	\$0.00	\$15,000.00
Limited Total:	\$0.00	\$1,000.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	ELD Support & Curriculum	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$1,000.00
1	20	MiFi	LEA-wide	Foster Youth Low Income	All Schools TK-12		\$10,000.00
2	11	Uniform Closet	LEA-wide	Foster Youth Low Income	All Schools TK-12		\$5,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Academy for Academic Excellence
CDS Code:	36750773630837
LEA Contact Information:	Name: Valli Andreasen Position: Principal Email: vandreasen@lcer.org Phone: 760-946-5414
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$13917194
LCFF Supplemental & Concentration Grants	\$1046873
All Other State Funds	\$1268092
All Local Funds	\$0
All federal funds	\$813039
Total Projected Revenue	\$15,998,325

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$15028838
Total Budgeted Expenditures in the LCAP	\$3797560
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1408895
Expenditures not in the LCAP	\$11,231,278

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$239967
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$281565

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$362,022
2020-21 Difference in Budgeted and Actual Expenditures	\$41,598

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Salaries for general teaching positions, Administrators, Classified Clerical Support, Technology, Food Services, Character Development Officers and Facilities Staff. We also budget for Special Education staff and student needs, along with general maintenance and utilities of the facility.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academy for Academic Excellence

CDS Code: 36750773630837

School Year: 2021-22

LEA contact information:

Valli Andreasen

Principal

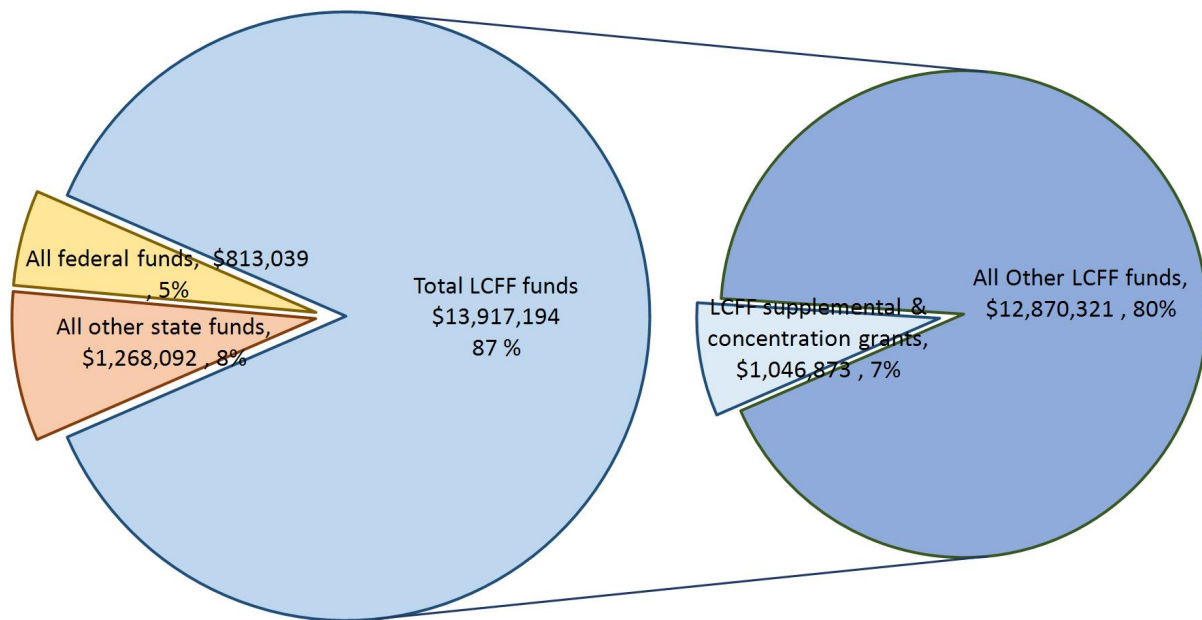
vandreasen@lcer.org

760-946-5414

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



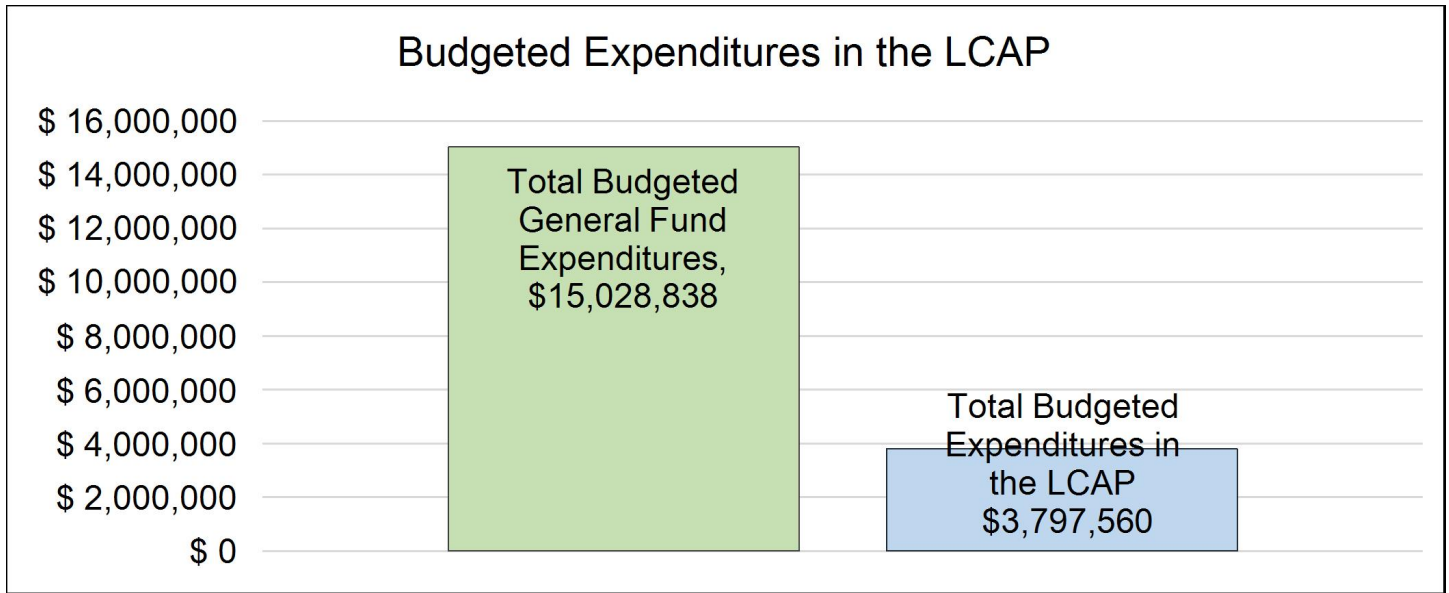
This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The total revenue projected for Academy for Academic Excellence is \$15,998,325, of which \$13917194 is Local Control Funding Formula (LCFF), \$1268092 is other state funds, \$0 is local funds, and \$813039 is

federal funds. Of the \$13917194 in LCFF Funds, \$1046873 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Academy for Academic Excellence plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Academy for Academic Excellence plans to spend \$15028838 for the 2021-22 school year. Of that amount, \$3797560 is tied to actions/services in the LCAP and \$11,231,278 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

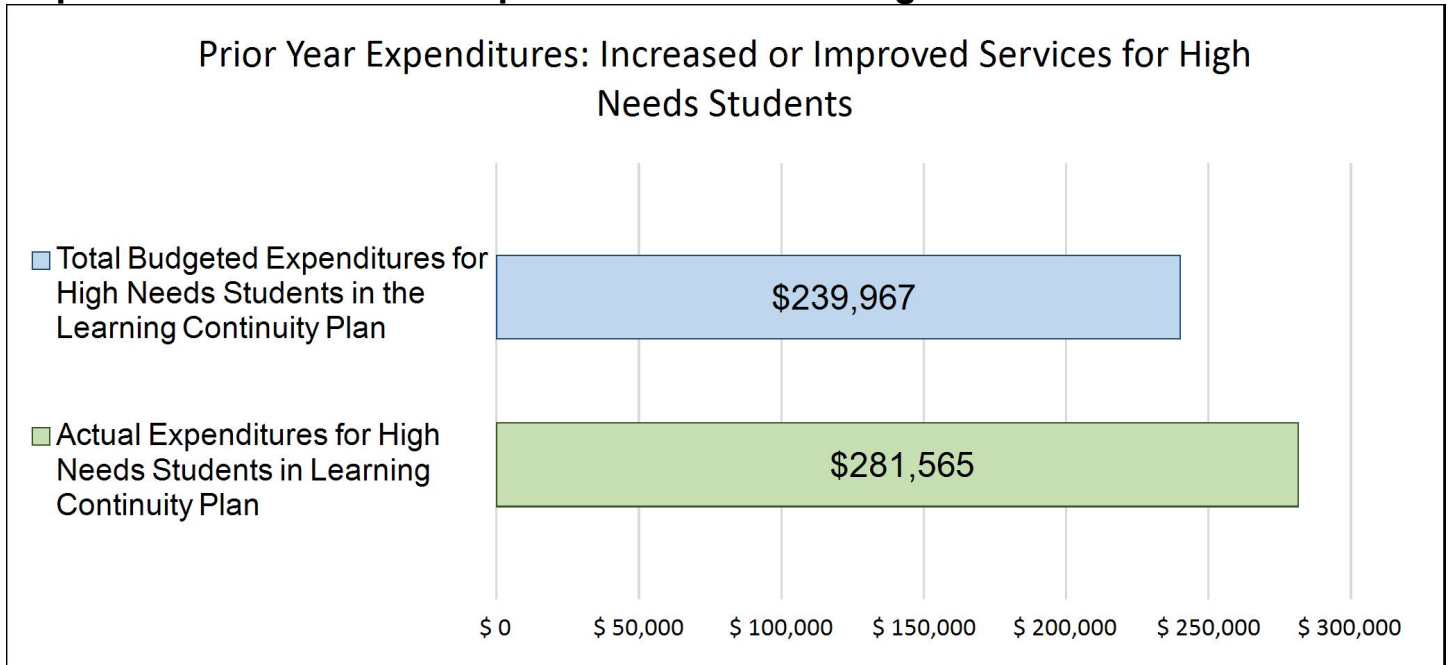
Salaries for general teaching positions, Administrators, Classified Clerical Support, Technology, Food Services, Character Development Officers and Facilities Staff. We also budget for Special Education staff and student needs, along with general maintenance and utilities of the facility.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Academy for Academic Excellence is projecting it will receive \$1046873 based on the enrollment of foster youth, English learner, and low-income students. Academy for Academic Excellence must describe how it intends to increase or improve services for high needs students in the LCAP. Academy for Academic Excellence plans to spend \$1408895 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Academy for Academic Excellence budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Academy for Academic Excellence estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Academy for Academic Excellence's Learning Continuity Plan budgeted \$239,967 for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent \$281,565 for actions to increase or improve services for high needs students in 2020-21.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Academy for Academic Excellence

CDS Code:

36750773630837

Link to the LCAP:

(optional)

<http://aae.lewiscenter.org/>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The 2021-2024 Local Control and Accountability Plan (LCAP) prioritizes the goals the school will implement to enhance its instructional program to meet the needs of all learners attending the Academy for Academic Excellence (AAE). Title I, II, IV funds will be used to support these specific LCAP goals and actions financially. Funding for each action will be directed by the school's principal and finance director in alignment with the requirements set by each supplemental funding source and upon approval of stakeholders, including School Site Council, parents, leadership team, and student advisory panel.

AAE LCAP Goals are:

- Prepare all students for post-secondary success.
- Create an engaging, well-balanced experience for all students.
- Provide safe and well-maintained facilities with a positive school climate.

Title I, Part A

Title I funding is used in combination with state funding to help all students achieve academic success. As determined through multiple assessment sources, there is a need for intervention in reading. The majority of AAE's Title I funding supports this area of intervention through a highly qualified, experienced Teacher on Assignment (TOA) along with support staff. Intervention is done through a pull-out program and with in-class teacher coaching. After-school tutoring takes place across grade levels 1st through 12th, in the areas of reading and mathematics, also receives Title I funds. Both programs are aligned with the school's mission and LCAP goals.

Title II, Part A

Title II funding is used in combination with state funding to provide intentional professional development (PD) for teachers, administrators, and classified staff, all supporting the LCAP goals. Curriculum embedded PD, new teacher support, Advanced Placement PD, and standard-specific PD all contribute to the academic improvement of students. Social-Emotional Learning and student safety PD for administrators and classified staff help to ensure the school's climate is conducive for learning.

Title IV, Part A

Title IV funding is allocated to promote college and career readiness, offsetting the cost of Advanced Placement exams.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The alignment of federal funds with activities funded by state and local funds is evident in the Academy for Academic Excellence (AAE) Local Control and Accountability Plan (LCAP). The LCAP details the use of funds aligned to support student-centered goals. The school will expend categorical funding, ensuring distribution follows the criteria set by each fund, prior to use of state or local funds.

Before allocating funds, stakeholder meetings such as School Site Council and Academic Leadership Team take place to approve of funding activities making certain they align with the school's mission and LCAP goals.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Academy for Academic Excellence (AAE) is a Charter school and is its own LEA. Therefore, the poverty criteria that will be used to select school attendance areas under Section 1113 is limited to one school site. AAE has 39.7% of students who are socioeconomically disadvantaged.

Students will be identified primarily through the use of an approved Free and Reduced Meal Application and will include children that are eligible for free and reduced-price lunches under the Richard B. Russell National School Lunch Act.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence (AAE) is a single LEA Charter School that provides equitable access for all students to receive instruction from a highly-qualified, credentialed teacher. Teachers are annually verified through the school's Human Resource Department to ensure there are no misassignments. In both the Middle School and High School, there is only one teacher per subject area. In the elementary school, students are equally distributed between four teachers at each grade level taking into consideration gender, ethnicity, and academic performance.

For new teachers, AAE has structures in place to support them in their teaching practice and ensure they are effective. All new teachers are required to complete the Induction coursework as designed through the Center of Teacher Innovation. Each candidate is provided an experienced, credentialed coach on site.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

NA

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence (AAE) annually informs parents about Title I funding as part of the development and agreement of AAE's Parent and Family Engagement Policy. Several forums, such as the School Site Council (SSC) and Parents and Pastries, work together to ensure Title I monies support the school's Local Control Accountability Plan (LCAP). Upon development and agreement of all stakeholders, the policy is made available through the school's website.

Parents and family members are involved in the Title I process through the following these protocols:

- All parents and family members are invited annually for the presentation of the school's participation in Title I and the requirements in regards to parental participation.
- Parents are presented with information about Title I funding and its uses at Back to School Night.
- Each September, the first Parents & Pastries—a monthly meeting with parents and principal—takes place to inform parents about Title I funding and to receive feedback about how those funds are used.
- In February, the school provides a Town Hall forum in the evening to update parents regarding The California School Dashboard and the LCAP. Input from families provides the school with the information necessary to develop the school's LCAP for the following school year including how Title I monies will be spent.
- The school offers a variety of monthly meetings to inform families about Title I funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title I funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.

AAE site administration has established a variety of forums to solicit parent feedback in developing, reviewing, and approving Title I expenditures, parent and family engagement policy, and the LCAP. On a monthly basis, AAE site administration holds a School Site Council (SSC) meeting. This committee is open to the school community and include both elected parent representatives, students, and school site staff. This forum also serves to deliver important information such as CAASPP scores, California Dashboard updates, and upcoming school events. SSC meetings are announced through the school's website, school email, and school announcement boards.

AAE's Principal holds a monthly Parents & Pastries meeting where parents are provided the opportunity to interact with the Principal. The Principal offers school updates, shares parent resources and solicits parent feedback based on current school needs, policies, and events. This is open to all families during the school day. This has been a popular assembly for parents to be involved in all decisions at the school site. Some specific topics covered during Parents & Pastries include:

- CAASPP updates including calendar and results
- The California School Dashboard
- Title I and other funding resources including how monies were distributed
- School event planning
- Parent concerns
- School curriculum and programs

The site administration works collaboratively with the AAE Parent Teacher Organization (PTO). These meetings are open to all parents, and they offer an opportunity for the site administration to interact with parents and get feedback on current school issues. In addition to the monthly parent meetings, AAE also offers parent training throughout the school year. The Parenting with Love & Logic 10-week course is being provided to parents twice a year. During this course, school site staff train parents on how to support the social-emotional needs of their children and maintain a healthy parent/child relationship.

Monthly Board reports indicate the efforts that AAE undertakes to ensure parents are participating in their child's education, are providing input, and are part of the decision-making process.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP:

The school site is using its second year of Title I funding to strategically upgrade the entire education program by focusing on closing the achievement gap for all subgroups. Through local and state assessments, the school identified the achievement gaps and the students in most need of additional educational services. To meet the needs of early literacy, a Teacher on Assignment is on staff to provide teacher coaching and small-group Reading instruction. Through

local and state assessments, the school determined that attention to early literacy would help close the achievement gap in the later grades.

Title I funding also allowed for after-school tutoring beginning in 1st grade through high school. Tutoring is provided twice a week by a credentialed teacher and managed by a lead teacher. Tutoring is open to all students.

TAS: N/A

Neglected or delinquent: N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence does not qualify for targeted assistance at this time.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

AAE's staff provides student support to the school's homeless and foster youth children by attending Counselor network meetings and McKinney-Vento Homeless Assistance Act Update meetings to ensure the organization is following laws that regulate the enrollment of homeless and foster youth children.

AAE's counseling department is the identified Homeless/Foster student liaison and works directly with the registrar to help support the transition of a homeless student to being enrolled into the school. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are immediately referred to the School Counselor. When it is learned that a child qualifies as homeless prior to enrollment, any enrollment barriers are eliminated by registering the student without question of additional paperwork. Once the student is registered, the registrar works with the family to secure any additional items that may be needed such as the immunization record, prior school information, or any additional records that will assist in providing any additional services to the student. If the student does not have any immunization records, the registrar will give information on where the family can get their child vaccinated. Assistance will be provided to ensure the student's immunizations are up to date.

AAE coordinates annually with the local County of Education offices and nonprofits to procure donations to support the needs of homeless children and youths. These resources, which may include school uniforms, backpacks, and school supplies, are directly distributed to families. Food baskets are also collected for families in need through student donations.

Additionally, the homeless liaison will help support the student's attendance by ensuring the student has a secure way of being transported to school to ensure regular student attendance. If the student needs support in getting school transportation the homeless liaison will work with the family to provide a public transportation pass for the student and an adult to accompany the child, as needed.

The site will use Title I reserved funds to provide any additional supplies deemed necessary to ensure student success; including but not limited to, general school supplies, uniforms, shoes, hygiene products, and transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The Academy for Academic Excellence's School Counselor is the identified Homeless/Foster student liaison. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are referred to the School Counselor. Enrolled students who are identified by staff as being homeless or at risk for becoming homeless will also be referred to the School Counselor. The School Counselor provides a variety of services including individual counseling, ensuring free/reduced lunch applications are completed, and ensuring students have access to necessary supplies to be successful at school through school supply donations and uniform assistance.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence has implemented a broad collection of strategies and programs to support successful transitions from middle school to high school and from high school to post-secondary education.

Middle school students participate in a weekly Social-Emotional Learning curriculum to help them learn new skills to handle the emotional impact of transitioning from middle to high school. Families of eighth-grade students participate in a family information night in the spring where information is presented on successful transitions into middle school including changing academic expectations and preparing early on for postsecondary success.

High school students participate in a comprehensive 4-year program to help them make a successful transition to postsecondary education. 9th graders participate in one semester of Freshman Studies, a weekly class in which students learn about high school academic expectations, academic planning, financial aid for college, and options for post-secondary success. Sophomores begin career exploration using the ASVAB and various career interest surveys. Juniors participate in a variety of activities including college campus visits, SAT test preparation programs, and individual planning with the school counselor. Seniors at AAE participate in a Thursday lecture series which focuses on topics such as: completing the Cal State & University of California applications, financing their college education, college representative visits, and family application workshops. In addition, all seniors are encouraged to utilize the Victor Valley College Bridge program which helps students complete the transition from high school to community college.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To meet the school's identified areas of need, funds are used to provide the following:

- Professional development in areas of literacy.
- Social-Emotional Learning curriculum in both elementary and middle school levels.
- Grades 3-12 one-to-one devices for curriculum delivery and digital literacy skills practice.
- After-school tutoring that includes a targeted intervention coordinator and certificated tutors.
- Full-time certificated TOA to target literacy.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Systems are in place at AAE to promote continual growth and improvement for teachers, principals, and other school leaders. Evidence derived from assessment data, both local and state, student and parent climate surveys, and the PLC help drive the school's administrative team in determining what professional development will be added to the school's long-term PD plan. Individual staff wishing to participate in PD must fill out a formal request with a description of the training, how it will be used to promote student learning and how it supports the school's mission.

The school ensures improvement through the alignment of PD to the school's mission, both LCAP and WASC goals, and the current needs of its students. Improvement is measured through the following sources:

- Parent climate surveys
- Student climate surveys
- California School Dashboard
- On-site benchmark assessments
- CAASPP results
- Student Advisory Panel
- Parent and family meetings
- PLC

The school's leadership teams reflect on these measures monthly to determine whether PD is being beneficial to its intended audience and whether adjustments need to be made.

Systems of support for principals, teachers, and other school leaders are an integral part of facilitating growth within the teaching staff and administration. For principals and school leaders, Induction is provided through a University of their choice funded by the school. AAE's CEO supports leaders through on-site coaching. The school also encourages job-shadowing for teachers who desire to move into an administrative role.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers will work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication.

AAE evaluates its systems of professional growth annually and adjusts as necessary. Each winter, the school's leadership teams review data including the California School Dashboard, CAASPP data, on-site benchmark data to measure whether professional development has made a positive effect on learning in supporting the school's mission and goals. Teams also have the opportunity to give feedback from personnel who attended training and their observations from implementation. Information gleaned from these conversations facilitates adjustments to the school's PD long-term plan and allows the school to plan PD for the following school year and appropriate Title II funds accordingly.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA ~ The LEA consists of a single school and is not categorized as CSI or TSI

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Academy for Academic Excellence coordinates its Title II activities with the school's LCAP goals, WASC goals, and Mission. Activities are continually reviewed through the use of data in various stakeholder meetings such as monthly school site council meetings, PLC, and Community Board meetings. Data before professional development and after are analyzed to determine if there has been some improvement. If there's an improvement, PD will be continued. If data shows little or no growth, PD will be reviewed and updated then analyzed again for effectiveness.

AAE uses the following sources of data to evaluate the effectiveness of activities funded by Title II:

- CAASPP data monitored annually
- On-site benchmark assessments reviewed quarterly and each trimester
- Failure rates reviewed quarterly
- Parent Climate survey reviewed annually
- Student Climate survey reviewed annually
- California School Dashboard reviewed annually
- Attendance rates reviewed monthly
- PLC data reviewed monthly
- Student Advisory groups reviewed monthly

The school consults the following stakeholders to update and improve Title II activities in the following methods:

- Monthly Professional Learning Community Meetings – teacher teams, support staff, and administrators review several sources of data to determine how best to use Title II funds for professional development activities. Grades TK-12 meet on a monthly basis.
- Monthly Academic Leadership Team Meetings – team compiled of teachers and administrators to review various sources of data and determine PD opportunities that would support the school's mission.
- Weekly Academic Team Meetings – team compiled of administrators and department heads review data in the areas of counseling, facilities, special education, athletics, and academics to determine the areas of need and PD available to support those needs.
- Monthly School Site Council Meetings – council comprised of teacher, parents, students, and principal. Updates on data results and possible PD Title II funding are explored and approved on.
- Annual parent and family engagement updates on all funding including Title II. Information on disbursement of funds based on evidence is gathered at this time.
- Monthly Parent & Pastries—a monthly meeting with parents and principal—takes place to inform parents about Title II funding and to receive feedback about how those funds are used.
- Student and parent climate annual survey data is taken into consideration when deciding on the distribution of Title II funds.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title II funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.
- Consultants – Experts in a particular professional development opportunity are consulted before making a final determination of whether to implement the training. The intended outcomes and available funding are explored when making a final decision. Consultants are engaged on an annual basis.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school implemented the following processes to determine the best use of its Title IV funding:

- All parents and family members are invited annually for the presentation of the school's participation in Title IV. Parents are presented information about Title IV funding and its uses at Back to School Night. Each September, the first Parents & Pastries—a monthly meeting with parents and principal—takes place to inform parents about Title IV funding and to receive feedback about how those funds are used.
- In February, the school provides a Town Hall forum in the evening to update parents regarding The California School Dashboard and the LCAP. Input from families provides the school with the information necessary to develop the school's LCAP for the following school year including how Title IV monies will be spent.
- The school offers a variety of monthly meetings to inform families about Title IV funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families. Translation services are also provided during these meetings.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title IV funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.
- The school's Academic Team (ATM) meets weekly to review data (on-site benchmark data, California Dashboard data, attendance data, facilities report) to inform how Title IV funding would best support the needs of students.
- ATM reports their Title IV funding ideas to the school's Executive Team members, Academic Leadership Team, and Professional Learning Community to gain input from all stakeholders as to how the money should be spent.
- Student and parent climate annual survey data is taken into consideration when deciding on the distribution of Title IV funds.
- The Vice Principal's Cabinet (student advisory group) participates in the decision-making with ideas of how funding should be spent.

After reviewing data and meeting with all stakeholders, it was determined that Title IV funds go to support college and career readiness and adhere to the school's mission of preparing students for post-secondary success. The school will continue to subsidize the Advanced Placement college-level exams. Students reported that in recent years that the cost of the exam deterred them from both taking the exam and enrolling in more AP classes. After offsetting some of the exam cost in 2020-21, the participation of students taking AP exams increased to 89%. Subsidizing part of the cost for these exams and recruiting efforts by the school helped to build the AP program. All Title IV funds were disbursed to support this goal.

The use of Title IV funds will be measured through AP exam participation, enrollment, and passing AP scores, annually. This data will demonstrate the effectiveness of how Title IV funds were used and whether to continue for the following

school year.



Creating Global Citizens

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Norton Science & Language Academy	Dr. Fausto Barragan Principal	fbarragan@lcer.org 909-386-2300

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.

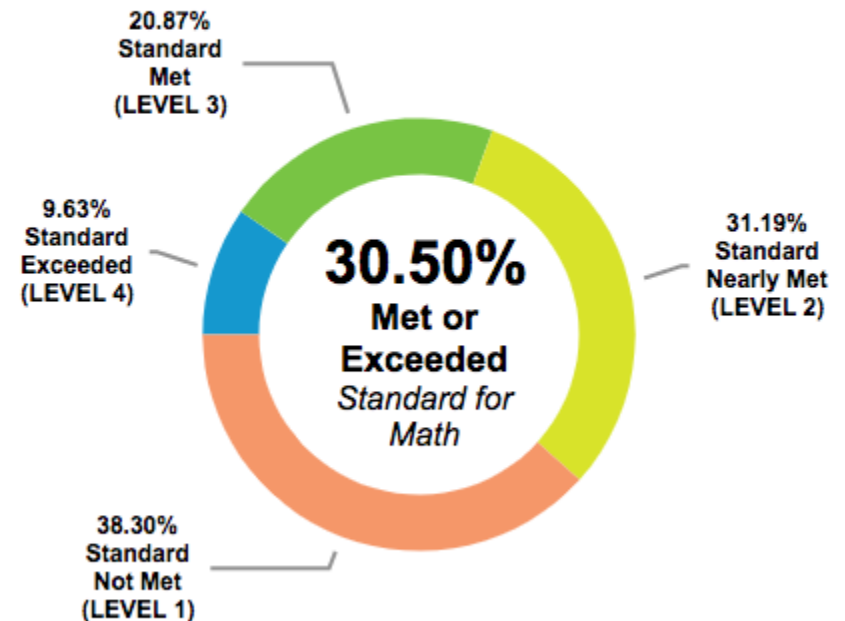
State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)

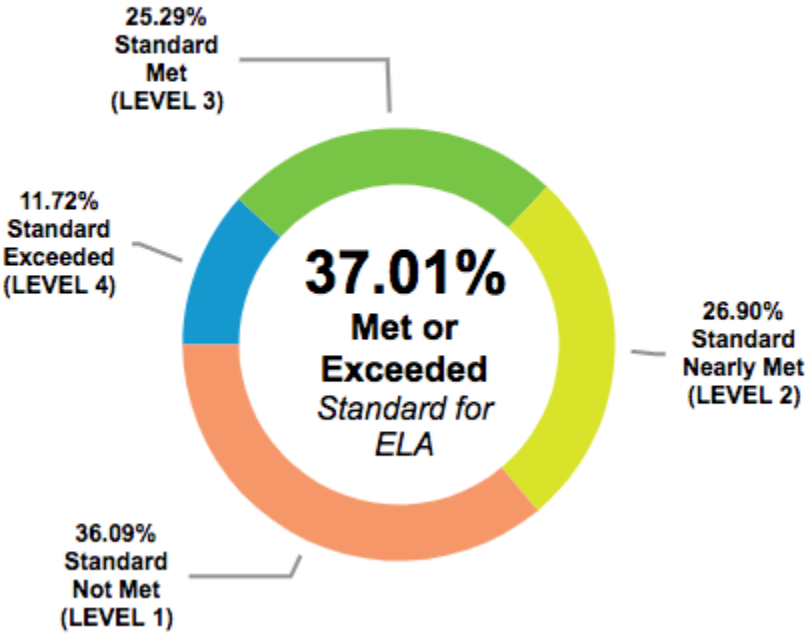
Local Priorities:

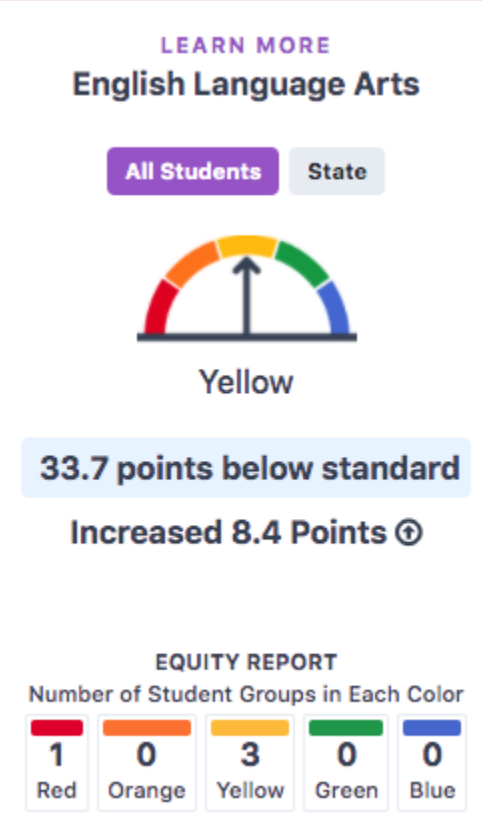
Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP SBA Math % of Met Standard and Exceeds Standard</p> <p>19-20 Met Standard: 24%</p> <p>Exceeds Standard: 13%</p> <p>Baseline Met Standard: 13%</p> <p>Exceeded Standard: 4%</p>	<p>CAASPP SBA Math % of students Met or Exceeded Standard</p>

Expected	Actual												
	<p>Mathematics</p> <p>Percent of students within each achievement level</p>  <table border="1"> <caption>Mathematics Achievement Levels</caption> <thead> <tr> <th>Achievement Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Standard Met (LEVEL 3)</td> <td>20.87%</td> </tr> <tr> <td>Standard Exceeded (LEVEL 4)</td> <td>9.63%</td> </tr> <tr> <td>Standard Not Met (LEVEL 1)</td> <td>38.30%</td> </tr> <tr> <td>Standard Nearly Met (LEVEL 2)</td> <td>31.19%</td> </tr> <tr> <td>Met or Exceeded Standard for Math</td> <td>30.50%</td> </tr> </tbody> </table>	Achievement Level	Percentage	Standard Met (LEVEL 3)	20.87%	Standard Exceeded (LEVEL 4)	9.63%	Standard Not Met (LEVEL 1)	38.30%	Standard Nearly Met (LEVEL 2)	31.19%	Met or Exceeded Standard for Math	30.50%
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Met or Exceeded Standard for Math	30.50%												
<p>Metric/Indicator California Accountability Dashboard points for Math proficiency subgroups</p> <p>19-20 English Learners: Close the gap by 4.9 points Socioeconomically Disadvantaged: Close the gap by 5.1 Students with Disabilities: Close the gap by 11.9 points Hispanic Students: Close the gap by 4.5 points African American Students: Close the gap by 5.1 points</p>	<p>California Accountability Dashboard points for Math proficiency subgroups</p> <p>English Learners: 76 points below standard. Increased 7 points. Socioeconomically Disadvantaged: 63 points below the standard. Increased 8.6 points. Students with Disabilities: 105.9 points below standard. Declined 38 points. Hispanic Students: 53.2 points below standard. Increased 5.2 points. African American Students: 68.1 points below standard. Increased 21.5 points.</p>												

Expected	Actual
<p>Baseline English Learners: 90.1 points below level 3 Socioeconomically Disadvantaged: 93.9 points below level 3 Students with Disabilities: 130.3 points below level 3 Hispanic Students: 82.7 points below level 3 African American Students: 94.1 points below level 3</p>	
<p>Metric/Indicator Math benchmark % of Met Standard and Exceeds Standard 19-20 Grades 1-8 Meeting and exceeding standard: 40%</p> <p>Baseline Grades 1-8 Meeting and exceeding standard: 25%</p>	<p>Math benchmark % of Met Standard and Exceeds Standard Grades 1-8 Meeting and exceeding standard: 33.7%</p>
<p>Metric/Indicator CAASPP SBA ELA % of Met Standard and Exceeds Standard 19-20 Grades 3-8 Met Standard: 28% Exceeded Standard: 10%</p>	<p>CAASPP SBA ELA % of Met Standard and Exceeds Standard</p>

Expected	Actual												
<p>Baseline Grades 3-8</p> <p>Met Standard: 19%</p> <p>Exceeds Standard: 7%</p>	<p>ELA</p> <p>Percent of students within each achievement level</p>  <table border="1"> <caption>ELA Achievement Level Data</caption> <thead> <tr> <th>Achievement Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Standard Met (LEVEL 3)</td> <td>25.29%</td> </tr> <tr> <td>Standard Exceeded (LEVEL 4)</td> <td>11.72%</td> </tr> <tr> <td>Standard Nearly Met (LEVEL 2)</td> <td>26.90%</td> </tr> <tr> <td>Standard Not Met (LEVEL 1)</td> <td>36.09%</td> </tr> <tr> <td>Met or Exceeded Standard for ELA</td> <td>37.01%</td> </tr> </tbody> </table>	Achievement Level	Percentage	Standard Met (LEVEL 3)	25.29%	Standard Exceeded (LEVEL 4)	11.72%	Standard Nearly Met (LEVEL 2)	26.90%	Standard Not Met (LEVEL 1)	36.09%	Met or Exceeded Standard for ELA	37.01%
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Met or Exceeded Standard for ELA	37.01%												
<p>Metric/Indicator California Accountability Dashboard points for ELA</p> <p>19-20 Grades 3-8</p> <p>Close the gap by 10 points</p> <p>Baseline Grades 3-8</p> <p>All students: 55.3 points below level 3; 6.6 points decline</p>	<p>California Accountability Dashboard points for ELA</p>												

Expected	Actual
	
<p>Metric/Indicator ELA benchmark % of Met Standard and Exceeds Standard</p> <p>19-20 Grades 5-8 Meeting and exceeding Standard: 20%</p> <p>Baseline Grades 5-8 Meeting and exceeding Standard: 10%</p>	<p>ELA benchmark % of Met Standard and Exceeds Standard</p> <p>Grades 5-8 Meeting and exceeding Standard: 28.7%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implement Swun Math Curriculum for grades TK-8</p> <p>Implement ongoing, embedded professional development for teachers in grades TK-8 with a contracted Math Coach.</p>	<p>Math Curriculum Consumable Costs 5000-5999: Services And Other Operating Expenditures Concentration \$30,700</p> <p>Math Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$55,000</p>	<p>Math Curriculum Consumable Costs 5000-5999: Services And Other Operating Expenditures Concentration \$30,700</p> <p>Math Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$55,000</p>
<p>Implement STAR Math (Renaissance Learning) norm-referenced assessment on a monthly basis to monitor progress of CCSS in grades 3-8.</p>	<p>Renaissance Subscription 5000-5999: Services And Other Operating Expenditures Concentration \$2,800</p>	<p>Renaissance Subscription 5000-5999: Services And Other Operating Expenditures Concentration \$2,800</p>
<p>Implement instructional planning from grades TK-8 on a monthly basis to do the following:</p> <ul style="list-style-type: none"> • Analyze data • Share best practices • Refine instruction 	<p>Illuminate Subscription 5000-5999: Services And Other Operating Expenditures Concentration \$9,100</p> <p>VP 1000-1999: Certificated Personnel Salaries Supplemental \$135,000</p>	<p>Illuminate Subscription 5000-5999: Services And Other Operating Expenditures Concentration \$9,100</p> <p>VP 1000-1999: Certificated Personnel Salaries Supplemental \$135,000</p>
<p>Professional development for GLAD (Guided Language Acquisition Design)</p>	<p>GLAD Professional Development Professional Development Title II \$12,000</p>	<p>GLAD Professional Development Professional Development Title II \$12,000</p>
<p>Instructional assistants within classrooms to support all learners.</p>	<p>Instructional Assistants 2000-2999: Classified Personnel Salaries Title I \$96,000</p> <p>TK 2000-2999: Classified Personnel Salaries Supplemental \$15,000</p>	<p>Instructional Assistants 2000-2999: Classified Personnel Salaries Title I \$96,000</p> <p>TK 2000-2999: Classified Personnel Salaries Supplemental \$15,000</p>
<p>Implementation of NGSS</p>	<p>NGSS Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>	<p>NGSS Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Amplify NGSS Curriculum 6-8 4000-4999: Books And Supplies Supplemental \$10,613 NGSS Curriculum TK-5 4000- 4999: Books And Supplies Supplemental \$75,000	Amplify NGSS Curriculum 6-8 4000-4999: Books And Supplies Supplemental \$10,613 NGSS Curriculum TK-5 4000- 4999: Books And Supplies Supplemental \$75,000
Implementation of Junior Achievement	Teacher 1000-1999: Certificated Personnel Salaries Base \$13,000 Junior Achievement 5000-5999: Services And Other Operating Expenditures Supplemental \$2,860	Teacher 1000-1999: Certificated Personnel Salaries Base \$13,000 Junior Achievement 5000-5999: Services And Other Operating Expenditures Supplemental \$2,860
ELA CCSS aligned curriculum	Benchmark Curriculum 4000- 4999: Books And Supplies Supplemental \$5,200 Newsela subscription 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600	Benchmark Curriculum 4000- 4999: Books And Supplies Supplemental \$5,200 Newsela subscription 5000-5999: Services And Other Operating Expenditures Supplemental \$4,600
Support personnel to ensure all student emotional and academic needs are met.	Librarian 2000-2999: Classified Personnel Salaries Supplemental \$22,500 TOA 1000-1999: Certificated Personnel Salaries Supplemental \$114,000	Librarian 2000-2999: Classified Personnel Salaries Supplemental \$22,00 TOA 1000-1999: Certificated Personnel Salaries Supplemental \$114,000
1-to-1 device program implementation including device acquisition, infrastructure, and maintenance to support student learning.	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000 IT Support team 2000-2999: Classified Personnel Salaries Supplemental \$55,000	Infrastructure 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000 IT Support team 2000-2999: Classified Personnel Salaries Supplemental \$55,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Systems Analyst 2000-2999: Classified Personnel Salaries Supplemental \$48,000 1-to-1 Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental \$68,000	Systems Analyst 2000-2999: Classified Personnel Salaries Supplemental \$48,000 1-to-1 Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental \$68,000
Enrichment courses to support and engage all learners.	Enrichment 2000-2999: Classified Personnel Salaries Supplemental \$108,000 Teacher Electives 1000-1999: Certificated Personnel Salaries Supplemental \$61,000	Enrichment 2000-2999: Classified Personnel Salaries Supplemental \$108,000 Teacher Electives 1000-1999: Certificated Personnel Salaries Supplemental \$61,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures were expended during the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were some excellent successes in the 2019-2020 school year. The school saw gains in math proficiency of 6.5% according to the 2019 Smarter Balanced results. The school has continued to see these gains in math proficiency over the last three years. Subgroups all increased in math proficiency. In ELA, the school saw proficiency increase by 11%. The school was able to purchase a new science curriculum for grades TK-5 aligned to NGSS.

Goal 2

Provide safe and well-maintained facilities with a positive learning climate and instructional practices that are culturally responsive, and support the academic, social, emotional, and physical needs of all students.


State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension rate as reported by the California Accountability Dashboard</p> <p>19-20 Suspension Rate: 1.5%</p> <p>Status should be Green (medium level)</p> <p>Baseline Suspension Rate: 4.4%</p> <p>Status: Red/High</p>	<p>Suspension rate as reported by the California Accountability Dashboard</p>

Expected	Actual										
	<div data-bbox="1075 162 1528 974"> <p>LEARN MORE Suspension Rate</p> <p>All Students State</p>  <p>Orange</p> <p>3% suspended at least once</p> <p>Increased 0.8% ↕</p> <p>EQUITY REPORT Number of Student Groups in Each Color</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>2</td> <td>2</td> <td>0</td> </tr> <tr> <td>Red</td> <td>Orange</td> <td>Yellow</td> <td>Green</td> <td>Blue</td> </tr> </table> </div>	1	2	2	2	0	Red	Orange	Yellow	Green	Blue
1	2	2	2	0							
Red	Orange	Yellow	Green	Blue							

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Support staff for students.	Dean of students 1000-1999: Certificated Personnel Salaries Supplemental \$99,357 Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$76,390	Dean of students 1000-1999: Certificated Personnel Salaries Supplemental \$99,357 Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$76,390

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	CDO staff 2000-2999: Classified Personnel Salaries Supplemental \$182,000	CDO staff 2000-2999: Classified Personnel Salaries Supplemental \$182,000
Professional Development and Support for Administrators, Character Development Officers (CDOs) and Teachers to: <ul style="list-style-type: none"> • Improve capacity to manage behavior and discipline within their classrooms and on the school campus • Enhance staff's cultural understanding • Reduce student misbehavior and improve classroom and school climate Promote emotional, physical and social well being of all students through programs, activities, and incentives.	Materials and Supplies 0000: Unrestricted Supplemental and Concentration \$5,000	Materials and Supplies 0000: Unrestricted Supplemental and Concentration \$5,000
Complete Phase I of construction for campus build out.	Campus build out. 6000-6999: Capital Outlay Base \$550,000	Campus build out. 6000-6999: Capital Outlay Base \$550,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures were expended in the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The school began construction of its new TK-12 facility this year and the school continued its programs to promote social emotional health of students. The school did not reach the improvement expected for suspensions as the suspension rate increased by 0.8%.

Goal 3

To actively engage parents in meaningful collaboration and shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement, including all learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Expected Measurable Outcomes for the 18-19 school year will be an increase of 10% from the number of parents that attended site parent council meetings (SSC, ELAC) during the 17-18 school year.</p> <p>19-20 Parent Attendance: 20%</p> <p>Baseline Parent Attendance: 10%</p>	<p>25% of parents attended council meetings during the 19-20 school year.</p>
<p>Metric/Indicator There will be an average 5% increase in parent attendance to Exhibition Night, Parent-Teacher Conferences, Back-to-School Nights, Parents and Pastries, and school sponsored workshops.</p> <p>19-20 Average Attendance: 45%</p> <p>Baseline Average Attendance: 40%</p>	<p>55% of families attended on-site parent engagement opportunities before the school's shut down in spring 2020.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Meaningful parent engagement will be facilitated in the following ways to support all students, TK-8: 1) Provide opportunities and options for parent engagement and participation, such as PTO, parent nights, open house, special events, parent conferences, parent newsletters, updated school web page. 2) Translation will be available to assist in providing information to parent/guardians in their primary language.</p> <p>Parent trainings will be offered centered on academic support, navigating the school system, student advocacy, and other trainings that fulfill the goals of the LCAP.</p>	<p>Community speakers 0001-0999: Unrestricted: Locally Defined Title III \$5,000</p> <p>Materials 0001-0999: Unrestricted: Locally Defined Title I \$5,000</p> <p>Support staff 2000-2999: Classified Personnel Salaries Supplemental \$22,727</p> <p>Parent Square 5000-5999: Services And Other Operating Expenditures Supplemental \$2,388</p>	<p>Community speakers 0001-0999: Unrestricted: Locally Defined Title III \$0</p> <p>Materials 1000-1999: Certificated Personnel Salaries Title I \$5,000</p> <p>Support staff 2000-2999: Classified Personnel Salaries Supplemental \$22,727</p> <p>Parent Square 5000-5999: Services And Other Operating Expenditures Supplemental \$2,388</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the school's shut down in the spring of 2020, the planned community speakers and field trips were canceled. All other budgeted expenditures were expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Most of the planned parent engagement activities were implemented. The school saw gains in the attendance of parents and pastries, back to school night, and parent-teacher conferences. Increased communication was a key factor in this. The school's improved website provided alerts for parents and the use of Parent Square, a school-to-home messaging system. Even though the school site closed down, communication was still able to take place in the spring of 2020 letting families know the status of the school closure, distance learning, and up-to-date information. Parents were also engaged during the school closure with surveys on returning to school, distance learning, and personal protective measures.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment/Health Materials. To mitigate the spread of germs and viruses including COVID-19, the LEA will purchase face coverings, thermometers, nursing supplies, hand sanitizer, hand sanitizer stations, spray bottles, disinfectant, paper towels, gloves, goggles, disinfectant foggers, and plexiglass for office areas.	25,000.00	35,195.69	No
Hydration Stations. Conversion of current drinking fountains to bottle filling stations providing safe access to drinking water for staff and students.	250.00	636.00	No
Handwashing Stations. Additional handwashing stations throughout the campus where sink access is insufficient. Handwashing is a preventative measure for germs and viruses including COVID-19.	5,000.00	3,000.00	No
Classroom Air Quality Improvement. Merv 13 air filters, ionizers for all classrooms with exterior accessibility, air purifying station to help mitigate the transmission and spread of germs and viruses including COVID-19.	5,000.00	4,380.00	No
Visual Cues and Materials for Social Distancing. Directional signs, capacity signs, distancing signs, handwashing signs, face-covering signs, entry and exit signs.	2,500.00	1,440.90	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were substantive differences between the planned actions and budgeted expenditures for in-person instruction. Due to limited restroom facilities and sinks, additional handwashing stations were leased to provide staff and students access to sanitation.

The school prioritized the health and safety of all school community members and purchased PPE based on feedback from all stakeholders, county health officials, and CDC. Over 518 students in grades TK-8 attended school in person. Additionally, over 50 staff members worked on campus. All students were provided with a plexiglass shield for individual desks. The school also purchased surplus sanitizers, disinfectant wipes, sprays, and paper towels to ensure that cleanliness protocols were followed. The difference in budgeted and expended costs was based on the county's updated regulations and the CDC. The difference can also be attributed to the high amount of students and staff on campus. The cost of visual cues and materials for social distancing was less than budgeted because the school can create these materials directly on-site.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

Norton Science and Language Academy provided a schedule of four days of synchronous learning and one day of asynchronous learning for all students in grades TK-8. Teachers were able to build relationships with students and differentiate instruction based on student needs. All staff members and families were flexible when the instructional program transitioned from in-person instruction to various phases of the distance learning model. As the percentage of daily positive cases decreased in San Bernardino County, the school transitioned different grade level spans to hybrid learning. Families had the option of attending virtually or in person. Teachers assessed students and targeted instruction based on student needs. The school met the needs of our Special Education students, Foster Youth, low-income students, and English learners. Staff used creative alternatives to celebrating schoolwide activities and special events. The school implemented the traditional interventions through the Rocket Lab intervention program, which provided targeted interventions to small groups of students based on teacher recommendations and data analysis.

Challenges

There were several challenges when implementing in-person instruction in the 2020-2021 school year. Cohorting made us rethink the way we provided education, PE, lunches, sports, and recess. The Lewis Center executive team had to review the guidance and frequent changes requiring updates to plans constantly. Additional mandates were placed on schools that were open for in-person learning. Cafeteria staff had to be flexible about providing meals when we had to transition to distance learning. Office staff and teachers had to be trained in how to handle COVID cases. COVID contact tracing took a considerable amount of time for staff members. Custodial staff had to change cleaning protocols requiring more cleaning during the day. When students or staff had positive COVID results or were identified as close contact, we had to shift to distance learning at a moment's notice. We could not have parent volunteers on campus, which limited our ability for extra activities/programs that maintain the home-to-school solid partnerships that are a vital component of the Norton Science and Language Academy's Instructional program. Enforcing mask requirements were sometimes problematic with parents picking up and dropping off their students from school. Middle school sports were put on hold for the year. PE lessons were changed to include social distancing protocols and hybrid physical education so that students attending virtually and in-person had access to physical education. This greatly limited what PE teachers could offer in the

way of organized games. We had to implement staggered drop-offs and dismissal times for cohorts. Seating charts/cohorting were implemented for the cafeteria, classrooms, and offices. Staff meetings were offered remotely. Teachers and staff were asked to eat lunch with 6-foot spacing and not to congregate in break rooms. COVID fatigue happened at different times in the school year. Staff and students' mental health became increasingly important to address. We had to eliminate all on-campus assemblies and parent engagement events. Assemblies and parent meetings/forums were held via zoom and other technology platforms.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diagnostic Assessments. Reading A-Z Training, iReady Diagnostic Training.	4,500.00	4,500.00	Yes
Devices and Connectivity. Hotspots for connectivity, Chromebooks, iPads, Swivl, Zoom license, GoToMeeting license, drawing pads, document cameras, TVs and mounts, firewall upgrades and wired and wireless infrastructure upgrades to support distance and hybrid learning, technology support.	224,000.00	468,465.00	Yes
Additional Role Assignments. Instructional Assistants, Character Development Officers, Facility Technicians, Custodial, Kitchen Support.	140,000.00	20,935.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were substantive differences between the planned actions and budgeted expenditures.

Technology, including one-to-one devices for all students and backup devices to provide immediate access to families if a device was damaged, was purchased to ensure that students had ongoing access to the technology that would give them access to daily learning. Additionally, technology that supports teachers with teaching in-person and at-home students at the same time was purchased. Devices for instruction included television monitors, SWIVL cameras, ipads, document cameras, Chromebooks, and software licenses. The infrastructure of the campus also had to be upgraded to support connectivity and access.

The total budgeted funds and estimated actual expenditures for additional role assignments, including instructional assistants, character development officers, facility technicians, custodial, and kitchen support, differed substantially due to the majority's lack of in-person instruction of the school year. Additionally, there were several vacancies in positions due to a lack of recruitment opportunities.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

One of the greatest successes we've seen throughout the ups and downs of distance learning during the 2020-2021 school year was the resiliency of our teachers and students. We all assumed that we'd be back in person at the start of the year but as the first day of school approached, it became clear that distance learning would need to continue. Our teachers took all they learned from the spring shutdown and applied them to our students as they welcomed them the first day and worked hard to make the experience as similar to in-person learning as they could but through a screen. While disappointed, our families set up their children for virtual learning and patiently waited for the school to open up for hybrid learning. Communication about assignments and classroom news was delivered through Google Classroom, a common platform used by all TK-8 classrooms.

In late September, we were able to successfully bring back our population of students in most need, students with disabilities. To try and achieve the most realistic classroom possible, we purchased additional technology to implement asynchronous and synchronous learning for all students. Instead of just a laptop and projector, now teachers had a robot, an iPad, massive TV, and microphones to learn how to use all at once. It was quite a challenge for all but through training and practice, teachers were able to present to students the dynamic teaching we normally would see in person.

All students were provided a one-to-one device. Students in grades 3 through 8 were already used to having a device and had little difficulty acclimating to the distance learning environment. Students in TK-2 and their parents had a bit of a learning curve but were able to successfully get their children online for distance learning. Any difficulties families had were supported by their child's teacher(s) or our IT department. Families who needed WiFi were able to pick up a hotspot from school that included free internet service for the year. For families who could not safely come by the school for pick up, hotspots and devices were hand-delivered to their homes. With all these available services, all families had access to distance learning.

Attendance during distance learning was consistent. Teachers continually reached out to families whose attendance was not 100% to see how they could help. The administration supported these efforts with follow-up calls and home visits to ensure the health and safety of the family.

Professional development for distance learning was continuous throughout the year. The IT department provided several workshops and one-on-one support for teachers including how to work all the technology together for synchronous learning. Instructional support was provided by our teacher-coaches in the form of small workshops and one-on-one support. Teachers were also provided training through the adopted curricula. Most publishers created specific curriculum for distance learning and provided free training for implementation.

Staff roles and responsibilities were adjusted to facilitate distance learning. Our Character Development Officers (CDOs) had the greatest shift in responsibility. CDOs assisted in sanitizing and maintaining facilities, meal distribution, and outreach to families. CDOs also provided supervision of our staff childcare.

Students with unique needs were provided synchronous learning as directed by their IEP and were the first students to return full-time to school. Other services such as speech and counseling were provided virtually and outside of their synchronous learning time.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online Programs for Assessment and Learning. iReady, STAR Renaissance Spanish, Reading A-Z and IXL to facilitate remote testing and instruction.	31,315.00	18,786.00	Yes
Home Visits. Mileage reimbursement to staff delivering materials and devices to families unable to travel to the school site.	3,000.00	0.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were substantive differences in the expenditures for actions related to pupil learning loss.

Historically, the school has adopted curricula that include a strong instructional technology component. Therefore, the school took full advantage of the available resources and only needed to purchase resources that were essential to mitigate learning loss.

While school and home visits did take place during distance learning, staff members voluntarily visited homes without seeking mileage reimbursements.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: Whether in distance learning or hybrid, teachers were able to continue teaching the standards at their grade level successfully. Through planning, teachers were able to adjust their instruction to focus on essential standards during synchronous and asynchronous learning. Many supplemental programs such as Reading A-Z, IXL, and iReady Instruction were easily implemented virtually enhancing synchronous instruction. Teachers used diagnostic and formative data to organize small group instruction to mitigate learning loss and ELD. As students returned to in-person instruction, teachers observed not only were students happy to return, they were more productive in learning.

Challenges: One of the greatest challenges has been getting students to attend small group instruction virtually. The bell schedule created at the start of distance learning facilitated time for teachers to meet with small groups in the afternoon and during office hours on Wednesday. Average attendance at this small group time has been 50% or less at most grade levels. Office hours are flexible for students to come in and ask questions or get help with their assignments. It is rare to have more than a few students during these times unless coming for a special project. Another challenge teachers have encountered is students not turning their cameras on and engaging in active synchronous learning. It is difficult to monitor student understanding when you can't see the body language or participate in an active discussion. We have found support with these challenges in reaching out to parents and have seen some improvements but often students revert back to nonattendance and disengagement.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Starting with challenges, the main issue is the lack of proper tools to collect Post-COVID-related or Post-pandemic-related data. Most of the existing surveys and questionnaires being used do not include items or constructs collecting pre or post-pandemic data or data reflecting the effects of the pandemic. Many assumptions are being made regarding the effects of the pandemic without concrete, research-based data. What we know is that there has been an impact and while some struggled, others thrived during this period. Surveys and questionnaires do not properly capture or measure true levels of anxiety and depression in the home environment. Needs in Mental Health are typically assessed through direct contact, intake assessments, and interviews with the individual. Connecting at this level with students and parents has been difficult due to connectivity issues, lack of involvement, and an overall disconnection and detachment caused by the pandemic. For example, without direct access to students, it has been difficult to provide counseling to students who typically respond better in person. Individual counseling has been an important source of information in terms of data collection and monitoring.

For these reasons, it is imperative that we cautiously analyze cases and groups and allocate the appropriate supports based on need. In order to determine and establish these supports, a qualified Mental Health professional needs to be directly involved in this process since Mental Health supports and counseling should be considered on a case-by-case basis. Most critical cases require customized and individualized approaches and solutions. School climate, on the other hand, should be managed via broad-spectrum surveys and interventions. The challenges with climate surveys are that, in the past, data collected reflected staff interactions on-site, at the school. In spite of advances in technology and accessibility of resources, parents and students remain somewhat disengaged or disconnected from essential school communications. To improve engagement and connectedness, our MTSS teams have recently reviewed and modified SEL surveys and discussed the frequency of administration. The goal is to collect data more often to make informed decisions.

Thanks to the efforts of our school community, returning to in-person instruction has opened up traditional channels of communication. Our students are currently experiencing improved socio-emotional levels per verbal reports provided by parents and teachers. Adjustment to the school environment seems to be a greater challenge than anxiety or depression. As we continue to expand our in-person instructional day, our students will continue to improve in terms of SEL and academics. Students with special needs and students who have experienced anxiety or depression in the past will require additional counseling supports to regain adaptive and socio-emotional skills lost during the pandemic. In addition to in-person instruction, our school is providing onsite support and heavy involvement from outside Mental Health agencies.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

NSLA's student engagement and outreach strategically integrate the recommendations and guidance from federal, state, and county Public Health and Education Offices in conjunction with Senate Bill 98.

Student engagement and outreach measures focus on meeting the needs of the school community, including foster youth, families in transition, low-income, English learners, and students with special needs through a solution-oriented and equitable approach to building a partnership with the students and families reinforcing that we want and need the students to be present and participate in learning opportunities daily. The Lewis Center for Educational Research and Norton Science and Language Academy executive and administration teams have communicated with students and families about the expectations for daily attendance and engagement, with attendance being reported for student participation in both synchronous and asynchronous learning experiences.

Teachers document daily attendance and engagement every school day for each scheduled instructional period within all instructional models offered throughout the 2020-2021 school year. If students are not present for a learning experience, they have access to recorded lessons and their Google Classroom accounts. If absences are excessive, contact is made informing the parent or guardian that the student was not present in class and a staff member from the school also reaches out to the family to identify the reason for absence and if the school can provide any supports to the family to ensure the student is attending school on a consistent daily basis. Administrators and support staff also made home visits to support families with various needs, including technology support, materials delivery, and meal delivery, among other things.

Outreach to families to ensure daily student participation and strategies to address learning challenges is provided by the classroom teacher, school site staff, site administrators, and staff across the district focused on engaging all students within equitable learning environments. Communication outreach is provided in multiple languages. Students that are disconnected are provided with strategic tiered support with home visits, increased outreach, wrap-around services, and trauma-informed responses of support to provide both the student and family members the support needed to ensure the student is attending school every day and that their social-emotional well-being needs are being met in the process. Ongoing communication occurs between the school and families with phone calls, emails, social media outreach, mailers, training and workshops, meetings, and support. All meetings, forums, training, etc., are communicated via Infinite Campus and through social media. Meetings are conducted using different platforms such as GoTo Webinar and Zoom.

The Student Support Services Department continues to develop a school counseling program. The Director of Student Support Services, School Psychologists and Counselors, provide training, structure, and support to the school's support services.

To ensure that our students receive equitable services, the school continues to implement (MTSS) Multi-tiered Systems of Support to reach all students. The school MTSS team coordinates the MTSS to identify students struggling to attend school daily proactively, meet grade-level expectations, design, provide, monitor, measure the impact of interventions and services, and ensure equitable support. Each school counselor is responsible for providing professional development to their staff covering topics dealing with the

social-emotional, academic and college, and career needs of our students, such as self-management: focusing on goals despite obstacles, avoidance of distractions as well as processes and tactics to aid in cognitive work of thinking, remembering or learning and concentrating on skills that improve social interactions, and prioritization of higher pursuits in life. School counselors provide consultation and professional development to teachers and school teams on supporting the whole child, including trauma-informed strategies, child development, social-emotional learning, culturally and linguistically responsive procedures, community building and relationships, and restorative practices. School counselors consult with teachers on their Foster/Families in Transition/English learners/Special Education students on identifying needs and providing strategies and support; school counselors also provide tiered support to teachers by offering strategies to engage and partner with families.

Successes:

Staff embraced multiple communication platforms in order to reach families. Staff spent more time having conversations with families and identifying individual needs in order for students to be successful. Meals were provided for all students and families. The support staff was flexible in providing support where needed. The Executive Team listened to parent's concerns and provided multiple instructional models. Zoom and Go To Webinar links were provided to families for meetings/conferences while providing feedback safely. The School quickly transitioned to offering virtual meeting options for our stakeholders. This option allowed for more participation from families. The School used a variety of communication strategies to build relational trust with families and boost student engagement. Our staff understood the importance of providing parents and students with consistent structures and processes—such structures include morning meetings to check in on student and family well-being, regular one-on-one conversations, daily schedules, and weekly email updates. Parents were provided with regular updates on student outcomes to support distance learning. Individualized communication with students and families was used to share student progress, highlight learning gaps, and set expectations for engagement. The School provided ready-to-use resources and training for parents to use to help students learn foundational concepts through daily activities offline, including reading to students, listening to students read, learning math through household activities, and learning science concepts and skills through cooking. We also asked parents what they needed help with—related to student learning—and provide educational opportunities around key issues such as navigating Google Classroom.

Challenges:

The School was unable to have parent volunteers on campus. Norton Academy had to rethink how family engagement events like parent conferences, Back to School Night, Parents and Pastries, School Site Council, ELAC, field trips, and multicultural celebrations. Distance learning for our youngest students was challenging for them, their families, and their teachers because of the implemented new technology platforms.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During the 2020-2021 school year, Food Services had a goal to continue providing meals to as many students as possible and help meet a basic need for our families. A challenge that was faced was that meals were no longer being offered free of charge to all

children and our program reverted back to the charging system where students had to be on a qualifying program or pay the costs of the meals. Families believed it was more of a burden to pick up meals and due to children not being on campus the collection of Free/Reduced Meal applications become challenging. Our sites launched an online application to help in getting more applications submitted and many attempts were made in reaching out to families that had yet to apply. Our food service department was able to identify over 38% of students that indeed qualified for the program.

Upon the meal program reverting back to the Seamless Summer Feed Offering, we were able to provide more meals to families in need. Families were able to pick up meals for all of their children as opposed to just the children that attended our school. This increased the number of families that we were able to provide some help too. By changing systems, families were very appreciative as it helped provide a basic need for their families and although we did not have a high volume of meals served, those that participated greatly benefited. Lastly, our school purchased Meal carts with COVID funds in order to better support a Meal To-Go service. We hope that this will help with the separation of students and provide more accessible meals to all of our students as they return to school.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Individual plexiglass barriers for indoor eating areas to mitigate the spread of germs and viruses including COVID-19.	9,500.00	0.00	No
Mental Health and Social and Emotional Well-Being	Second Step Social Emotional Learning Curriculum to guide instruction on social emotional learning topics.	14,585.00	12,758.00	Yes
In-Person Instructional Offerings	Additional custodial staff for increase sanitation protocols for Phases 2 and 3.	25,000.00	12,650.00	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Due to school not operating for in person during the lunch period, the school elected to not spend the money on plexiglass barriers in the cafeterias. We were able to hire a new custodian in late October to support in the sanitation needs during the regular school day.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Many lessons were learned this school year from implementing distance learning and hybrid programs:

- Staff worked hard to keep students in cohorts while following all safety protocols and delivering quality instruction.
- Student engagement became a high priority whether the instruction is delivered remotely or in person.
- COVID changed how the school community members interacted together and increased the importance of safety practices and cleaning protocols.
- Students, parents, and staff learned to use technology in new ways.
- The administrative staff has become creative in delivering other school traditions.
- There is a continued need for socio-emotional learning.

The school will continue to focus on engaging students, providing high-quality instruction, addressing the social-emotional well-being

of each student, providing a safe and clean learning environment for all. The school will use what was learned this past year to refine our school systems, programs, and teaching models.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

During the 2021-2024 LCAP period, we will continue to assess learning loss to better meet the needs of all learners. Data from the end-of-year 2020-2021 assessments have helped to plan extended learning and professional development at the start of the 2021-2022 school year. This end-of-year data includes diagnostic and benchmark assessments, Smarter Balanced assessments, and final grades. Each year students will be assessed with the following to monitor growth and plan future programming:

- iReady diagnostic assessments for reading and math three times a year
- iReady growth assessments to monitor growth between diagnostics for students who are two or more grade levels below
- Trimester and semester benchmark assessments to measure progress on standards for ELA and math
- Smarter Balanced assessments in ELA, math, and Spanish
- Smarter Balanced interim assessments to measure specific domains in ELA, math, and Spanish
- STAR Renaissance Spanish reading
- Continuous Orton Gillingham assessments to measure English literacy skills
- Lexile level reading assessments each trimester to measure literacy skills
- Daily observations and informal assessments

Teachers will review this data in their PLC and determine the best approach to meeting the students where they are at. Students in elementary will have built-in daily time for differentiated instruction where students will receive intervention for Tier I, Tier II, and Tier III without missing any core instruction. Every third Wednesday will be professional development time for teaching staff. Using current data, Coordinators will develop PD or secure PD to address the needs of students.

Extended learning will be offered to all students including our Summer Academy, before and after-school tutoring, and enrichment classes. Pupils with unique needs will receive all these opportunities along with our before and after-school library hub for studying and support, compensatory education services and extended school year (ESY) services.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Food service preparations before students returned in hybrid was to have students eat indoors with sneeze guards in place to keep students safe and socially distanced. We were able to procure more outdoor seating areas where students were able to stay socially distanced for breakfast and snack times without the sneeze guards. Therefore, there was no additional cost for these.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based upon continual progress monitoring and stakeholder engagement, the goals in the 2021-2022 through 2023-2024 LCAP have been continued from the previous LCAP cycle. Multiple data measures have supported the ongoing need to address student learning gaps in the areas of English Language Arts and Mathematics. Each goal has been modified to expand actions to support extended learning opportunities for our students at all grade levels. With the implementation of iReady diagnostic assessments, we are able to individualize needs and target support services accordingly. NSLA Administration will work closely with the Academic Leadership Team and MTSS Team to monitor student achievement and allocate the appropriate resources to support the actions described in the LCAP.

Additional actions have been added for this next LCAP cycle to support the health, safety, and wellness of students. We have put supports in place to support our students' transition back to full-time, in-person instruction. These tiered supports include additional grade-level curriculum, school-wide SEL resources, and counseling services from the onsite counselor and school psychologist.

The 2021-2022 through 2023-2024 LCAP also includes additional certificated and classified professional development in the areas of academic supports, student engagement, differentiating instruction, and social-emotional learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,911,235.00	1,885,935.00
Base	563,000.00	563,000.00
Concentration	42,600.00	42,600.00
Supplemental	1,127,635.00	1,107,335.00
Supplemental and Concentration	5,000.00	5,000.00
Title I	101,000.00	101,000.00
Title II	67,000.00	67,000.00
Title III	5,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,911,235.00	1,885,935.00
0000: Unrestricted	5,000.00	5,000.00
0001-0999: Unrestricted: Locally Defined	10,000.00	0.00
1000-1999: Certificated Personnel Salaries	498,747.00	503,747.00
2000-2999: Classified Personnel Salaries	549,227.00	528,927.00
4000-4999: Books And Supplies	90,813.00	90,813.00
5000-5999: Services And Other Operating Expenditures	195,448.00	195,448.00
6000-6999: Capital Outlay	550,000.00	550,000.00
Professional Development	12,000.00	12,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,911,235.00	1,885,935.00
0000: Unrestricted	Supplemental and Concentration	5,000.00	5,000.00
0001-0999: Unrestricted: Locally Defined	Title I	5,000.00	0.00
0001-0999: Unrestricted: Locally Defined	Title III	5,000.00	0.00
1000-1999: Certificated Personnel Salaries	Base	13,000.00	13,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	485,747.00	485,747.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	5,000.00
2000-2999: Classified Personnel Salaries	Supplemental	453,227.00	432,927.00
2000-2999: Classified Personnel Salaries	Title I	96,000.00	96,000.00
4000-4999: Books And Supplies	Supplemental	90,813.00	90,813.00
5000-5999: Services And Other Operating Expenditures	Concentration	42,600.00	42,600.00
5000-5999: Services And Other Operating Expenditures	Supplemental	97,848.00	97,848.00
5000-5999: Services And Other Operating Expenditures	Title II	55,000.00	55,000.00
6000-6999: Capital Outlay	Base	550,000.00	550,000.00
Professional Development	Title II	12,000.00	12,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	963,373.00	943,073.00
Goal 2	912,747.00	912,747.00
Goal 3	35,115.00	30,115.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$37,750.00	\$44,652.59
Distance Learning Program	\$368,500.00	\$493,900.00
Pupil Learning Loss	\$34,315.00	\$18,786.00
Additional Actions and Plan Requirements	\$49,085.00	\$25,408.00
All Expenditures in Learning Continuity and Attendance Plan	\$489,650.00	\$582,746.59

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$37,750.00	\$44,652.59
Distance Learning Program	\$140,000.00	\$20,935.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$34,500.00	\$12,650.00
All Expenditures in Learning Continuity and Attendance Plan	\$212,250.00	\$78,237.59

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$228,500.00	\$472,965.00
Pupil Learning Loss	\$34,315.00	\$18,786.00
Additional Actions and Plan Requirements	\$14,585.00	\$12,758.00
All Expenditures in Learning Continuity and Attendance Plan	\$277,400.00	\$504,509.00



Creating Global Citizens

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Norton Science & Language Academy	Dr. Fausto Barragan Principal	fbarragan@lcer.org 909-386-2300

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Norton Science and Language Academy (NSLA) is an independent, direct-funded charter school that was first authorized in 2008 by the San Bernardino County Superintendent of Schools. NSLA is located close to the San Bernardino International airport and several multinational technology and trade companies. In recent months, several business developments have been constructed surrounding the school's neighborhood. The 2021-2022 school year will bring significant changes to NSLA as our brand new campus opens. The new location is only a couple of miles from our current location, allowing us to continue serving the downtown San Bernardino community. The high school program will start with 9th grade in the fall of 2021. An additional grade level will be added each subsequent year until complete build out in the fall of 2024 making us a TK-12 school.

NSLA currently serves a TK-8 population of approximately 836. The demographic breakdown of the 836 student population is 6.3% African American, 1.2% Asian, 87.0% Hispanic, and 4.6% White. Students qualifying as unduplicated are low-income (76.0%), English learner (31.7%), homeless youth (3.5%), and foster (0.2%). Students with disabilities account for 10.8% of the population.

NSLA provides a Dual Immersion Program that supports the charter's educational goals. Spanish is used as the primary language of instruction in the first years of school, with 90% of a kindergartener's day spent in Spanish immersion. After that, English instruction increases by 10% each grade until a 50/50 balance is reached in 4th grade. All students receive a high-quality instructional program centered on academic success in both Spanish and English. The program's goal is for all students to become bi-literate and bilingual in two languages - English and the "target" language Spanish. NSLA's goal is for all students to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years. NSLA puts research-proven programs into best practice in teacher training, curriculum development, and pedagogy. Offering a safe haven for educational enhancement and activities allows the underserved children in the surrounding area to increase learning opportunities.

NSLA has strong partnerships with local community businesses and organizations. Norton Academy shares partnerships with Jet Propulsion Laboratory and leading science organizations that enhance the science offerings to students.

MISSION

The mission of the NSLA is to ensure learning for a diverse and often underserved population of students who will be college and career-ready as a result of our safe and rigorous bilingual, bi-literate, and multicultural education.

VISION

NSLA is a Dual Immersion Program School that supports our charter educational goals, including teaching science every day starting in Kindergarten. Our goal is for all students to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years.

NSLA Student Learning Outcomes:

Community

- Demonstrate an internalized set of 3 personal standards; Show Respect, Make Good Decisions, Solve Problems.
- Build relationships by working collaboratively with peers, staff, families, and the community

Language

- Recognize and celebrate the value of multiculturalism
- Become global citizens by applying bilingual and bi-literate skills

Academic Achievement

- Use acquired knowledge and skills to be college and career ready
- Create data-driven goals and implement action plans to ensure success

Science

- Apply knowledge of science, technology, and math across the learning disciplines
- Be proficient in the use of technology to support learning

Empowerment

- Foster a growth mindset when faced with challenges
- Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community, and global causes

Reflections: Successes

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

The California School Dashboard reported NSLA made progress in the areas of ELA and Math as measured by the Smarter Balanced assessments in both areas. ELA increased by 8.4 points, and Math increased by 5.1 points, demonstrating steady progress in students moving towards proficiency. NSLA has shown continuous growth in both areas since 2017 due to the adoption of standards-based curricula and continued professional development for teachers.

We saw an increase in proficiency in almost every student group for ELA: English Learners increased by 8.3 points, Homeless population increased by 9.3 points, and Socioeconomically Disadvantaged increased by 9 points. We also saw these types of increases in almost every student group for Math:

- English Learners increased by 7 points.
- Homeless population increased by 21.7 points.
- Socioeconomically Disadvantaged increased by 8.6 points.

38% of our English Learners are making progress towards proficiency.

During the COVID-19 pandemic, NSLA provided a variety of learning options for students in hopes of mitigating learning loss and maintaining

proficiency levels. Students continued to attend school through distance learning in the spring of 2020 and six months of the 2020-2021 school year. We successfully brought students back in person on April 5, 2021.

Reflections: Identified Need

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

While most student groups saw increases in ELA and Math, our students with disabilities declined by 10.2 points on the 2019 Smarter Balanced ELA assessment. They declined 38 points on the Smarter Balanced Math assessment. While we have seen gains in the Smarter Balanced assessments, we still have some growth to make in both areas. The California School Dashboard also reported an increase in suspensions of 0.8%, with us continuing at a level orange for the year.

Local measures show a decline in both areas of reading and math in the 2020-2021 school year. According to our iReady Diagnostic measure for English reading grades 3-8, 29% of students are at or above grade level, 23% of students are one grade level below, and 48% are two or more grade levels below. DRA measures English reading levels in grades 3-5 and reports that 53.3% of students are proficient. Our on-site end-of-year benchmarks for ELA report 22% of students proficient, 20% of students approaching proficiency, and 58% of students not yet proficient. Spanish Language Arts benchmarks report 35% of students proficient, 15% of students approaching proficiency, and 50% of students not yet proficient.

iReady Diagnostic measure for Math in grades 3-8 report 16% of students are at grade level, 38% of students are one grade level below, and 46% are two or more grade levels below. Our on-site end-of-year benchmarks for math in grades K-8 report 31% of students proficient, 14% of students approaching proficiency, and 55% of students not yet proficient.

To address these areas of improvement, we will continue to provide professional development for staff in the areas of reading and math, both embedded in our adopted curricula and research-based strategies such as Project GLAD (Guided Language Acquisition Design). We will include extended learning opportunities such as our Summer Academy, before and after-school tutoring, and field trips. In addition to services designated by the individual education plan for our students with disabilities, compensatory education will occur before and after school, led by an Education Specialist.

We know that students need to feel safe and cared for to succeed both emotionally and academically. As we return to school full-time in the fall of 2021, we will focus on preparing staff with social-emotional strategies to support students and implement a socio-emotional learning curriculum at all grade levels.

LCAP Highlights

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

It's an exciting year at NSLA as we begin to move into our new school in the fall of 2021 and extend our grade levels to include 9th grade. Our school includes several new classrooms such as a Science Lab and Art Lab, both needing new materials and equipment. We will be adding Robotics and eSports teams, upgrading our network servers, and providing technology to every student. After over a year in distance learning, we are excited to bring back our enrichment courses at all levels. These courses include music, PE, STEM, Spanish, Mandarin, Computer Science, and ASB. This allows all students to apply what they have learned in the classroom and explore areas they may not get during their regular schedule. Classroom furniture is included in the LCAP to provide for the various new classrooms and replace broken furniture. Increased custodial services and PPE have been purchased for the continued health and safety of our students.

Extended learning is a critical component in our LCAP and is provided in several ways. First, stakeholders requested we bring back field trips, and we applied a large amount of funding to support this request. NSLA will use these funds to pay for field trips at every grade level fully. This will extend what students are learning in the classroom and allow them to apply this learning in a real-world application. Second, for the first time, NSLA will be offering a Summer Academy for two sessions during the summer of 2021. This was the second most requested event by our stakeholders, and we are happy that we can grant this request. Our Summer Academy will be project-based, experiential learning over three weeks at all grade level bands taught by highly qualified teachers. We will also be offering Saturday cultural field trips for our students. This will be an excellent opportunity for students to apply their language skills and experience a different culture.

Professional development has proven to increase academic achievement for our students and will continue throughout the following year. Staff will be provided training for socio-emotional learning to help students acclimate back into the full-time classroom emotionally and socially. Teachers will receive training throughout the school year to support our adopted math curriculum and training for language acquisition and early literacy. Our new teachers will be paired with a mentor to work closely with over two years, developing their instructional, planning, and management skills. Our most significant asset to learning at our school is our intervention Rocket Lab. Students receive Tier II and Tier III interventions outside of the classroom. Our bell schedule specifically outlines a dedicated time at each grade level daily. Students who come to Rocket Lab are not missing instruction in the school. All students are receiving differentiated instruction at this specific time that is intentional and measured. Rocket Lab is headed by our Teacher On Assignment (TOA) and a team of Paraprofessionals.

Comprehensive Support and Improvement

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

Schools Identified

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

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Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Parents, teachers, and school staff were engaged in the development of this plan through various surveys. We found that online school surveys were the most conducive for families during COVID-19 to ensure their safety and the safety of school staff. Surveys that centered around extended learning were sent to families, certificated, and classified staff. Questions were asked about whether families and staff would like to see extended learning opportunities such as summer sessions, after-school tutoring, intersessions (during school breaks), field trips, and Saturday school. The majority of responses indicated their top requests were field trips, summer sessions, and after-school tutoring. When asked what areas they'd like these extended learning opportunities to focus on, STEM and fitness were at the top, with math, social, and reading activities close behind. Based on this information, two summer sessions will be offered that focus on hands-on, inquiry-based learning in the areas of science, technology, art, engineering, fitness, and math. We will use this data during the school year to develop an after-school program and offer field trips.

Outside of surveys, families have also participated in developing the plan through Cafecito, School Board Meetings, and School Site Council. Stakeholders at these meetings review school data and make recommendations. In addition, the NSLA staff meets regularly to discuss their needs for in-person, hybrid, and distance learning, including technology and PPE, ensuring a robust and safe learning experience for all.

From the community, we work closely with Desert Mountain Special Education Local Plan Area (DM SELPA) to review the needs their office is observing in the community and how they can help our school address these needs, providing support for staff and families.

A summary of the feedback provided by specific stakeholder groups.

Of the families that responded to our needs survey, the following results were used in the development of the LCAP for the 2021-2022 school year:

- 87% of families would participate in extended learning time.
- Field trips were the number one item families would like to see brought back.
- After school programs were the next highest demand.
- Summer Academy placed third in demand followed by Intersession Programs, Saturday activities, and other. Other comments asked for before school tutoring and STEM workshops.
- Families asked for extended learning opportunities in the areas of reading, math, STEM, fitness and social activities. Other comments asked for more performing arts classes, computer programming, and support for Spanish immersion.
- Families also asked for more Spanish activities for students to be able to build their capacity and STEM, hands-on learning.

Overwhelmingly, we heard throughout the year that families want their children back in school full-time in a safe and supportive environment.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Field trips were high on the list from both families and staff. The school has not been able to have fundraising events for over a year due to COVID-19, which is where field trip money would normally stem from. Families would also help supplement field trip costs if the fundraising was not enough to provide the total cost of the trip. With the COVID-19 funds provided, we are budgeting to offer two field trips for each grade level including our annual 8th grade Science camp and 7th grade Ocean Institute field trip. We are hopeful that field trips will be in-person and run as normal for the 2021-2022 school year. In addition to these, we will be providing cultural field trips on Saturdays throughout the year where students can experience different cultures and practice their language skills in neighboring communities. Various grants and funds will help to fully fund field trips giving our Parent Teacher Organization (PTO) time to begin rebuilding our future funds and allow our families the relief of not having to find money to supplement field trips.

A summer academy in July of 2021 and another in August of 2021 will provide students with an engaging, in-person learning experience. Certificated teachers will organize and plan inquiry-based activities for students to apply their knowledge to real-world problems including Space Science, team building, STEM, and fitness. These extended learning opportunities will continue into the 2021-2022 school year with after-school extended learning that focuses intentionally on the identified needs of students. Students will work on their identified areas of need and will be monitored to ensure they are making growth. NSLA will use its current library as a hub for students before and after school and lunchtime to provide students with a quiet, structured environment to continue their work. A paraprofessional will monitor the lab and be available to help as needed. Students will be able to use the school's Wi-Fi to access their applications for school work and recharge their devices.

Enrichment courses have been a long-standing offering to our elementary students both during and after school. These courses have been on hold during the pandemic but will be brought back for the 2021-2022 school year. We will offer enrichment classes for STEM, PE, Mandarin, and Music for all students in grades K-5. Enrichment courses provide an extension of learning for our students in areas that are sometimes difficult to include in daily instruction. We will have an elective zero period before school offering Mandarin, Spanish, Associated Student Body (ASB), and Computer Science for both middle school and high school.

High school students will have the opportunity to enroll in courses offered by the local community college that meet general education requirements for associate's and bachelor's degrees. These courses will be offered during the school day and taught by the college professor. College and Career Access Pathways (CCAP), allows students to earn college credit concurrently pursuing their college degrees and meeting some a-g requirements. The program also helps the school broaden its current offerings to students outside of its master schedule.

NSLA will provide students with the best STEM opportunities possible. We will continue our one-to-one device program supplying all incoming 3rd graders with a Chromebook so all students in grades 3-9 will have a school-supplied one-to-one device. Classrooms in TK-2 will have a full class set of iPads for use during the school day. NSLA plans to add a Robotics Team and eSports team for high school which will include additional technology.

Teachers will receive professional development throughout the school year to support in-person instruction of the adopted curricula, early literacy, and Love & Logic. New teachers will receive Induction training where they are paired with a teacher coach, working together to

provide the best instruction and environment for the students served. There will be an emphasis on the social-emotional health of staff and students through consistent training during the 2021-2022 school year. NSLA will work together with the DM SELPA to implement trauma training for students, staff, and families to support strategies that address anxiety and behavior issues with the return to an in-person school environment. Mindfulness training for staff will provide strategies for anxiety and how best to support students. In addition to training, the DM SELPA has developed a new online referral system designed to quickly identify, test, and qualify students for mental health support. The counseling teams will provide group counseling, individual counseling, crisis response support, among other services, to students and staff. The counseling team has established web-based resources on the school's website for anyone to access.

Students need to have all their needs met in order to learn especially their nutritional needs. NSLA will continue to provide breakfast and lunch to all students free of charge throughout the 2021-2022 school year.

Goals and Actions

Goal

Goal #	Description
1	All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.

An explanation of why the LEA has developed this goal.

For students to leave NSLA ready for their future success, it's imperative that we give them every opportunity to be proficient in the areas of math and reading, both in Spanish and English, beginning in Kindergarten through their senior year. Both of these areas will give students the ability to be successful in other subject areas such as science, the arts, PE, and social studies.

Students in elementary are displaying a decline in math proficiency since the last CAASPP assessment data in 2019. Since our diagnostic exams and summative benchmarks measure all standards at a grade level, it's important that all standards are covered within a given year. With the spring shutdown in 2020 and a modified attendance schedule throughout the 2020-2021 school year, instruction focused on essential standards. 16% of students show proficiency at the end of the school year, which is a drop from previous years. Data also revealed the domain of Geometry and Measurement & Data as the lowest-performing areas. These are often taught towards the end of the year so these results were not unexpected.

Without a strong reading foundation, students will struggle throughout their school years not being prepared for the work given to them. Recent data reported that 33.7% of primary students were proficient in reading at their grade level. As students promote to the next grade level there will be a need for more intervention both in class and out to help students become fluent readers by the time they get to 3rd grade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress (CAASPP) Math and ELA 2019	37.01% of students showed proficiency in ELA				40% of students will show proficiency in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	30.5% of students showed proficiency in math				34% of students will show proficiency in math
iReady Diagnostic Assessment for Reading	Reading: 29% of students on or above grade level 23% of students one grade level below 48% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments				Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below
iReady Diagnostic Assessment for Math	Math: 16% of students on or above grade level 38% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments				Math: 25% of students on or above grade level 45% of students one grade level below 30% of students are two or more grade levels below
DRA (Developmental Reading Assessment) English grades 3-5	53.3% of students met standard 15.7% of students nearly met standard 31% of students standard not met				60% of students will meet the standard 20% of students will nearly meet the standard 20% of students standard not met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as demonstrated in the EOY 2021 assessments				
On-site Benchmarks for Math and ELA	21.5% of students showed proficiency in ELA 30.6% of students showed proficiency in math as demonstrated in the EOY 2021 assessments				35% of students will show proficiency in ELA 35% of students will show proficiency in math
EDL (Evaluación del desarrollo de la lectura® 2; Spanish reading assessment) grades K-2	33.7% of students showed proficiency in SLA as measured by EDL at the end of year 2020-2021				40% of students will show proficiency in SLA as measured by EDL

Actions

Action #	Title	Description	Total Funds	Contributing
1	Field Trips	All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the classroom to real world experiences.	\$147,500.00	No
2	iReady Diagnostic and Instruction for Reading and Math	Implementation of iReady diagnostic and instruction to measure growth in both areas and facilitate differentiation based on specific student need. Reading and Math instruction is included to supplement adopted curriculum and meet the individual needs of each student.		No

Action #	Title	Description	Total Funds	Contributing
		Note: Funding accounted for during the 2020-21 school year with a 6 year adoption.		
3	New Teacher Induction	Induction for new teachers	\$39,947.00	No
4	Elementary Enrichment	Enrichment courses in elementary during the school day.	\$152,225.00	No
5	Dual Enrollment	Textbooks for dual enrollment courses with San Bernardino Valley Community College	\$5,000.00	No
6	Secondary Academic Counselor	New academic counselor for high school.	\$120,401.00	No
7	Summer Space Camp	Summer extended learning opportunities for STEM.	\$6,000.00	No
8	Rocket Lab	Targeted intervention for students needing tier II and tier III supports.	\$243,196.00	No
9	Library Hub	Before and after school library hub.	\$10,700.00	No
10	Secondary Extended Learning	Zero period offerings (ASB, Mandarin, Comp Sci, and Spanish).	\$60,000.00	No
11	Love & Logic	Professional development for all staff.	\$6,000.00	No
12	Summer Academy	Extended learning for the summer in 2021 and 2022.	\$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
13	Elementary Enrichment Music	Music enrichment materials.	\$25,000.00	No
14	eSports	eSports lab set up.	\$20,000.00	No
15	Robotics Team	Creation of a robotics team.	\$60,000.00	No
16	Science Lab	Expansion of secondary science lab, materials and curriculum.	\$100,000.00	No
17	Art Lab	Expansion of secondary art lab, materials and curriculum.	\$100,000.00	No
18	Summer Academy Facility	Facility for the summer academy 2021.	\$37,000.00	No
19	One-to-One Devices	Additional Chromebooks at 3rd grade.	\$100,000.00	No
20	Swun Math Professional Development	Training for teachers implementing Swun Math with concentration in grades 3-8.	\$55,000.00	No
21	CABE Early Literacy Professional Development	CABE (California Association for Bilingual Education) Early Literacy PD for primary teachers.	\$2,500.00	No
22	Home Visits	Materials and supplemental funds for home visits.	\$10,000.00	No Yes
23	Physical Education Materials	Additional PE Materials for growth of campus and additional grade level.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
24	Spanish Course	Addition of high school Spanish course curriculum.	\$69,200.00	No
25	Flexible Seating	Flexible seating for students.	\$50,000.00	No
26	Mindfulness	Mindfulness spaces furniture and materials.	\$10,000.00	No
27	College Visits	College visits for students in middle and high school.	\$5,000.00	No
28	ELPAC Testing	Test examiners for ELPAC testing.	\$13,500.00	Yes
29	ELPAC Testing On-Site Coordinator	Lead coordinator for ELPAC testing throughout the year.	\$12,544.00	Yes
30	VM Server	Expansion of virtual network servers to support learning platforms.	\$15,000.00	No
31	Support Servers	Support servers for network.	\$15,000.00	No
32	Storage Area Network	Network file storage support.	\$26,000.00	No
33	Classroom Furniture	Classroom furniture for expansion to high school and replacement of unusable furniture.	\$300,000.00	No
34	STEM Enrichment Materials	STEM materials for space science, engineering, and aviation.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
35	Mandarin Enrichment Materials	Materials for Mandarin enrichment classes.	\$20,000.00	No
36	Staff Laptops	Staff laptop replacement.	\$115,000.00	No
37	Multi-Purpose Room Setup	Setup MPR with sound system, projector, and communication.	\$35,000.00	No
38	Stop-It Hotline	Student reporting system to promote safety for students.	\$500.00	No
39	MiFi Units	MiFi units for remote connection.	\$15,000.00	No
40	Resident Subs	Resident bilingual subs.	\$127,413.00	No
41	Project GLAD Training	Project GLAD Training for English learners instructional strategies.	\$4,000.00	Yes
42	Uniform Closet	Uniforms provided to students in need.	\$5,000.00	Yes
43	Independent Study	Independent study program for students unable to be in person due to illness.	\$40,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Provide safe and well-maintained facilities with a positive learning environment and instructional practices that are culturally responsive and support the academic, social, emotional, and physical needs of all students.

An explanation of why the LEA has developed this goal.

For students to succeed both emotionally and academically, the facilities need to be clean and in good condition. This is even more essential as we continue to combat COVID-19 with additional staff, PPE, and equipment to ensure the safety of our students. Students returning to school after the pandemic will need social emotional support including areas of anxiety, fear, and trauma. Students need to be given the opportunity to experience cultures outside their own and use their world language skills to immerse themselves within the culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate as reported on the California School Dashboard.	3% suspension rate as reported on the 2019 California School Dashboard.				2.8% suspension rate as reported by the California School Dashboard.
Student Climate Survey	35% of students felt their school was well-maintained and clean as reported on the 2019 student climate survey.				75% of students feel their school is well-maintained and clean as reported by the student climate survey.
Student SEL Survey	82.5% of students surveyed feel well-adjusted and ready for learning as indicated				85% of students surveyed feel well-adjusted and ready for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	by the 2020 SEL survey.				learning as indicated by the SEL survey.
Field Trip Attendance	0% of students attended field trips in 2020-2021.				85% of students will attend cultural field trips.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Cultural Field Trips	Saturday field trips will be offered throughout the year for students to be immersed in the culture and language they are studying.	\$40,000.00	No
2	Character Development Officer	CDO for noontime support.	\$234,200.00	No
3	Chilean Exchange	Field trip program with our partner school in Chile.	\$10,000.00	No
4	CDO Professional Development	CDO's will receive training for safety and social-emotional strategies.	\$500.00	No
5	Custodial	Additional custodial staff.	\$100,000.00	No
6	Furniture	New furniture needed for the school's expansion.	\$300,000.00	No
7	Recess/Lunchtime Assistant	Additional staff for recess and lunch times.	\$30,000.00	No
8	Floor Scrubber/Carpet Extractor	Floor scrubber/carpet extractor to maintain cleanliness of facilities.	\$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
9	Janitorial Supplies	Additional janitorial supplies to properly disinfect student areas.	\$25,000.00	No
10	Ionizers for HVAC units	Ionizers for HVAC upgrading for air quality.	\$40,000.00	No
13	Elementary Rugs	Area rugs for elementary students.	\$17,500.00	No
14	CPI (Crisis Prevention Institute) Training	CPI training for administrators and character development officers.	\$500.00	No
15	Suicide Prevention Training	Suicide prevention training.	\$2,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners.

An explanation of why the LEA has developed this goal.

Our school has always held the belief that all stakeholders are an integral part of a child's education. We strive to ensure all families receive communication about school activities and their child's progress as well as engage families in decision-making throughout the school year. We establish programs specific to our parents to guide them through all aspects of helping their child be successful both academically and socially.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rosters from meetings.	8% of families attend engagement opportunities.				25% of families will attend engagement opportunities.
Participation in engagement surveys.	33% of families participated in engagement surveys.				45% of families participated in engagement surveys.

Actions

Action #	Title	Description	Total Funds	Contributing
1	San Bernardino Latino Family Literacy Project	San Bernardino Latino Family Literacy Project (Project and Training)	\$2,500.00	Yes
2	Love & Logic Parents	Parent trainings for Love & Logic	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
3	CABE Project Inspire Parents	Parent training with CABE (California Association for Bilingual Education) Project Inspire	\$5,000.00	Yes
4	Cafecito	Monthly parent meeting centered on school updates.	\$500.00	No
5	Translator Equipment	Translation equipment.	\$2,000.00	No
6	Parent Materials	Materials for parent engagement meetings.	\$500.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
78.11%	2,458,447

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

NSLA meets its requirement to increase and improve services for Foster Youth, English Learners, and Low-Income students by training personnel and providing more academic supports to improve their learning environment and drive academic outcomes for unduplicated pupils. These steps aim to expand programs, provide services and programs that will support increasing attendance, reducing suspension and expulsions, and providing intervention and support programs to youth on their path to graduation.

We have identified many actions and resource allocations intended to support an integrated and coordinated academic support program for unduplicated pupils. Services will also support additional resources in attendance/engagement, connectivity, and technology, tracking academic progress, and bridging communication deficits for our English Learners. The increased services are intended to improve the school climate and increase the student engagement of unduplicated pupils.

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

Services identified in the school's LCAP are intended to benefit all students. To further meet the needs of our foster students, English learners, homeless students, students with exceptional needs, and low-income students, we will provide the following.

Actions that improved services:

- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps.

- Training for teachers to implement differentiated, small-group within their adopted curriculum.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.
- A social-emotional curriculum purchased to enhance the current SEL program and meet the needs of students.
- Character Development Officers to improve student safety,

Actions that increased services:

- Additional 1:1 devices and network servers to ensure student access to instruction and curriculum for students to continue their learning without interruption.
- Hotspots provided to families with limited or no connectivity to access curriculum and materials needed for continued learning.
- Home visits to deliver devices, hotspots, materials as needed to families that are unable to drive to the school.
- Online programs purchased to diagnose learning loss, provide instructional support, and monitor progress for all unduplicated students. Results will help facilitate targeted instruction to meet students where they are at academically.
- Uniforms provided to families in need.
- Parent and family engagement trainings specific to these student populations.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$769,601.00	\$2,113,338.00		\$304,887.00	\$3,187,826.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,347,426.00	\$1,840,400.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Field Trips		\$147,500.00			\$147,500.00
1	2	All Students with Disabilities	iReady Diagnostic and Instruction for Reading and Math					
1	3	All Students with Disabilities	New Teacher Induction		\$19,800.00		\$20,147.00	\$39,947.00
1	4	All Students with Disabilities	Elementary Enrichment		\$152,225.00			\$152,225.00
1	5	All Students with Disabilities	Dual Enrollment		\$5,000.00			\$5,000.00
1	6	All Students with Disabilities	Secondary Academic Counselor	\$120,401.00				\$120,401.00
1	7	All Students with Disabilities	Summer Space Camp		\$6,000.00			\$6,000.00
1	8	All Students with Disabilities	Rocket Lab				\$243,196.00	\$243,196.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	All Students with Disabilities	Library Hub		\$10,700.00			\$10,700.00
1	10	All Students with Disabilities	Secondary Extended Learning	\$60,000.00				\$60,000.00
1	11	All Students with Disabilities	Love & Logic		\$6,000.00			\$6,000.00
1	12	All Students with Disabilities	Summer Academy		\$160,000.00			\$160,000.00
1	13	All Students with Disabilities	Elementary Enrichment Music		\$25,000.00			\$25,000.00
1	14	All Students with Disabilities	eSports		\$20,000.00			\$20,000.00
1	15	All Students with Disabilities	Robotics Team		\$60,000.00			\$60,000.00
1	16	All Students with Disabilities	Science Lab		\$100,000.00			\$100,000.00
1	17	All Students with Disabilities	Art Lab		\$100,000.00			\$100,000.00
1	18	All Students with Disabilities	Summer Academy Facility		\$37,000.00			\$37,000.00
1	19	All Students with Disabilities	One-to-One Devices		\$100,000.00			\$100,000.00
1	20	All Students with Disabilities	Swun Math Professional Development	\$55,000.00				\$55,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	21	All Students with Disabilities	CABE Early Literacy Professional Development		\$2,500.00			\$2,500.00
1	22	All Students with Disabilities English Learners Foster Youth Low Income	Home Visits		\$10,000.00			\$10,000.00
1	23	All Students with Disabilities	Physical Education Materials		\$20,000.00			\$20,000.00
1	24	All Students with Disabilities	Spanish Course		\$69,200.00			\$69,200.00
1	25	All Students with Disabilities	Flexible Seating		\$50,000.00			\$50,000.00
1	26	All Students with Disabilities	Mindfulness		\$10,000.00			\$10,000.00
1	27	All Students with Disabilities	College Visits				\$5,000.00	\$5,000.00
1	28	English Learners	ELPAC Testing				\$13,500.00	\$13,500.00
1	29	English Learners	ELPAC Testing On-Site Coordinator				\$12,544.00	\$12,544.00
1	30	All Students with Disabilities	VM Server		\$15,000.00			\$15,000.00
1	31	All Students with Disabilities	Support Servers		\$15,000.00			\$15,000.00
1	32	All Students with Disabilities	Storage Area Network		\$26,000.00			\$26,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	33	All Students with Disabilities	Classroom Furniture	\$100,000.00	\$200,000.00			\$300,000.00
1	34	All Students with Disabilities	STEM Enrichment Materials		\$10,000.00			\$10,000.00
1	35	All Students with Disabilities	Mandarin Enrichment Materials		\$20,000.00			\$20,000.00
1	36	All Students with Disabilities	Staff Laptops		\$115,000.00			\$115,000.00
1	37	All Students with Disabilities	Multi-Purpose Room Setup		\$35,000.00			\$35,000.00
1	38	All Students with Disabilities	Stop-It Hotline		\$500.00			\$500.00
1	39	All Students with Disabilities	MiFi Units		\$15,000.00			\$15,000.00
1	40	All Students with Disabilities	Resident Subs		\$127,413.00			\$127,413.00
1	41	English Learners	Project GLAD Training		\$4,000.00			\$4,000.00
1	42	Foster Youth Low Income	Uniform Closet				\$5,000.00	\$5,000.00
1	43	All Students with Disabilities	Independent Study		\$40,000.00			\$40,000.00
2	1	All Students with Disabilities	Cultural Field Trips		\$40,000.00			\$40,000.00
2	2	All Students with Disabilities	Character Development Officer	\$234,200.00				\$234,200.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All Students with Disabilities	Chilean Exchange		\$10,000.00			\$10,000.00
2	4	All Students with Disabilities	CDO Professional Development		\$500.00			\$500.00
2	5	All Students with Disabilities	Custodial	\$100,000.00				\$100,000.00
2	6	All Students with Disabilities	Furniture	\$100,000.00	\$200,000.00			\$300,000.00
2	7	All Students with Disabilities	Recess/Lunchtime Assistant		\$30,000.00			\$30,000.00
2	8	All Students with Disabilities	Floor Scrubber/Carpet Extractor		\$7,500.00			\$7,500.00
2	9	All Students with Disabilities	Janitorial Supplies		\$25,000.00			\$25,000.00
2	10	All Students with Disabilities	Ionizers for HVAC units		\$40,000.00			\$40,000.00
2	13	All Students with Disabilities	Elementary Rugs		\$17,500.00			\$17,500.00
2	14	All Students with Disabilities	CPI (Crisis Prevention Institute) Training		\$500.00			\$500.00
2	15	All Students with Disabilities	Suicide Prevention Training		\$2,000.00			\$2,000.00
3	1	English Learners	San Bernardino Latino Family Literacy Project				\$2,500.00	\$2,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	All Students with Disabilities	Love & Logic Parents		\$1,500.00			\$1,500.00
3	3	English Learners	CABE Project Inspire Parents		\$5,000.00			\$5,000.00
3	4	All Students with Disabilities	Cafecito				\$500.00	\$500.00
3	5	All Students with Disabilities	Translator Equipment				\$2,000.00	\$2,000.00
3	6	All Students with Disabilities	Parent Materials				\$500.00	\$500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$0.00	\$52,544.00
LEA-wide Total:	\$0.00	\$52,544.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	22	Home Visits	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00
1	28	ELPAC Testing	LEA-wide	English Learners	All Schools TK-9		\$13,500.00
1	29	ELPAC Testing On-Site Coordinator	LEA-wide	English Learners	All Schools TK-9		\$12,544.00
1	41	Project GLAD Training	LEA-wide	English Learners	All Schools TK-9		\$4,000.00
1	42	Uniform Closet	LEA-wide	Foster Youth Low Income	All Schools TK-9		\$5,000.00
3	1	San Bernardino Latino Family Literacy Project	LEA-wide	English Learners	All Schools		\$2,500.00
3	3	CABE Project Inspire Parents	LEA-wide	English Learners	All Schools TK-9		\$5,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Norton Science & Language Academy
CDS Code:	36103630115808
LEA Contact Information:	Name: Dr. Fausto Barragan Position: Principal Email: fbarragan@lcer.org Phone: 909-386-2300
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$11,504,501.00
LCFF Supplemental & Concentration Grants	\$2,458,447.00
All Other State Funds	\$1,922,656.00
All Local Funds	\$90,000.00
All federal funds	\$858,363.00
Total Projected Revenue	\$14,375,520

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$13,457,269.00
Total Budgeted Expenditures in the LCAP	\$3,187,826.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,490,011.00
Expenditures not in the LCAP	\$10,269,443

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$382,466.00
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$455,193.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$31,564
2020-21 Difference in Budgeted and Actual Expenditures	\$72,727

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Salaries for general teaching positions, Administrators, Classified Clerical Support, Technology, Food Services, Character Development Officers and Facilities Staff. We also budget for Special Education staff and student needs, along with general maintenance and utilities of the facility.
The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF	There are additional supports for High Needs Students not aligned to the Goals, but are important for the overall learning of our students. We have additional support for safety and security with our Character Development Officers, Before and After School paraprofessionals and

supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Norton Science & Language Academy

CDS Code: 36103630115808

School Year: 2021-22

LEA contact information:

Dr. Fausto Barragan

Principal

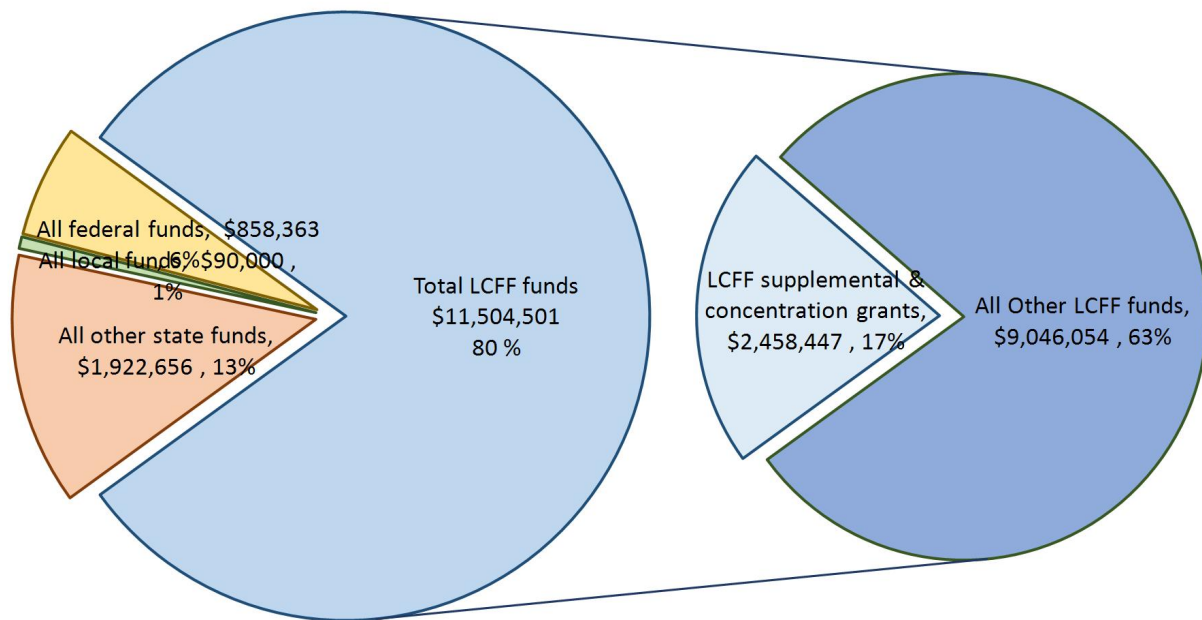
fbarragan@lcer.org

909-386-2300

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



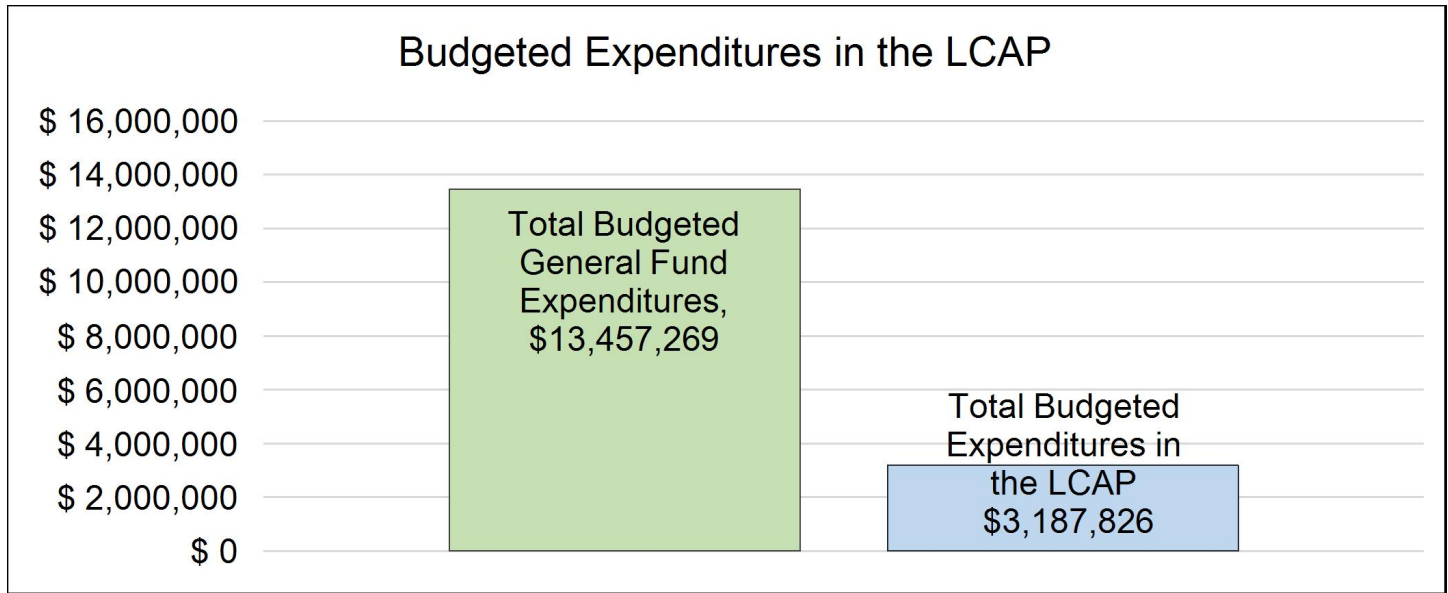
This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The total revenue projected for Norton Science & Language Academy is \$14,375,520, of which \$11,504,501.00 is Local Control Funding Formula (LCFF), \$1,922,656.00 is other state funds, \$90,000.00 is local funds, and \$858,363.00 is federal funds. Of the \$11,504,501.00 in LCFF Funds, \$2,458,447.00 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Norton Science & Language Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Norton Science & Language Academy plans to spend \$13,457,269.00 for the 2021-22 school year. Of that amount, \$3,187,826.00 is tied to actions/services in the LCAP and \$10,269,443 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries for general teaching positions, Administrators, Classified Clerical Support, Technology, Food Services, Character Development Officers and Facilities Staff. We also budget for Special Education staff and student needs, along with general maintenance and utilities of the facility.

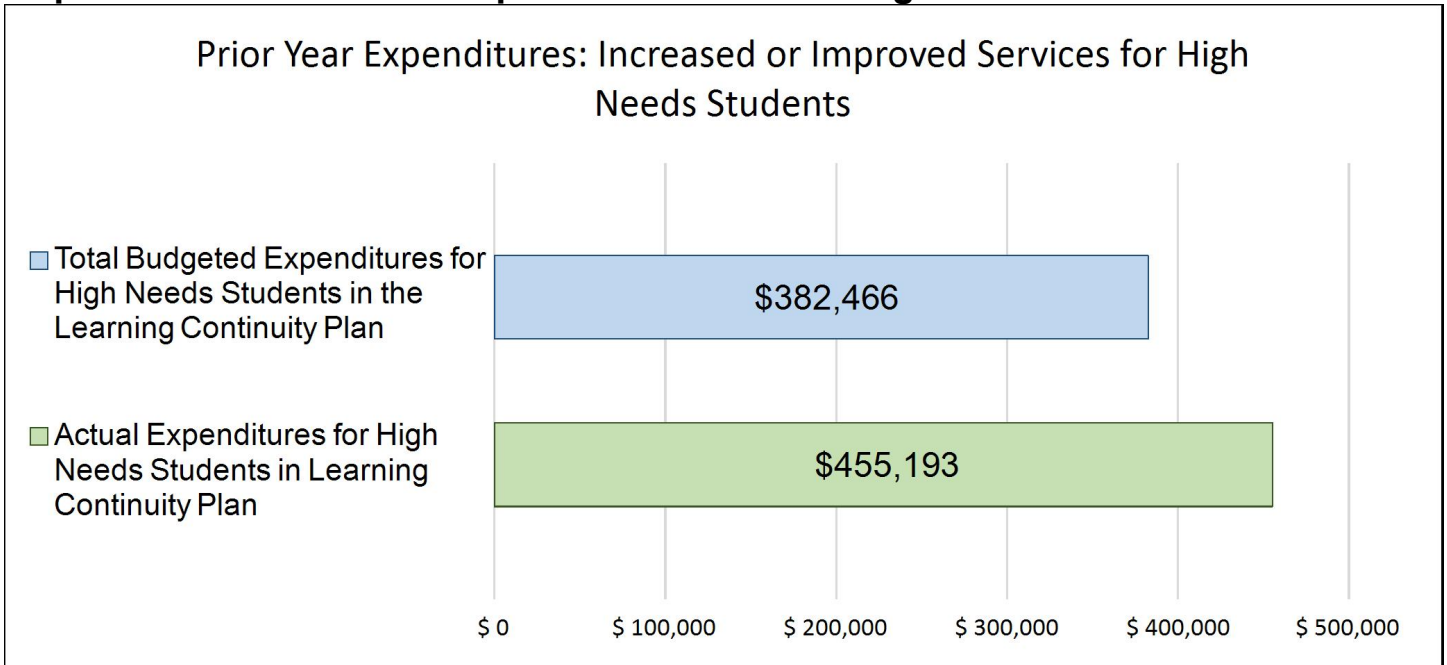
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Norton Science & Language Academy is projecting it will receive \$2,458,447.00 based on the enrollment of foster youth, English learner, and low-income students. Norton Science & Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Norton Science & Language Academy plans to spend \$2,490,011.00 towards meeting this requirement, as described in the LCAP.

There are additional supports for High Needs Students not aligned to the Goals, but are important for the overall learning of our students. We have additional support for safety and security with our Character Development Officers, Before and After School paraprofessionals and

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Norton Science & Language Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Norton Science & Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Norton Science & Language Academy's Learning Continuity Plan budgeted \$382,466.00 for planned actions to increase or improve services for high needs students. Norton Science & Language Academy actually spent \$455,193.00 for actions to increase or improve services for high needs students in 2020-21.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Norton Science & Language Academy

CDS Code:

36103630115808

Link to the LCAP:

(optional)

<http://nsla.lewiscenter.org/>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The 2021-2024 Local Control and Accountability Plan (LCAP) prioritizes the goals the school will implement to enhance its instructional program to meet the needs of all learners attending Norton Science and Language Academy (NSLA). Title I, II, III, IV funds will be used to support these specific LCAP goals and actions financially. Funding for each action will be directed by the school's principal and finance director in alignment with the requirements set by each supplemental funding source and upon approval of stakeholders, including the School Site Council, parents, leadership team, and student advisory panel.

NSLA LCAP Goals are:

- All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.
- Provide safe and well-maintained facilities with a positive learning climate and instructional practices that are culturally responsive and support the academic, social, emotional, and physical needs of all students.
- Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners.

Title 1, Part A: Title I funding is used in combination with state funding to provide a Tier 2 and Tier 3 intervention pull-out program led by a highly qualified experienced teacher and supporting paraprofessionals. Funding is also used to facilitate the school's one-to-one device program. These supports will help students meet NSLA LCAP goals and produce greater achievement for all students.

Title II, Part A: Title II funding is used in combination with state funding to provide intentional professional development (PD) for teachers, administrators, and classified staff, all supporting the LCAP goals. Curriculum embedded PD, new teacher support, and standard-specific PD all support the academic improvement of students. Social-Emotional Learning, student safety, and cultural equity PD for administrators and classified staff help to ensure the school's climate is conducive for learning.

Title III, Part A: Title III funding provides PD specifically for supporting English Learners. Teachers and administrators receive continuous Guided Acquisition Development (GLAD) training for instructional strategies used in the classroom. Developing the school's EL Master Plan, supporting ELPAC administration, and attending the California Association for Bilingual Education (CABE), are all supported by these funds and are aligned to the LCAP goals and school's mission of bilingual, bi-literate achievement.

Title IV, Part A: To promote college and career readiness, NSLA uses Title IV funding in combination with state funding to provide field trips for middle school students to local college campuses where students learn about the requirements for applying to the college and the benefits of a college education. Field trips for elementary students are aligned to content standards and allow students to experience real-world applications for their learning. Some funding also supports the school's one-to-one laptop program in combination with Title I funding.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The alignment of federal funds with activities funded by state and local funds is evident in the Norton Science and Language Academy (NSLA) Local Control and Accountability Plan (LCAP). The LCAP details the use of funds aligned to support student-centered goals. The school will expend categorical funding, ensuring distribution follows the criteria set by each fund, prior to use of state or local funds.

Before allocating funds, stakeholder meetings such as School Site Council and Academic Leadership Team, take place to approve of funding activities making certain they align with the school's mission and LCAP goals.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Norton Science and Language Academy (NSLA) is a Charter school and is its own LEA. Therefore, the poverty criteria that will be used to select school attendance areas under Section 1113 is limited to one school site. NSLA currently has 76% of students who are socioeconomically disadvantaged.

Students will be identified primarily through the use of an approved Free and Reduced Meal Application and will include children that are eligible for free and reduced-priced lunches under the Richard B. Russell National School Lunch Act.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

N/A ~ The LEA does not have schools identified as CSI/ATSI

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Norton Science and Language Academy (NSLA) annually inform parents about Title I funding as part of the development and agreement of NSLA's Parent and Family Engagement Policy. A variety of forums including School Site Council (SSC) and English Learner Advisory Committee (ELAC) work together to ensure Title I monies support the school's Local Control Accountability Plan (LCAP). Upon development and agreement of all stakeholders, the policy is made available to families supporting the Title I parent and family engagement requirements.

To involve parents and family members in the Title I process, NSLA follows these protocols:

- All parents and family members are invited annually for the presentation of the school's participation in Title I and the requirements in regards to parental participation. Parents are presented information about Title I at Back to School Night. In September, the first Cafecito--a monthly meeting with parents and principal--takes place to inform parents about Title I funding.
- The school offers monthly meetings at a variety of times to inform families about Title I funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families.
- Translation services are provided during monthly meetings.
- Monthly forums involve parents in the planning, reviewing, and improving the school's Title I program, which includes the review and improvement of the school's parent and family engagement policy.
- Title I program is reviewed in combination with the development and agreement of the LCAP.

With authentic parent involvement, families, schools and community members work closely together to build a robust framework for student achievement. NSLA site administration has established a variety of forums to solicit parent feedback in developing, reviewing, and approving Title I expenditures, parent and family engagement policy, and the LCAP. On a monthly basis, NSLA site administration holds School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings. These committees are open to the school community and include both elected parent representatives and school site staff. These forums also serve to deliver important information such as CAASPP scores, California Dashboard updates, and upcoming school events.

NSLA's Principal holds a monthly Cafecito meeting where parents are provided the opportunity to interact with the Principal. The Principal offers school updates, shares parent resources and solicits parent feedback based on current school needs. The site administration also works collaboratively with the NSLA Parent Teacher Organization (PTO). These meetings are open to all parents, and they offer an opportunity for the site administration to interact with parents and get feedback on current school issues. In addition to the monthly parent meetings, NSLA also offers parent training throughout the school year. The Parenting with Love & Logic 10-week course is being provided to parents twice a year. During this course, school site staff train parents on how to support the social-emotional needs of their children and maintain a healthy parent/child relationship.

NSLA prides itself in providing translation services during all of the committee meetings and parent meetings. Parents are provided access in both English and Spanish through Infinite Campus (Student Information System), social media, auto-dialer, and printed flyers. Often, parent trainings and informational sessions are live-streamed. It is the active and successful partnership between parents and NSLA staff that makes a robust learning environment where students can not only learn in a safe environment but thrive and lead as they move on to High School and beyond.

Parents are invited to volunteer at NSLA. Parents have opportunities to volunteer in classrooms, field trips, fundraisers, and other school-sponsored events. In classrooms, parents have the chance to read with students in small groups and support in centers during universal access time. As a Spanish Dual Language School, parents have the opportunity to volunteer during Spanish and English instruction; this provides the opportunity for more parents to volunteer in the classroom.

During the school year, families are invited to Back to School Night to meet their child's teacher and receive school information. Parent-teacher conferences take place twice during the school year for elementary to review each child's progress. NSLA also provides family events such as the multi-cultural fair, math night, and school carnival.

Monthly Board reports indicate the efforts that NSLA undertakes to ensure parents are participating in their child's education, are providing input, and are part of the decision-making process. The annual report will measure continuous improvement.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: Norton Science and Language Academy is a school-wide Title I program. The school uses Title I funding to support Response to Intervention (RTI) students at Tier 2 and Tier 3 levels. Students have been identified through multiple on-site and state assessments. The school provides a pull-out program equipped with a certificated teacher and paraprofessionals to meet the needs of the identified students during a six-week cycle that includes standard specific instruction with progress monitoring. Both salaries and supplies are supported by Title I.

TAS: N/A

Neglected or delinquent: N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Norton Science and Language Academy is a school-wide Title I program and does not have any targeted assistance.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

NSLA's staff provides student support to the school's homeless and foster youth children by attending Counselor network meetings and McKinney-Vento Homeless Assistance Act Update meetings to ensure the organization is following laws that regulate the enrollment of homeless and foster youth children.

NSLA's counseling department is the identified Homeless/Foster student liaison and works directly with the registrar to help support the transition of a homeless student to being enrolled into the school. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are immediately referred to the School Counselor. When it is learned that a child qualifies as homeless prior to enrollment, any enrollment barriers are eliminated by registering the student without question of additional paperwork. Once the student is registered, the registrar works with the family to secure any additional items that may be needed such as the immunization record, prior school information, or any additional records that will assist in providing any additional services to the student. If the student does not have any immunization records, the registrar will give information on where the family can get their child vaccinated. Assistance will be provided to ensure the student's immunizations are up to date.

NSLA coordinates annually with the local County of Education offices and nonprofits to procure donations to support the needs of homeless children and youths. These resources, which may include school uniforms, backpacks, and school supplies, are directly distributed to families. Food baskets are also collected for families in need through student donations.

Additionally, the homeless liaison will help support the student's attendance by ensuring the student has a secure way of being transported to school to ensure regular student attendance. If the student needs support in getting school transportation the homeless liaison will work with the family to provide a public transportation pass for the student and an adult to accompany the child, as needed.

The site will use Title I reserved funds to provide any additional supplies deemed necessary to ensure student success; including but not limited to, general school supplies, uniforms, shoes, hygiene products, and transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Norton Science and Language Academy does provide a full-day Transitional Kindergarten program for students transitioning into Kindergarten. Incoming Kindergartners have the opportunity to attend Rockets in Training twice before entering Kindergarten the following school year. This provides families the opportunity to be aware of school policies and expectations for Kindergarten as well as meeting the teachers. Title I funding is not used to provide for these programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Systems are in place at NSLA to promote continual growth and improvement for teachers, principals, and other school leaders. Evidence derived from assessment data, both local and state, student and parent climate surveys, and the PLC help drive the school's administrative team in determining what professional development will be added to the school's long-term PD plan. Individual staff wishing to participate in PD must fill out a formal request with a description of the training, how it will be used to promote student learning and how it supports the school's mission.

The school ensures improvement through the alignment of PD to the school's mission, both LCAP and WASC goals, and the current needs of its students. Improvement is measured through the following sources:

- Parent climate surveys
- Student climate surveys
- California School Dashboard
- On-site benchmark assessments
- CAASPP results
- Student Advisory Panel
- Parent and family meetings
- PLC

The school's leadership teams reflect on these measures monthly to determine whether PD is being beneficial to its intended audience and whether adjustments need to be made.

Systems of support for principals, teachers, and other school leaders are an integral part of facilitating growth within the teaching staff and administration. For principals and school leaders, Induction is provided through a University of their choice funded by the school. NSLA's CEO supports leaders through on-site coaching. The school also encourages job-shadowing for teachers who desire to move into an administrative roll.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers will work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication.

NSLA evaluates its systems of professional growth annually and adjusts as necessary. Each winter, the school's leadership teams review data including the California School Dashboard, CAASPP data, on-site benchmark data to measure whether professional development has made a positive effect on learning in supporting the school's mission and goals. Teams also have the opportunity to give feedback from personnel who attended trainings and their observations from implementation. Information gleaned from these conversations facilitates adjustments to the school's PD long-term plan and allows the school to plan PD for the following school year and appropriate Title II funds accordingly.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A ~ This LEA does not have schools identified for CSI/TSI

All funding is used by the single school in the LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To continually update and improve activities, Norton Science and Language Academy has the following structures in place to regularly review data:

Academic Team Meeting (ATM): This team meets on a weekly basis and consists of school administrators, Teacher on Assignment (TOA), counseling, facilities manager, IT manager, and Chief Financial Officer. The focus of these meetings is to review and evaluate the school's programs, current assessment data, school culture, and budget planning.

Academic Leadership Team (ALT): This team meets monthly and consists of school administrators, TOSA, and teacher representatives. The focus of this team is instructional practices across campus, reviewing data and programs in place. This also may include planning time for upcoming school events.

On-site and state assessments: NSLA implements three benchmark windows each year along with CAASPP assessments. Students are assessed in the areas of math, ELA, Spanish Language Arts, and writing. Grade level teams meet with TOA and Coordinator of Assessments to analyze data and determine the next steps for instruction based on these results. This data is used to determine the professional development needs.

Professional Learning Communities (PLC): Certificated staff meets on a weekly basis in PLC to review student data and plan instruction. Elementary grade levels also meet weekly with the TOA to review data and instructional strategies to use with the currently adopted curricula.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Norton Science & Language Academy, Title III monies are invested in professional development to meet the needs of the school's English Learner population. Annually, the school invests in language acquisition training through Project GLAD (Guided Language Acquisition Development) which takes place throughout the school year. All teachers in grades TK-8, receive this training. Grade level spans receive an all-day training on GLAD strategies once a year and all staff receive whole group guidance four times per year instructing on using GLAD strategies to support state and local assessments such as the CAASPP and ELPAC. Monitoring progress on these assessments as well as the English Development Assessment (EDL), Student Oral Language Observation Matrix (SOLOM), Developmental Reading Assessment (DRA), and on-site benchmarks, inform the school site whether GLAD is helping to increase student achievement.

Other trainings include: staff, both teachers and administrators, attend the California Association for Bilingual Education (CABE) annually to stay abreast of current trends in bilingual education and support for English Learners, administrators receive training on developing the school's EL Master Plan to ensure English Learner's are supported in all areas, and classified staff who administer the ELPAC assessment, receive on-going training twice a year for administration of the exam. All CABE attendees provide school staff with professional development, sharing the training they received.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To enhance instruction in the core academic areas, NSLA teachers are Project GLAD trained in Language Acquisition. This research-based training provides instructional strategies teachers use with the adopted curriculum to create access for the population of English Learners.

English Learners will be monitored through a battery of assessments such as the ELPAC, CAASPP, EDL, and on-site assessments, to determine whether changes are necessary for the adopted curriculum or whether supplemental materials need to be purchased. This data also helps to determine the professional development needed for staff to provide high-quality instruction to EL students.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that the English Learner population receives appropriate funding, Norton Science and Language Academy will review the following:

- Monitor student progress on the ELPAC summative assessments annually to determine intervention programs necessary for student success.
- Monitor growth on school-site benchmarks aligned to CCSS, NGSS, Spanish Language Arts Standards, and California State Standards using data to determine how funding will be apportioned.
- Review annual CAASPP assessment data to determine student programming for the following school year.
- Annually review LCAP goals and progress in meeting them.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school implemented the following processes to determine the best use of its Title IV funding:

- All parents and family members are invited annually for the presentation of the school's participation in Title IV. Parents are presented information about Title IV funding and its uses at Back to School Night. Each September, the first Cafecito—a monthly meeting with parents and principal—takes place to inform parents about Title IV funding and to receive feedback about how those funds are used.
- In February, the school provides a Town Hall forum in the evening to update parents regarding The California School Dashboard and the LCAP. Input from families provides the school with the information necessary to develop the school's LCAP for the following school year including how Title IV monies will be spent. Translation services are available along with accessibility and child care.
- The school offers a variety of monthly meetings to inform families about Title IV funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families. Translation services are also provided during these meetings.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title IV funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.
- The school's Academic Team (ATM) meets weekly to review data (on-site benchmark data, California Dashboard data, attendance data, facilities report) to inform how Title IV funding would best support the needs of students.
- ATM reports their Title IV funding ideas to the school's Executive Team members, Academic Leadership Team, and Professional Learning Community to gain input from all stakeholders as to how the money should be spent.
- Student and parent climate annual survey data is taken into consideration when deciding on the distribution of Title IV funds.
- The Dream Team (student advisory group) participates in the decision-making with ideas of how funding should be spent.

After reviewing data and meeting with all stakeholders, it was determined that Title IV funds go to support college and career readiness and adhere to the school's mission to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, bi-literate, and multicultural education.

Title IV funding will be implemented in the following ways:

- (A) - Students in middle school take two field trips annually to visit local UC and CSU campuses that include a tour and information on how to prepare and plan through high school to ready to apply for college.
- (B) - All grades participate in at least one field trip aligned to grade-level standards annually. Field trips give students the opportunity to apply what they've learned in the classroom in a real-world environment.

(C) - To align with the new Health Education Frameworks, a curriculum was purchased for grades 5 and 7 to be implemented this school year.

(D) - Students in grades 3-9 have one-to-one devices that include online curriculum access and educational applications for supplemental practice aligned to state standards.

(E) - The school will use on-site benchmark assessments, student climate surveys, state assessment data, and teacher observations to determine whether the intended outcomes for activities and programs described in parts A-D have come to fruition. This data will demonstrate the effectiveness of how Title IV funds were used and whether to continue for the following school year.

**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: June 14, 2021

Title: Revision of BP 6158- Independent Study

Presentation: _____ Consent: _____ Action: X Discussion: _____ Information: _____

Background: The Board shall consider the scope of its existing or prospective use of independent study as an instructional strategy, it's purposes in authorizing independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of pupils or adult education students. Adopted policies shall reflect an awareness that excessive leniency in their terms can result in pupils falling so far behind their age peers as to increase, rather than decrease, the risk of their dropping out of school.

Fiscal Implications (if any): Providing short-term independent study allows the school to continue to receive ADA.

Impact on Mission, Vision or Goals (if any): Providing short-term independent study allows students to stay engaged in their learning during extenuating circumstances that may prohibit them from attending in-person.

Recommendation: Approve the Revision of BP 6158 – Independent Study

Submitted by: Lisa Lamb, President/CEO

Lewis Center for Educational Research

BP 6158: INSTRUCTION INDEPENDENT STUDY PROGRAM

Adopted: September 8, 2014

Revised: June 14, 2021

The Governing Board authorizes Independent Study as an optional alternative instructional strategy for students in any K-12 school in the organization. Independent Study provides a means for students to achieve curriculum objectives and meet graduation requirements outside the regular classroom. For the purpose of this policy, the terms "student" and "pupil" are synonymous.

Independent Study is a continuously voluntary, educational alternative in which no student may be required to participate. Instruction may be provided only if the student is offered a classroom option that is always available.

Independent Study shall offer a means of individualizing an educational learning plan for students whose needs may be best met temporarily through study outside of the regular classroom setting. The organization shall provide and ensure ~~Independent Study~~ students who are engaging in Independent Study have the same access to existing services and resources as are available to all other students in the school in which the Independent Study students are enrolled.

The President/CEO or designee shall determine that the prospective Independent Study student understands the organization's requirements for Independent Study and is prepared to meet them. ~~The President/CEO or designee shall guarantee that each participating student has an executed written Independent Study Agreement as prescribed by law. The Independent Study strategy requires a written agreement with all of the required components, agreed to by the student, parent/guardian/caregiver, certificated employee, and all other persons who have direct assistance to the student. Individual Independent Study agreements including any Subsidiary Contract must be consistent with the organization's adopted course of study.~~

Legal Requirements:

1. Maximum Length: For students in all grade levels and all Schools governed by the organization, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be ten (10) school days.
2. Missed Assignments: When any student fails to complete three (3) consecutive assignment during any period of ten (10) school days, the President/CEO or designee shall conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this Policy shall be treated as a mandatory interim student record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded to that school.
3. Fully Executed Written Agreement: A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

Commented [LAC1]: This last sentence is not currently a legal requirement. You can remove if you ever think you will go back to a separate IS program. If it still reflects your belief as to IS, than you can leave it.

Commented [LAC2]: Do you want to maintain this as a "short term" option and make it clear that it is not a permanent option for parents/students.

- ◆ The manner, time, frequency, and place for submitting a student's assignments and for reporting the student's progress.
- ◆ The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
- ◆ The specific resources, including materials and personnel, that will be made available to the student.
- ◆ A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- ◆ The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- ◆ A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- ◆ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- ◆ Each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements Family Code section 6550.

~~To help each student succeed in Independent Study, the Board establishes the maximum length of time, by grade level and type of program, which may elapse between the time an Independent Study assignment is made and the date by which the student must submit the assigned work.~~

~~The President/CEO or designee may extend the maximum length of an assignment when circumstances justify a longer time to a period not to exceed eight weeks pursuant to a written request.~~

The President/CEO or designee shall establish administrative regulations to implement Independent Study in accordance with the law.

**Lewis Center for Educational Research
STAFF REPORT**

Date: June 14, 2021
 To: LCER Board of Directors
 From: Lisa Lamb
 Re: President/CEO Report

Goal 1 (Business/Fiscal): Build and sustain the financial capacity of the Lewis Center in order to achieve our Strategic Plan.	
1.1 <u>Objective</u> : At the end of the fiscal year, the Lewis Center and each school will maintain a balance of no less than 45 days of cash on hand (or 12.33%).	Both schools are still operating with an excess of 45 days cash on hand. The schools continue to receive apportionments that have a balance deferred into the 2021/2022 school year. With the support of cash reserves and additional COVID funding we continue to meet this objective and the obligation to the investors.
1.2 <u>Objective</u> : Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to-actuals.	The Finance Department continues to provide monthly encumbrance Reports at the beginning of each month. The May Revision from the Governor came in better than previously communicated and is allowing us to be in a better position for the future. The State is still expecting to reimburse the schools on the previous deferral repayment model allowing us to reach full receipt of the 2020-2021 apportionment in November. We do understand that this can not continue on forever and are continuing to create a balanced reserve account to support the future needs of the organization.
1.3 <u>Objective</u> : Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by School Site Council.	The Executive Team continues to use the monthly encumbrance reports provided by Finance to support prioritizing the use of the most restricted dollars first. In accordance with our plans for the additional COVID funds, we were able to award our staff with a 5% incentive for their dedication and support to in person instruction. We continue our planning to best utilize our school needs and address COVID safety protocols, expand academic offerings for students, address facility and infrastructure needs, and support all staff.
1.4 <u>Objective</u> : Develop and share with stakeholders a proposed 3-year financial plan in alignment with the LCAP engagement process (presented annually at the June board meeting).	The LCER LCAP Team, composed of Principals, Coordinators, Finance Department and CEO, have developed a new LCAP. Included in this process, we completed the plan to support the expanded learning opportunities in State COVID related relief to support the return to in person instruction.
1.5 <u>Objective</u> : Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.	From the release of the May Revise from the Governor and the increase in COLA from 3.84% to 5.07% for 2021-2022, we have increased the 2.5% across the board COLA increase to 4.0%, pending budget adoption effective July 1, 2021. We have also continued to absorb the annual increases to Health & Welfare expenses, retirement contribution increases and State Unemployment Insurance increases for 2021-2022.

<p>1.6 <u>Objective</u>: The Foundation Board will raise funds annually to support the identified needs of LCER schools and programs.</p>	<p>The High Desert Regional Open Golf Tournament sponsored by the Greater High Desert Chambers of Commerce and Lewis Center Foundation is sold out. The tournament is on June 25th at 9am at the Spring Valley Golf Course. LCER's share of the revenues will be placed in Foundation unrestricted funds. These unrestricted funds generally are used to support scholarships, student and staff opportunity grants, employee recognition, and miscellaneous school needs.</p> <p>The Foundation is actively planning the Gala which is scheduled for October with the exact date to be determined. The Gala will raise money for both schools' capital campaigns.</p>
<p>Goal Two (Facilities): Develop and maintain facilities to meet the TK-12 needs at both campuses.</p>	
<p>2.1 <u>Objective</u>: Complete NSLA TK-12 and Head Start campuses by August of 2021 and within budget.</p>	<p>The current building occupancy dates are as follows: Head Start – May 31, 2021 Admin & MPR – June 28, 2021 Building E – July 7, 2021 Buildings F, H, I, J – August 1, 2021 Building A & B – August 20, 2021</p> <p><u>Vacate current campus no later than June 30, 2021</u></p>
<p>2.2 <u>Objective</u>: Be prepared to open NSLA on August 30, 2021.</p>	<p>The Edison crews have been on the NSLA site for the past week. We believe that the construction team will be able to keep the project on track with overtime, barring any additional unforeseen delays.</p>
<p>2.3 <u>Objective</u>: LCER will create a deferred maintenance schedule after properly identifying and addressing needs of aging equipment, building and infrastructure. (AAE's plan will be drafted by June 2021 and NSLA's by June 2022.)</p>	<p>Facilities and IT are working together to create the LCER deferred maintenance plan.</p> <p>The Facilities plan for AAE has been shared with the Board directly.</p> <p>The AAE IT plan is being finalized and will be sent to the Board by the end of this month.</p> <p>The plans for NSLA will be completed next school year.</p>
<p>2.4 <u>Objective</u>: Create a long-term plan for upcoming capital improvements at both campuses by June 2022.</p>	<p>Facilities, IT and Finance, in collaboration with the Principals, have continued to identify the needs at both schools.</p> <p>At AAE, we have just completed the MPR project to include the center courtyard. This will add the ability for all students to eat inside in a safe, beautiful cafeteria. Additional flexible space is also now available to host activities such as: performances, assemblies, class projects, lunch time activities and more. Our next priority will be to resurface the asphalt sections of the parking lot on the AAE campus.</p> <p>At NSLA, our teams are fully engaged in moving to our new campus. Facilities and IT are also preparing the portables on the current campus to be removed. Future capital campaigns include the NSLA gymnasium.</p>

Goal 3 (Student Success): Strengthen the academic programs and enrichment opportunities at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.

3.1 Objective: Both schools will demonstrate continual increases in student mastery in the area of Mathematics as reported on the annual California School Dashboard.

Due to the COVID-19 pandemic, California suspended the reporting of state and local indicators on the 2020 Dashboard. For AAE students, the iReady Diagnostic measure for Math in grades 2-8 reports 42% of students are at grade level, 36% of students are one grade level below, and 23% of students are two or more grade levels below. AAE's on-site end-of-year benchmarks for math report 37% of students are proficient and 63% of students are approaching proficiency. 77% of students entering high school are on track to complete Integrated 3 coursework by the end of their junior year.

Norton Science and Language Academy - iReady Diagnostic Assessment for Math end of the year results.

- 16% of students on or above grade level
- 38% of students one grade level below
- 46% of students are two or more grade levels below as demonstrated in the end of year 2021 assessments

On-site Benchmarks for Math

- 30.6% of students showed proficiency in math as demonstrated in the end of year 2021 assessments

Both school sites continue to monitor math proficiency with local benchmark assessment data to ensure students are progressing towards mastery of the California Common Core State Standards. While the California Dashboard is not able to report progress due to the suspension of the CAASPP assessment, AAE and NSLA use the following measures to identify progress for the 20-21 school year:

- Diagnostic math assessment through iReady three times during the school year
- Final unit summative assessments
- Benchmark assessments
- Semester final summative exams
- Standard proficiency on standards-based report cards (elementary)
- Final grades in 6-12
- Growth in Tier II interventions

3.2 Objective: In order to demonstrate annual decreases in suspension rates on the

The MTSS and administrative teams finalized their training planning for the first part of the 2021-22 school year. With a greater emphasis on socioemotional learning, these trainings will focus on supporting students, parents and staff four our return back to in person instruction. Feedback from different groups points to the need for support in terms of SEL. The MTSS team, along with other agencies and consultants, will deliver training on strategies and interventions in the areas of self-regulation, behavior management, trauma based interventions, mandated reporting, suicide ideations, and overall school climate support.

The counseling and psychological teams are supporting and responding to GoBeacon alerts. GoBeacon alerts the teams when students engage in self-harming behaviors or look up words online indicating depression or suicidal ideations. The counseling and psychological teams follow up with students, parents and staff and implement appropriate resources to

<p>California School Dashboard, both schools are implementing curricula at the elementary, middle and high school to support Social Emotional Learning (SEL). The collective outcomes of these strategies are to: enhance the ability of students to self-regulate, strengthen relationships amongst students and staff, and empower teachers to support SEL needs in the classroom.</p>	<p>support the student in crisis.</p> <p>NSLA staff received additional support in terms of suicide ideations and mandated reporter training. A team of psychologists and counselors shared strategies, interventions, and guidelines with staff. All resources available were listed, shared and explained.</p>
<p>3.3 <u>Objective</u>: Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.</p>	<p>The Lewis Center has been selected by NASA as one of nine educational institutions to participate in the Amateur Radio on the International Space Station (ARISS) program. This brings the opportunity to talk with astronauts to our students at AAE and NSLA. Students will have weekly lessons and activities to learn about life aboard the space station and prepare them for our contact.</p> <p>Both schools are also in the process of creating new Elementary Enrichment courses. These courses will include a STEM offering which provides hands-on lessons in Space Science, Space Engineering, and Aviation. A computer science class will also be offered which will introduce elementary students to robotics, coding, and engineering concepts.</p> <p>The technology scope and sequence will begin in kindergarten and continue through elementary grades to build the foundation for middle and high school course offerings culminating in AP Computer Science.</p>
<p>3.4 <u>Objective</u>: Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings each school year.</p>	<p>The demographic breakdown of AAE's 1,444 student population is 3% African American, 3.5% Asian, 2.4% Filipino, 38.5% Hispanic, 44.5% White, 7.5% Two or More Races. Students qualifying as unduplicated are low income (39.7%), English learner (2.8%), and foster (0%). Students with disabilities account for 9.1% of the population.</p> <p>In addition to preparing AAE's students academically, the school is creating</p>

	<p>students who are responsible school, community, and global citizens. There are diverse high school club offerings. Multiple student leadership opportunities are available through ASB, AFJROTC, Ambassadors, NHS, and team sports. We look forward to the end of the pandemic and opportunities for students to again travel internationally.</p> <p>The NSLA ATM, MTSS, ALT, SSC and ELAC will continue to identify areas of need through multilingualism, cultural awareness, and DEI (Diversity, Equity, and Inclusion). NSLA understands the importance of celebrating diversity and cultural awareness throughout the school year. NSLA also understands the importance of valuing the different cultural backgrounds that compose the community including that of staff and students. NSLA will use the cultural richness that exists in the school community to celebrate diversity.</p> <p>NSLA will increase partnerships in the community and will take advantage of the new campus to increase outreach opportunities and create community partnerships that will give students more opportunities for internships, volunteer opportunities as well as acquisition of donations and resources to enhance the instructional/academic and socio emotional program at NSLA.</p>
<p>Goal 4 (Staffing): Recruit, develop and retain a highly qualified and diversified staff.</p>	
<p>4.1 <u>Objective</u>: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.</p>	<p>AAE: Currently, AAE has filled certificated positions for 10th grade English Language Arts, HS Math Base Computer Science, HS World Language (Spanish), MS English Language Arts, MS Science, Athletic Director, Education Specialist, HS Social Science, MS Math, Athletic Director and four Elementary Grade Teachers. Interviews are scheduled for 7th Grade Science.</p>

	<p>AAE is still actively recruiting for Education Specialist, School Psychologist, PE Teacher, MS Math Teacher and 2 Elementary Enrichment Paraprofessionals.</p> <p>AAE also has 26 classified positions posted on Edjoin in various stages of interview and hiring process.</p> <p>NSLA: NSLA has hired the following teachers for the 2021-2022 School Year: Elementary Dual Immersion Teacher, Teacher on Assignment, MS Social Studies, MS General Science, MS English Language Arts, HS Mandarin Chinese, HS English, HS Math, HS Earth Science, HS Dance/PE, HS RSP and 7 Elementary Enrichment Paraprofessionals.</p> <p>NSLA continues to recruit for MS Math, DI Elementary, HS Spanish Foreign Language and 17 classified positions.</p> <p>NSLA also has 17 classified positions posted on Edjoin in various stages of interview and hiring process.</p>
<p>4.2 <u>Objective:</u> Develop a comprehensive succession plan for key positions.</p>	<p>The designated LCER Board committee members, Pat Caldwell and Sharon Page, along with CEO and HR Director continue to meet to review and discuss succession planning for the CEO, Executive Team and other administrative/management positions within the organization. The CEO is meeting individually with each Executive Director to identify and discuss all key areas of responsibilities in the case of a short-term or long-term vacancy.</p>
<p>4.3 <u>Objective:</u> Invest in professional development for classified and certificated staff, administration, and board members to align with strategic plan and LCAP goals.</p>	<p>We have continued to develop the educational support team at the Lewis Center level. This team will consist of the CEO, principals, and coordinators (Assessment/Programs, Academic Support, and STEM Education). Strategically, this team will support classified and certificated staff in the areas of professional development, instructional technology, social and emotional wellness, academic interventions and STEM education. This will lead to a more defined instructional vision across the organization and establish the necessary supports for best practices.</p> <p>Both schools have developed their professional development budgets for next year. The principals have worked with their Academic Leadership Teams to prioritize needs which are aligned with school LCAP goals.</p>
<p>4.4 <u>Objective:</u> As measured annually, LCER will increase and/or maintain organizational staff retention rates.</p>	<p>Throughout the budget development process, the Executive Team has prioritized LCER strategic planning goals. The 5% off-schedule incentive for 2020-2021 was issued to all staff on May 31, 2021. The originally planned 2.5% COLA for 2021-2022 has been increased to 4.0%. Incremental changes on the certificated and administrative salary schedules are also reflected in the 2021-2022 budget. These increases help narrow the gap between LCER and surrounding districts. The salary discrepancy has been the primary reason for staff resignations other than retirement or moving out of state.</p> <p>HR has received the Intent to Returns from staff, and has issued pay rate</p>

	<p>notices, salary calculations and employment agreements for the 2021-22 school year. In addition, reasonable assurance letters were mailed to all employees who work 11 months or less.</p>
<p>Goal 5: The Lewis Center for Educational Research will operate as a unified organization sharing our common vision, mission, goals and objectives as stated in our strategic plan.</p>	
<p>5.1 <u>Objective</u>: Board and Executive Team will actively communicate LCER’s mission to the stakeholders and communities that we serve.</p>	<p style="text-align: right;">Current PR Projects:</p> <p>Website:</p> <ul style="list-style-type: none"> - Website Redesign - TBD - “About Us” - Dead Links and Updates - Miscellaneous requests: <ul style="list-style-type: none"> - SPED pages updated with new staff and content - uniformity between both school sites - COVID updates - New lottery dates and information for both sites - Exciting news and event updates on homepage - HR updates <p>Lewis Center - General:</p> <ul style="list-style-type: none"> - Compiling Content for Newsletter - 2 month newsletter release - Enrollment inquiries from social media - Space Force Media Blast - Radio, digital/print news - Norton Social Media Campaign - CTA - Add and Update Grant List (ongoing) - Donor Engagement Calls/emails - NSLA Recruitment - General - NSLA Presentation for prospective families - Old School Radio Station Spots - NSLA - “Students Return” Promo Videos - Staff recruitment support - Historical Highlights <p>PR Team:</p> <ul style="list-style-type: none"> - “Day in the Life” videos LCER - Student Promotion Invitations - Newsletter Article Pitch - PR event calendar - Event Support (Mr.Knight, MPR) <p>Event Planning:</p> <ul style="list-style-type: none"> - Mr. Knight Support 6/2 - MPR Dedication 6/4 - Golf Tournament 6/25 - Norton’s Grand Opening 8/30? - Annual Gala 10/1 - San Bernardino Community Walk-throughs - NSLA - Legacy Dental Tabling - NSLA - TK/K & 5th Grade Promotion Support - AAE

	<p>Throughout the school year, we have utilized surveys to gather input and to guide decision making. The survey topics have ranged from return to hybrid instruction to spending priorities for additional funding. Each of these surveys has a field for stakeholders to provide open-ended feedback and to express satisfaction or dissatisfaction. We have also held regular parent forums. The goal of these meetings has been to share updates, answer questions and hear concerns. In all cases, the responses have been largely positive and have provided constructive feedback that we have been able to consider for future planning. Most recently, both schools sent out a survey for families to apply for independent study for the 2021-2022 school year.</p>
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Grant	Amount	Due Date	Result
NOAA	\$5,000,000	04/02/2020	NO
Astronomy & Astrophysics Research	\$48,500,000	Ongoing	Not Applicable
Captain Planet Foundation	\$2,500	Ongoing	Awaiting New Cycle
Henry T. Nicholas III Foundation	NA	Ongoing	No Progress
NASA ROSES- Solar Patrol	\$80,000		Awarded
San Manuel Foundation	\$5,000	10/01/2020	NO
Equity Training	\$20,000	2020	Not Applicable
Lowe's Playground Grant	*\$50,000	???	Not Applicable
Snapdragon Book Foundation - AAE	\$11,000	02/14/2021	Completed
Snapdragon Book Foundation - NSLA	\$15,000	02/14/2021	Completed
San Manuel Foundation	\$5,000		Awaiting New Cycle
Roses Grant	\$80,000		Awarded
Amazon Grant	\$		Awarded

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 4/16/2021 Through 6/4/2021

Effective D...	Check Nu...	Vendor Name	Check Amount	Transaction Description
4/29/2021	45534	Carpet Corral	10,410.00	PO# 2021-0461-AAe - Final Payment
4/29/2021	45551	Global Equipment Com...	13,675.36	PO# 2021-0591-AAE
4/30/2021	025		389,786.80	Group: Payroll; Pay Date: 4/30/2021
5/3/2021	45557	Galley Inc	11,098.06	PO# 2021-0525-AAE
5/3/2021	45568	NCS Pearson, Inc.	14,580.00	PO# 2021-0519-NSLA
5/3/2021	45575	Riverside Co. Office of ...	15,400.00	2020/2021 induction Program Facilitation Fees
5/3/2021	45607	SBCSS	20,243.61	NSAA PERS contributions for April
5/3/2021		SBCSS	62,057.19	LCER/AAE - PERS contributions for April
5/5/2021	45610	SBCSS	69,161.59	NSAA STRS contributions for April
5/5/2021		SBCSS	128,426.12	LCER/AAE - STRS contributions for April
5/10/2021	45613	Apple Inc.	64,617.68	PO# 2021-0234-LCER I-Pad Cases
5/10/2021	45616	Shade Structures, Inc	61,229.25	50% Deposit for Sade Structure at NSLA Campus
5/10/2021	45617	SoCal Gas Company	17,177.58	Replacement of 2 STL on NEw NSLA Camous
5/11/2021	45621	SISC	190,436.20	Health Coverage for May 2020
5/14/2021	026		402,828.19	Group: Payroll; Pay Date: 5/14/2021
5/25/2021	45637	Cengage Learning	14,697.10	PO#2021-0675-NSLA
5/25/2021	45643	Dean Howard Heat & A...	10,200.00	PO# 2021-0556-LCER
5/25/2021		Dean Howard Heat & A...	11,160.00	3 ton Unit & 4 Ton Unit
5/25/2021		Dean Howard Heat & A...	15,040.00	PO# 2021-0538-AAE
5/25/2021	45652	Town of Apple Valley	12,786.09	Permit Fees for AAE MPR Building
5/25/2021	45656	Apple Inc.	15,756.89	PO# 2021-0641-AAE
5/28/2021	027		813,917.47	Group: Payroll; Pay Date: 5/28/2021
6/2/2021	45688	Hertz Furniture System...	73,233.41	PO# 2021-0527-AAE
6/2/2021	45703	Nigro & Nigro, PC	12,600.00	Progress Billing for 2019/2020 Audit Services
6/2/2021	45715	SBCSS	25,632.89	NSAA PERS contributions for May
6/2/2021		SBCSS	69,788.56	LCER/AAE - PERS contributions for May
6/2/2021	45734	SBCSS	89,830.90	NSAA STRS contributions for May
6/2/2021		SBCSS	<u>168,740.72</u>	LCER/AAE - STRS contributions for May
Report Total			<u><u>2,804,511.66</u></u>	

All Funds - Budget Comparison 2019/20 to 2020/21

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru April			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue	Annual Budgeted Revenue			
Revenue	24,219,500	20,182,917	4,036,583	16.67%
Expense				
Certificated Salaries	9,918,476	8,011,402	1,907,074	19.23%
Classified Salaries	3,463,235	2,695,366	767,869	22.17%
Benefits	4,860,713	3,824,190	1,036,523	21.32%
Books and Supplies	1,445,252	1,300,240	145,012	10.03%
Services & Other	2,277,763	1,510,466	767,297	33.69%
Capital Outlay	227,500	1,438,880	(1,211,380)	-532.47%
Other Outgo	947,000	1,275,503	(328,503)	-34.69%
Share of LCER	0	0	0	N/A
Total Expense	23,139,939	20,056,047	3,083,892	13.33%
Add (Subtract) to Reserves	1,079,561	126,870	952,691	
Total Revenue	24,219,500	20,182,917	4,036,583	83.33%
Total Expense	23,139,939	20,056,047	3,083,892	86.67%
Add (Subtract) to Reserves	1,079,561	126,870	952,691	

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru April			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue	Annual Budgeted Revenue			
Revenue	27,590,819	21,807,725	5,783,094	20.96%
Expense				
Certificated Salaries	10,367,719	8,281,430	2,086,289	20.12%
Classified Salaries	3,620,540	2,498,410	1,122,130	30.99%
Benefits	5,010,607	3,889,008	1,121,599	22.38%
Books and Supplies	3,625,619	3,876,945	(251,326)	-6.93%
Services & Other	3,474,242	2,234,632	1,239,610	35.68%
Capital Outlay	125,500	16,281	109,219	87.03%
Other Outgo	0	39,153	(39,153)	N/A
Share of LCER	0	0	0	N/A
Total Expense	26,224,227	20,835,859	5,388,368	20.55%
Add (Subtract) to Reserves	1,366,592	971,866	394,726	
Total Revenue	27,590,819	21,807,725	5,783,094	79.04%
Total Expense	26,224,227	20,835,859	5,388,368	79.45%
Add (Subtract) to Reserves	1,366,592	971,866	394,726	

AAE - Budget Comparison 2019/20 to 2020/21

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru April			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue	Annual Budgeted Revenue			
Revenue	14,591,131	12,159,276	2,431,855	16.67%
Expense				
Certificated Salaries	5,916,706	4,783,932	1,132,774	19.15%
Classified Salaries	1,287,916	1,011,825	276,091	21.44%
Benefits	2,550,273	2,040,625	509,648	19.98%
Books and Supplies	752,885	705,661	47,224	6.27%
Services & Other	892,887	634,812	258,075	28.90%
Capital Outlay	177,500	118,254	59,246	33.38%
Other Outgo	947,000	601,871	345,129	36.44%
Share of LCER	1,741,438	1,575,127	166,311	9.55%
Total Expense	14,266,605	11,472,107	2,794,498	19.59%
Add (Subtract) to Reserves	324,527	687,169	(362,643)	
Total Revenue	14,591,131	12,159,276	2,431,855	83.33%
Total Expense	14,266,605	11,472,107	2,794,498	80.41%
Add (Subtract) to Reserves	324,527	687,169	(362,643)	

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru April			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue	Annual Budgeted Revenue			
Revenue	15,573,143	12,439,542	3,133,601	20.12%
Expense				
Certificated Salaries	6,088,835	4,887,862	1,200,973	19.72%
Classified Salaries	1,408,907	873,012	535,895	38.04%
Benefits	2,635,795	2,036,169	599,626	22.75%
Books and Supplies	1,018,355	1,227,499	(209,144)	-20.54%
Services & Other	1,627,643	1,066,970	560,673	34.45%
Capital Outlay	100,000	16,281	83,719	83.72%
Other Outgo	0	27,216	(27,216)	N/A
Share of LCER	1,830,168	1,797,156	33,012	1.80%
Total Expense	14,709,703	11,932,165	2,777,538	18.88%
Add (Subtract) to Reserves	863,440	507,377	356,063	
Total Revenue	15,573,143	12,439,542	3,133,601	79.88%
Total Expense	14,709,703	11,932,165	2,777,538	81.12%
Add (Subtract) to Reserves	863,440	507,377	356,063	

NSLA - Budget Comparison 2019/20 to 2020/21

2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru April			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue	Annual Budgeted Revenue			
Revenue	9,497,369	7,914,474	1,582,895	16.67%
Expense				
Certificated Salaries	3,516,967	2,829,460	687,507	19.55%
Classified Salaries	924,674	683,054	241,620	26.13%
Benefits	1,520,878	1,162,258	358,620	23.58%
Books and Supplies	617,939	518,305	99,634	16.12%
Services & Other	983,686	514,013	469,673	47.75%
Capital Outlay	20,000	1,299,724	(1,279,724)	-6398.62%
Other Outgo	0	2,000	0	N/A
Share of LCER	1,158,191	1,575,127	(416,936)	-36.00%
Total Expense	8,742,335	8,583,941	160,394	1.83%
Add (Subtract) to Reserves	755,035	(669,466)	1,422,501	
Total Revenue	9,497,369	7,914,474	1,582,895	83.33%
Total Expense	8,742,335	8,583,941	160,394	98.19%
Add (Subtract) to Reserves	755,035	(669,466)	1,422,501	

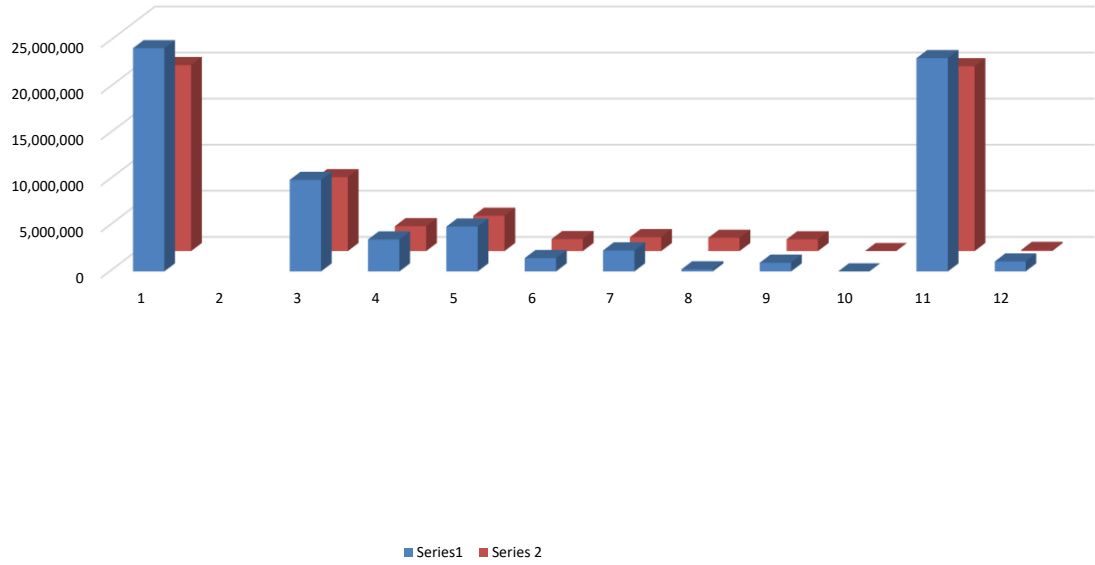
2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru April			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue	Annual Budgeted Revenue			
Revenue	10,878,596	8,304,230	2,574,366	23.66%
Expense				
Certificated Salaries	3,748,496	2,964,244	784,252	20.92%
Classified Salaries	936,039	574,609	361,430	38.61%
Benefits	1,576,808	1,204,544	372,264	23.61%
Books and Supplies	1,072,549	1,137,531	(64,982)	-6.06%
Services & Other	1,504,967	867,705	637,262	42.34%
Capital Outlay	13,000	0	13,000	100.00%
Other Outgo	0	11,937	(11,937)	N/A
Share of LCER	1,204,330	1,182,607	21,723	1.80%
Total Expense	10,056,189	7,943,177	2,113,012	21.01%
Add (Subtract) to Reserves	822,407	361,053	461,354	
Total Revenue	10,878,596	8,304,230	2,574,366	76.34%
Total Expense	10,056,189	7,943,177	2,113,012	78.99%
Add (Subtract) to Reserves	822,407	361,053	461,354	

LCER - Budget Comparison 2019/20 to 2020/21

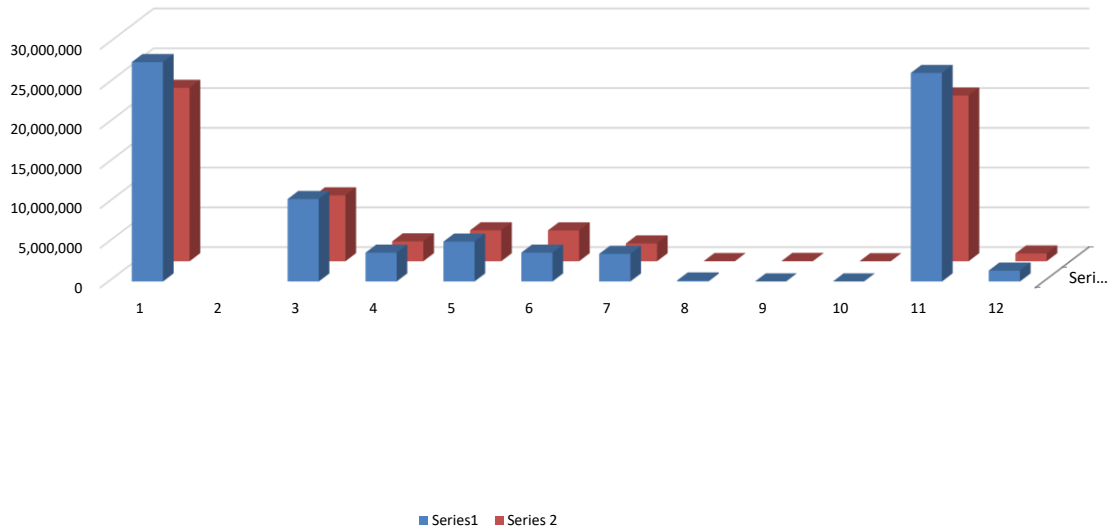
2019-2020				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru April			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue	Annual Budgeted Revenue			
Revenue	131,000	789,736	(658,736)	-502.85%
Expense				
Certificated Salaries	484,803	398,010	86,793	17.90%
Classified Salaries	1,250,645	1,000,487	250,158	20.00%
Benefits	789,562	621,307	168,255	21.31%
Books and Supplies	74,428	76,274	(1,846)	-2.48%
Services & Other	401,190	361,641	39,549	9.86%
Capital Outlay	30,000	20,902	9,098	30.33%
Other Outgo	0	671,632	(671,632)	N/A
Share of LCER	(2,899,628)	(3,150,253)	250,625	
Total Expense	131,000	0	131,000	100.00%
Add (Subtract) to Reserves	0	789,736	(789,736)	
Total Revenue	131,000	789,736	(658,736)	602.85%
Total Expense	131,000	0	131,000	0.00%
Add (Subtract) to Reserves	0	789,736	(789,736)	

2020-2021				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru April			
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue	Annual Budgeted Revenue			
Revenue	1,139,080	1,063,953	75,127	6.60%
Expense				
Certificated Salaries	530,388	429,324	101,064	19.05%
Classified Salaries	1,275,594	1,050,789	224,805	17.62%
Benefits	798,004	648,295	149,709	18.76%
Books and Supplies	1,534,715	1,511,915	22,800	1.49%
Services & Other	341,632	299,957	41,675	12.20%
Capital Outlay	12,500	0	12,500	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(3,034,498)	(2,876,327)	(158,171)	5.21%
Total Expense	1,458,335	1,063,953	394,382	27.04%
Add (Subtract) to Reserves	(319,255)	0	(319,255)	
Total Revenue	1,139,080	1,063,953	75,127	93.40%
Total Expense	1,458,335	1,063,953	394,382	72.96%
Add (Subtract) to Reserves	(319,255)	0	(319,255)	

2019-20



2020-21



**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: 06.14.2021

Title: AAE Federal Cash Management Report

Presentation: Consent: Action: Discussion: Information:

Background:

Federal statutes require the California Department of Education (CDE) to implement cash management practices that minimize the time elapsing between the receipt and disbursement of funds by recipients of formula based federal grants awarded by the CDE. The Federal Cash Management Data Collection (CMDC) system was implemented to provide the CDE with necessary data to comply with this requirement.

Through this system, School districts, county offices of education, and direct funded charter schools awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.

Fiscal Implications (if any):

By submitting during the designated reporting period, CDE will apportion funds appropriately

Impact on Mission, Vision or Goals (if any):

Supports the additional programs that are directly funded through the awarded grants.

Recommendation:

Informative, no recommendation.

Submitted by: Veronica Calderon, *Finance Administrator*

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2020-21, CMDC Report 4

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 4/28/2021 10:35:47 AM

The data submitted was acknowledged to be true and accurate to the best of my knowledge as supported by accounting records in accordance with applicable government laws, regulations, and program requirements.

Submitted by:

Veronica Calderon

Title: Finance Administrator; E-mail: vcalderon@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	\$100,281
Title II, Part A Resource Code: 4035	Cash Balance	\$23,840
Title IV, Part A Resource Code: 4127	Cash Balance	\$90

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2020-21, CMDC Report 4

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 4/28/2021 10:35:47 AM

Title IV (2530)

School Year	Expenditures	Encumbered	Allocation	Allocation Received	Total Available	Unearned Revenue	Ending Balance/Carryover	Total Remaining
2019-2020	\$11,851.06		\$12,134.00	\$12,134.00	\$12,134.00	\$282.94	\$282.94	\$282.94
2020-2021	\$203.00	\$12,571.00	\$11,986.00	\$11.00	\$12,268.94	\$12,065.94	-\$505.06	-\$505.06
				\$0.00	-\$505.06	-\$505.06	-\$505.06	-\$505.06
			Cash Balance 4/28					
				\$90.94				

**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: 06.14.2021

Title: NSLA Federal Cash Management Report

Presentation: Consent: Action: Discussion: Information:

Background:

Federal statutes require the California Department of Education (CDE) to implement cash management practices that minimize the time elapsing between the receipt and disbursement of funds by recipients of formula based federal grants awarded by the CDE. The Federal Cash Management Data Collection (CMDC) system was implemented to provide the CDE with necessary data to comply with this requirement.

Through this system, School districts, county offices of education, and direct funded charter schools awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.

Fiscal Implications (if any):

By submitting during the designated reporting period, CDE will apportion funds appropriately

Impact on Mission, Vision or Goals (if any):

Supports the additional programs that are directly funded through the awarded grants.

Recommendation:

Informative, no recommendation.

Submitted by: Veronica Calderon, Finance Officer

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2020-21, CMDC Report 4

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 4/27/2021 4:34:13 PM

The data submitted was acknowledged to be true and accurate to the best of my knowledge as supported by accounting records in accordance with applicable government laws, regulations, and program requirements.

Submitted by:

Veronica Calderon

Title: Finance Administrator; E-mail: vcalderon@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	\$2,519
Title II, Part A Resource Code: 4035	Cash Balance	\$562
Title III, LEP Resource Code: 4203	Cash Balance	\$6,216
Title IV, Part A Resource Code: 4127	Cash Balance	\$7,383

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2020-21, CMDC Report 4

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 4/27/2021 4:34:13 PM

Norton Science & Language Academy	Awarded 2019-2020	Carryover 2019-2020	Awarded 2020-2021	Total Funds Available	YTD Expenses PLUS Encumbered/budgetted 2020-2021	Projected Salaries & Benefits	Remaining to be spent for 2020-2021
Title I (2505)	\$236,801.00	\$51,886.40	\$231,534.00	\$283,420.40	\$207,861.84		\$75,558.56
Title II (2515)	\$33,993.00	\$14,766.64	\$31,382.00	\$46,148.64	\$21,712.20		\$24,436.44
Title III (2520)	\$32,336.00	\$22,987.64	\$29,744.00	\$52,731.64	\$60,419.06		-\$7,687.42
Title IV (2530)	\$17,665.00	\$7,383.10	\$17,450.00	\$24,833.10	\$0.00		\$24,833.10
LPSBG (6003)	\$75,925.00	\$75,056.11	\$0.00	\$75,925.00	\$75,925.00		\$0.00
Class-School Empl Prof Dev	\$6,898.00	\$6,898.00		\$6,898.00	\$0.00		\$6,898.00
Cares Act (3210)			\$196,059.00	\$196,059.00	\$11,153.52		\$184,905.48
GEER (3215)			\$42,321.00	\$42,321.00	\$5,329.27		\$36,991.73
CR Funds (3220)			\$729,908.00	\$729,908.00	\$760,665.38		-\$30,757.38
GF (7420)			\$69,833.00	\$69,833.00	\$70,699.51		-\$866.51
SB 117 (7388)			\$13,646.00	\$13,646.00	\$13,646.00		\$0.00

Title I (2505)

School Year	Expenditures	Encumbered/reserved	Allocation	Allocation ~ Received	Total Available	Unearned Revenue	Ending Balance/Carryover	Total Remaining
2015-2016	\$158,898.94		\$169,701.00	\$169,701.00	\$169,701.00	\$10,802.06	\$10,802.06	
2016-2017	\$230,233.24		\$228,219.00	\$228,219.00	\$239,021.06	\$8,787.82	\$8,787.82	
2017-2018	\$200,974.60		\$258,288.00	\$258,288.00	\$267,075.82	\$66,101.22	\$66,101.22	
2018-2019	\$228,895.98		\$239,473.00	\$239,473.00	\$305,574.22	\$76,678.24	\$76,678.24	
2019-2020	\$261,592.84		\$236,801.00	\$236,801.00	\$313,479.24	\$51,886.40	\$51,886.40	\$51,886.40
2020-2021	\$207,861.84		\$231,534.00	\$158,495.00	\$283,420.40	\$75,558.56	\$75,558.56	\$75,558.56
Cash Balance 4/27/2021				\$2,519.56				

Recent Credit Card expenses charged to categorical program are not included in calculations*

Title II (2515)

School Year	Expenditures	Encumbered/reserved	Allocation	Allocation ~ Received	Total Available	Unearned Revenue	Ending Balance/Carryover	Total Remaining
2015-2016	\$3,174.00		\$3,174.00	\$3,174.00	\$3,174.00	\$0.00	\$0.00	
2016-2017	\$0.00		\$2,955.00	\$2,955.00	\$2,955.00	\$2,955.00	\$2,955.00	
2017-2018	\$1,218.78		\$32,328.00	\$32,328.00	\$35,283.00	\$34,064.22	\$34,064.22	
2018-2019	\$51,044.62		\$32,328.00	\$32,328.00	\$66,392.22	\$15,347.60	\$15,347.60	
2019-2020	\$34,573.96		\$33,993.00	\$33,993.00	\$49,340.60	\$14,766.64	\$14,766.64	\$14,766.64
2020-2021	\$14,204.20	\$7,508.00	\$31,382.00	\$0.00	\$46,148.64	\$562.44	\$24,436.44	\$24,436.44
Cash Balance 4/27/2021				\$562.44				

Title III (2520)

School Year	Expenditures	Encumbered/reserved	Allocation	Allocation Received	Total Available	Unearned Revenue	Ending Balance/Carryover	Total Remaining
2015-2016	\$26,366.00		\$26,366.00		\$26,366.00	\$0.00	\$0.00	
2016-2017	\$21,812.82		\$26,760.00	\$26,760.00	\$26,760.00	\$4,947.18	\$4,947.18	
2017-2018	\$19,328.39		\$27,053.00	\$27,053.00	\$32,000.18	\$12,671.79	\$12,671.79	
2018-2019	\$17,300.00		\$24,462.00	\$24,462.00	\$37,133.79	\$19,833.79	\$19,833.79	
2019-2020	\$29,182.15		\$32,336.00	\$32,336.00	\$52,169.79	\$22,987.64	\$22,987.64	\$22,987.64
2020-2021	\$29,204.10	\$31,214.96	\$29,744.00	\$0.00	\$52,731.64	\$23,527.54	-\$7,687.42	-\$7,687.42

Cash Balance 4/27/2021	\$6,216.46
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Title IV (2530)

School Year	Expenditures	Encumbered/reserved	Allocation	Allocation Received	Total Available	Unearned Revenue	Ending Balance/Carryover	Total Remaining
2018-2019	\$0.00		\$17,162.00	\$17,162.00	\$17,162.00	\$17,162.00	\$17,162.00	
2019-2020	\$27,443.90		\$17,665.00	\$17,665.00	\$34,827.00	\$7,383.10	\$7,383.10	
2020-2021	\$0.00		\$17,450.00	\$11,750.00	\$24,833.10	\$24,833.10	\$24,833.10	\$24,833.10
				\$0.00	\$24,833.10	\$24,833.10	\$24,833.10	\$24,833.10
			Cash Balance 4/27/2021	\$7,383.10				

LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
 April 1 - April 30, 2021

CHECKING (LEWIS CENTER FOUNDATION)

Union Bank Beginning Balance		\$7,882.79
Union Bank Revenue		
Transfer from Savings - Close out Union Savings Account	\$324,769.24	
<i>Total</i>	\$324,769.24	
Union Bank Expenditure		
SAY Marketing - Board Polos	\$507.38	
Check to DCB to Close out Union Account	\$7,375.41	
Check to DCB to Open Savings Account	\$324,769.24	
<i>Total</i>	\$332,652.03	
Union Bank Ending Balance	<i>Total</i>	\$0.00

Desert Community Bank Beginning Balance		\$1,385.84
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DCB Revenue		
Check from Union to Close out Union Account	\$7,375.41	
HDRO Golf Tournament Sponsor - D. Beck	\$1,000.00	
Transfer from Savings - SAY Marketing and Visa	\$861.32	
Transfer from Savings - Mangold Scholarship	\$500.00	
Online Donation to NSLA Capital Campaign	\$100.00	
Interest	\$0.12	
<i>Total</i>	\$9,836.85	

DCB Expenditure		
Visa - \$293.08 Employee Recognition, \$60.86 Banking Supplies	\$353.94	
Transfer to Savings - Bud Biggs Scholarship	\$100.00	
Transfer to Savings - NSLA Capital Campaign	\$100.00	
<i>Total</i>	\$553.94	

Desert Community Bank Ending Balance	<i>Total</i>	\$10,668.75
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SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance

Restricted Funds - AAE Capital Campaign		\$82,964.90
Restricted Funds- NSLA Capital Campaign		\$45,095.64
Restricted Funds - Davis Endowment		\$12,035.91
Restricted Funds - Global Exchange Programs		\$12,955.78
Restricted Funds - HIDAS Endowment		\$63,851.71
Restricted Funds - Scholarships		\$26,652.78
Unrestricted Funds		\$82,412.55
		\$325,969.27

Union Bank Savings Revenue		
Interest	\$7.99	

Union Bank Savings Expenditure		
Transfer to Checking - Close out Union Savings Account	\$ 324,769.24	
Service Charge	\$ 10.00	

DCB Savings Revenue		
Bud Biggs Scholarship, \$2K Mitsubishi, \$100 K. Porter, \$100 P. Caldwell, \$100 T. Gray	\$2,300.00	
Unrestricted Donation - S. Williams	\$1,000.00	
Check from Union Bank to Close out Union Savings Account	\$327,769.24	
Transfer from Checking - NSLA Capital Campaign	\$100.00	
Interest	\$32.44	

DCB Savings Expenditure		
Transfer to Checking - Board Polos, Employee Recognition, Banking Items	\$ 861.32	
Transfer to Checking - Mangold Scholarship	\$ 500.00	

Ending Balance

Restricted Funds - AAE Capital Campaign		\$82,974.63
Restricted Funds - NSLA Capital Campaign		\$45,199.20
Restricted Funds - Davis Endowment		\$12,037.22
Restricted Funds - Global Exchange Programs		\$12,957.08
Restricted Funds - HIDAS Endowment		\$63,857.88
Restricted Funds - Scholarships		\$28,455.36
Unrestricted Funds		\$82,559.02
		\$328,040.38

Total

Total Checking and Savings		\$338,709.13
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AAE 2020-21 School Year									
Grade Level	Capacity	Current Enrollment	Accepted Next Year Enrollment	Available Seats	Waiting List			Upcoming Lottery (May 20)	Missing Revenue
3 yr. old - TK	25	25	21	0	612			18	
K	100	96	70	4	99			9	
1	100	96	1	4	225			6	
2	100	97	4	3	165			3	
3	112	111	2	1	178			11	
4	112	111	1	1	240			7	
5	112	112	1	0	129			10	
6	125	124	1	1	149			8	
7	125	123		2	129			8	
8	125	124	1	1	128			13	
9	120	119		1	61			2	
10	120	111		9	4			7	
11	120	103		17	3			4	
12	120	92	1	28	4			0	
Total	1516	1444		72	2126			106	

AAE 2021-22 School Year									
Grade Level	Capacity	Projected Max Rollover	Accepted Enrollment	Available Seats	Waiting List	Anticipated Enrollment	Anticipated Available Seats	Upcoming Lottery (Sept. 16, 21)	Missing Revenue
3yr. - TK	25	0	23	2	405	23	2	1	\$ 19,070.00
K	100	25	72	3	216	97	3		\$ 28,605.00
1	100	96	3	1	106	99	1		\$ 9,535.00
2	100	96	4	0	231	100	0		\$ -
3	112	97	14	1	167	111	1		\$ 9,535.00
4	112	111	1	0	188	112	0		\$ -
5	112	111	1	0	246	112	0	1	\$ -
6	125	112	11	2	136	123	2		\$ 17,532.00
7	125	124	1	0	158	125	0		\$ -
8	125	123	1	1	133	124	1		\$ 9,027.00
9	120	124		0	141	124	-4		\$ -
10	120	119		1	63	119	1	1	\$ 10,733.00
11	120	111	1	8	11	112	8	1	\$ 85,864.00
12	120	103	1	16	5	104	16		\$ 171,728.00
Total	1516	1352		35	2206	1485	31	4	\$ 361,629.00

Grade Level	Capacity	Current Enrollment	SDC Enrollment	Available Seats	Waiting List			Upcoming Lottery
TK	25	25		0	0			
K	125	118		7	0			
1	125	112		13	0			
2	100	90		10	0			
3	112	104	2	8	0			
4	84	97	6	0	1			
5	84	91	3	0	3			
6	90	82	2	8	0			
7	60	60	6	0	0			
8	60	50	2	10	0			
Total	865	829		56	4			

NSLA 2021-22 School Year

Grade Level	Capacity	Projected Max Rollover	Turned in Enrollment Packets	Available Seats- Pending Enrollment Packets	Waiting List	Anticipated Enrollment	Anticipated Available Seats	Upcoming Lottery
TK	25	0	25	0	15	25	0	
K	125	24	88	13	42	125	0	
1	125	118	6	3	8	126	0	
2	100	112	2	0	20	113	0	
3	112	88	13	5	0	106	6	
4	84	104	2	0	18	105	0	
5	84	97	3	1	31	101	0	
6	120	91	20	3	0	114	6	
7	120	82	18	0	0	100	20	
8	120	60	11	2	0	73	47	
9	120	50	13	0	0	63	57	
Total	1135	826	201	304	134	1051	136	

**LCER Board Meetings
Attendance Log 2021**

	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Pat Caldwell	Present	Present	Present	Present							100%
Torii Gray	Present	Present	Present	Present							100%
Jim Morris	Present	Present	Present	Present							100%
Kevin Porter	Present	Present	Present	Present							100%
David Rib	Present	Present	Present	Present							100%
Jessica Rodriguez	Present	Present	Present	Present							100%
Omari Onyango	Absent	Present	Present	Present							75%
Sharon Page	Present	Present	Absent	Present							75%
Rick Wolf	Present	Present	Absent	Present							75%

							TOTAL SPECIAL
Torii Gray							
Sharon Page							
David Rib							
Jessica Rodriguez							
Pat Caldwell							
Omari Onyango							
Kevin Porter							
Rick Wolf							
Jim Morris							

LCER Board Give and Get
Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total
Pat Caldwell	\$ 224	\$ 1,000		\$ 1,224
Torii Gray	\$ 165			\$ 165
James Morris	\$ 518			\$ 518
Omari Onyango	\$ 311			\$ 311
Sharon Page		\$ 330		\$ 330
Kevin Porter	\$ 200	\$ 250		\$ 450
Jessica Rodriguez	\$ 124			\$ 124
David Rib	\$ 108	\$ 22,000		\$ 22,108
Rick Wolf				\$ -
Total	\$ 1,650	\$ 23,580	\$ -	\$ 25,230

Lewis Center Foundation Board Give and Get
Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total
Duberly Beck	\$ 1,000			\$ 1,000
Desiree Burgnon	\$ 1,000			\$ 1,000
Buck Goodspeed	\$ 363			\$ 363
Tyler Jaramillo				\$ -
Umang Patel	\$ 93			\$ 93
Jessica Rodriguez	\$ 124			\$ 124
Marcia Vargas	\$ 1,551	\$ 580		\$ 2,132
Total	\$ 4,131	\$ 580	\$ -	\$ 4,712

Total Combined Boards	\$ 5,658	\$ 24,160	\$ -	\$ 29,818
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