

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  
October 18, 2021 - Public Meeting – 4:30 p.m.**

**Meeting at 230 S. Waterman Ave., San Bernardino, CA**

**Additional Location: 17500 Mana Rd., Apple Valley, CA, Bldg H (Bud Biggs Multipurpose Room)**

**To participate by teleconference, register for the meeting at this link:**

**<https://attendee.gotowebinar.com/rt/6305717194233748747>**

**Dial in using your phone: +1 (415) 930-5321 Passcode: 670-496-002**

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 more than one person wishes to speak on the same topic, subsequent speakers should limit their remarks to new information only. 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](mailto: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 LCER Ambassadors Update – Apple Cheung and Melissa Mangold
5. **CLOSED SESSION**
  - .01 Pupil Personnel Administrative Hearing Panel Recommendation on AAE Expulsion Case #10121
6. **DISCUSSION ITEMS:**
  - .01 NSLA Gym Construction Project Update – Larry Rieder – Pg 3
  - .02 Discuss California Enterprise Development Authority Term Summary for NSLA Gym Project Funding – Lisa Lamb and John Phan – Pg 4
  - .03 Discuss LCER Board Strategic Planning – Lisa Lamb
  - .04 Lewis Center Foundation Update – Jessica Rodriguez
7. **CONSENT AGENDA:**
  - .01 Approve Minutes of the September 13, 2021 Regular LCER Board Meeting – Pg 7
  - .02 Approve Request to Donate or Dispose of Damaged Furniture – Pg 10
  - .03 Approve AAE Senior Grad Nite Field Trip at Disneyland June 3-4, 2022 – Pg 14
8. **ACTION ITEMS:**
  - .01 Approve AAE and NSLA ESSER III Expenditure Plans That Address the Academic, Social, Emotional and Mental Health Needs of Students Who Have Been Most Impacted by COVID-19 – Valli Andreasen and Fausto Barragan – Pg 16
  - .02 Approve TSK Proposal for NSLA Gym Project – Lisa Lamb – Pg 47
  - .03 Approve Revision of BP 6158 Independent Study to Reflect New AB 167 Guidelines – Lisa Lamb – Pg 52
9. **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
  - .01 President/CEO Report – Lisa Lamb – Pg 58

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- .02 LCER Grant Tracking Report – Pg 65
- .03 LCER Financial Reports
  - Checks Over \$10K – Pg 66
  - Budget Comparisons – Pg 67
- .04 AAE and NSLA Enrollment Data – Pg 69
- .05 LCER Board Attendance Log – Pg 71

**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 Rib**



CHARTER SCHOOL  
**PROPERTY  
SOLUTIONS**

*Developing Affordable Charter School Facilities*

**NORTON SCIENCE AND LANGUAGE ACADEMY GYM PROJECT**

- I. Bond Closing Schedule and Construction Timeline**
- II. Budget - \$4.5M including cost of Waterman Fencing & Gates and Marquis Sign**
- III. Construction - Why is this Project completely different than the Campus Project?**
  - a. Design-Build for mechanical and electric systems**
  - b. Building Plans were already permitted for construction by Building Dept.**
  - c. Pad Certified**
  - d. Impact and Building Permit Fees Paid**
  - e. Expect Budget and Value Engineering Ahead of Final Design**
  - f. No Unforeseen site conditions**



**Lewis Center**  
for  
Educational Research

## **TERM SUMMARY**

### **California Enterprise Development Authority Norton Science and Language Academy Series 2021 Financing**

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*If you find this proposal acceptable, please confirm by emailing your agreement of the terms in this sheet. Thank you for your consideration.*

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#### **Overview**

<b>Estimated Proceeds:</b>	Not to exceed \$5,500,000 of total proceeds*
<b>Structure:</b>	Limited public offering
<b>Issuer:</b>	California Enterprise Development Authority
<b>Borrower/Lessor:</b>	230 South Waterman Avenue, LLC ("Lessor")
<b>Lessee:</b>	High Desert "Partnership in Academic Excellence" Foundation, Inc., a California nonprofit public benefit corporation ("Lessee")
<b>Purchaser:</b>	Funds and/or accounts managed by Nuveen and/or its affiliates
<b>Trustee:</b>	Wilmington Trust, N.A.
<b>Purpose:</b>	Construction of a gym & fencing, fund capitalized interest, and pay for cost of issuance
<b>Security:</b>	<b>Same as existing Indenture for the Series 2020 Bonds</b>

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\* preliminary, subject to change

**Summary of the Bonds and Terms\***

<b>Tax-exempt:</b>	Approximately \$5,000,000
<b>Taxable:</b>	TBD
<b>Tax-exempt rate:</b>	1 Term Bond: 4.00% priced @ Par
<b>Taxable rate:</b>	TBD
<b>Estimated Closing Date:</b>	Week of December 12, 2021
<b>Tax-Exempt Maturity:</b>	July 1, 2061
<b>Interest only Period:</b>	Through July 1, 2058
<b>Capitalized Interest:</b>	Through July 1, 2023
<b>Reserve Fund</b>	No additional reserve fund; Series 2020 & 2021 will share a common reserve
<b>Interest Basis:</b>	30/360
<b>Interest Payment Dates:</b>	Semi-Annual on Jan 1 and July 1, commencing on Jan 1, 2022
<b>Principal Payment Dates:</b>	Annually on July 1, commencing on July 1, 2059
<b>Call provisions:</b>	Tax-exempt: July 1, 2027 @ par
<b>Denominations:</b>	Authorized denominations of \$25,000 and integral multiples of \$5,000 in excess thereof, subject to issuer policies
<b>Covenants:</b>	Same as Series 2020 Bonds, unless negotiated otherwise between parties

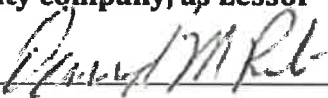
**Interested Parties**

<b>Financial Advisor:</b>	Campanile
<b>Underwriter:</b>	Truist Securities
<b>Bond Counsel:</b>	Kutak Rock LLP
<b>Borrower's Counsel:</b>	Young, Minney, and Corr, LLP
<b>Underwriter's Counsel:</b>	Ice Miller LLP
<b>Purchaser Counsel:</b>	Ballard Spahr


*\* preliminary, subject to change*

*The Term Sheet is not intended to be, and should not be construed as, a commitment by Truist Securities or Nuveen to enter into a direct purchase of bonds, nor should it be construed as an attempt to establish all of the terms and conditions relating to such. It is intended only to be indicative of certain terms and conditions around which a transaction may be structured, and how the operative documents might be drafted, and not to preclude negotiations within the general scope of these terms and conditions. The execution versions of the agreements containing final terms and conditions, if any, would be subject to the approval by the relevant parties. Lessee will be responsible, jointly and severally, for all out-of-pocket costs and expenses associated with performance of due diligence, documentation, negotiation and closing, administration and enforcement of the Bonds and related transactions, including, but not limited to, the costs, fees and expenses of counsel and any other third-party retained by the Purchaser, whether or not the Bonds are purchased.*

**230 SOUTH WATERMAN AVENUE LLC, a California limited liability company, as Lessor**

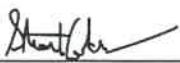
By:   
Name: David M. Rib  
Its: LCER Board Chair

**THE HIGH DESERT "PARTNERSHIP IN ACADEMIC EXCELLENCE" FOUNDATION, INCORPORATED, a California nonprofit public benefit corporation, as Lessee**

By:   
Name: Lisa Lamb  
Its: President/CEO

**Nuveen Asset Management, LLC**

**On behalf of funds and accounts under management**

By:   
Name: Stuart J. Cohen  
Its: MD & Head of Legal

**Minutes for Regular Meeting of the Lewis Center for Educational Research Board  
September 13, 2021**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rib called the meeting to order at 4:05 p.m.
2. **ROLL CALL:** LCER Board Members Pat Caldwell (arrived at 4:18), Torii Gray (arrived at 4:20 p.m.), Jim Morris (arrived at 4:15 p.m.), Sharon Page, Kevin Porter, David Rib, Jessica Rodriguez and Rick Wolf were present. LCER Board member Omari Onyango was absent.

Staff members Valli Andreasen, Fausto Barragan, Marcello Congo, Jisela Corona, Ryan Dorcey, Teresa Dowd, David Gruber, Heather Juarez, Lisa Lamb and Stacy Newman were also present.

3. **PUBLIC COMMENTS:** Sharon Page read a comment from NSLA parent Lucy Tello regarding communication and COVID safety.
4. **SPECIAL PRESENTATIONS:**
  - .01 LCER Ambassadors Update – None
  - .02 AAE and NSLA End of Year 2021 Academic Performance Reports – Heather Juarez reported on end of year testing for AAE and NSLA. She reported on benchmarks and reviewed the data reports that were included in the packet. AAE’s testing participation rate was 92% overall and NSLA’s was 89% overall. We are continuing rocket lab at NSLA and working on social emotional learning. There is an increase in students seeing the counselors. Kevin Porter asked about benchmarks for each grade level. The chart is 3<sup>rd</sup> – 8<sup>th</sup> grade at both schools and 11<sup>th</sup> at AAE. Angel Arrington from SBCSS created the format and Lisa and Heather thought it would be good to use to present information to our Board. She would like the Board’s feedback on the format. There are some gaps that we need to focus on. Sharon Page added that distance learning math was not successful during COVID. Kudos for getting back in person as soon as we could.

5. **CONSENT AGENDA:**
  - .01 Approve Minutes of the August 9, 2021 Regular LCER Board Meeting
  - .02 Approve AAE 6<sup>th</sup> Grade Field Trip to Pali in Running Springs, CA, 9/29/21 – 10/1/21
  - .03 Approve Revised AAE SFJROTC Senior Cadet Field Trip – Los Angeles & JPL Oct 2-4, 2021
  - .04 Approve 2021/24 Amended MOU and College Careers Access Pathways Partnership Agreement Between Victor Valley Community College District and the LCER

On a motion by Jim Morris, seconded by Sharon Page, vote 8-0, the LCER Board of Directors approved Consent Agenda items 5.01 – 5.04 by roll call vote.

6. **ACTION ITEMS:**
  - .01 Approve NSLA English Learner (EL) Master Plan – Heather Juarez reported that she and Toni Preciado have worked this past year on this plan as WASC asked about it when they visited. This is the formal plan about how to inform stakeholders about our English Learner population. Norton’s EL population is 28% this year. It was 32% last year so it has decreased. At AAE it is 4%. Last year was 3%, so it is increasing. They will work on AAE’s plan next. The Board officer positions will be updated and a date should be added as well. At NSLA, they are getting their MS/HS EL students together for instruction. Jim Morris asked how the EL students integrate with ELA proficiency. They receive additional instruction and we’re hoping with teacher training we will see an improvement. It is something we are working on at AAE. Toni Preciado added that at AAE we have professional development planned and it is a priority. On a motion by Kevin Porter, seconded by Pat Caldwell, vote 8-0, the LCER Board of Directors approved the NSLA English Learner Master Plan by roll call vote with the updated Board list and date added.
  - .02 Approve updated BP: 6158 Independent Study to include grades K-12 for long-term independent study – Lisa Lamb reported that since the last revision we have needed to rethink our plan regarding

long term independent study and we now need to offer it to Elementary and Middle School, as well as high school. We have lost several families to home school options. She provided quarantine statistics on COVID cases and close contacts. We are contracting with vendors to provide long term independent study instruction. Kevin asked if a new student that wanted to do remote learning could do so. It's not an option. We are not creating a virtual learning environment. It is for current families that need it on a more temporary basis. To receive ADA, short and long term independent study students/parents need to sign and return a Master Agreement and we must receive assignments back as well. It is a lot of tracking. We are 10% down ADA for August and may be more this month which is a loss in revenue. On a motion by Sharon Page, seconded by Kevin Porter, vote 8-0, the LCER Board of Directors approved updated BP: 6158 Independent Study by roll call vote.

- .03 Approve updated IIPP (Illness, Injury and Prevention Plan) Addendum to reflect new COVID guidance for employees – Lisa publicly commended Stacy Newman for the incredible job she has done as the sole contract tracer for the LCER at this time. These updates are from CDPH guidance from September 1, 2021. The intent is to keep students in person to the greatest extent possible. It eliminated temperature screening, which is not effective. Masks are required indoors. Staff will need to be vaccinated or tested weekly on campus. This does not apply to students. We also have serious staff shortages. We also cannot use volunteers at this time, but are working on a plan to possibly use vaccinated volunteers to add additional help. It is a multifaceted issue. CalOSHA will have new guidelines that may require future updates. David Rib thanked Stacy for the detailed document. On motion by Pat Caldwell, seconded by Jessica Rodriguez, vote 8-0, the LCER Board of Directors approved the updated IIPP Addendum by roll call vote.
- .04 Approve updated BP 3500 Health and Safety Policy for COVID-19 to reflect new COVID guidance for staff and students – Sharon Page brought up that it states “limited volunteers”. They will be limited, not our regular volunteers. She suggested moving “volunteers” before non-essential visitors and activities and noting “limited volunteers”. On a motion by Sharon Page, seconded by Pat Caldwell, vote 8-0, the LCER Board of Directors approved updated BP 3500 Health and Safety Policy for COVID-19 by roll call vote with the discussed changes.

## **7. DISCUSSION ITEMS:**

- .01 NSLA Gym Construction Project Status Update – Lisa Lamb reported that we are preparing to go out to bond in November. We have put in fencing around the site. Lisa will have TSK provide the final architect plan, and the plan is not to exceed \$5 million for hard and soft costs. Steel needs to be ordered as it is an 8-week turnaround time. Lisa feels doing this isn't too much of a risk. The plan is to break ground in December. We will have the full plan brought to the Board in November.
- .02 NSLA Construction Update and Completion Timeline – Lisa Lamb is excited to announce we are done with the campus! Lisa commended Ryan Chamberlain and all facilities staff who have done an amazing job at both schools, as well as Ryan Dorsey and all IT staff. Fausto, Myrna and Humberto have done an amazing job and staff have pulled together to help out as well. Jessica Rodriguez commended staff and administration as well.
- .03 Discuss Changing Time of LCER Board Meetings, Alternating Primary Sites and Executive Order N-08-21 rescinding prior Executive Order N-29-20 and setting a date of October 1, 2021 for public agencies to transition back to public meetings held in full compliance with the Brown Act – Lisa Lamb – Lisa Lamb wanted to know if 4:00 was an ok time for starting traffic wise. She proposed pushing the time back to 4:30 p.m. We will try this time moving forward and see how it goes. Beginning October 1, Board members will need to again post their location on the agenda to be able to participate in the meeting, and we would need that information a week in advance. The public would be able to attend at that location and the agenda must be posted at that site. Board members should plan on attending at one of the school locations. An alternating main site has been designated and Board members are asked to attend that site if possible. The alternate site will be available as well. We will maintain the teleconference option for the public to attend the meetings.
- .04 Discuss Upcoming Key Events – Lisa Lamb reported that key events are included for the Board's convenience and members are welcome to attend events as able. The James Webb night will have NASA officials in attendance and we'd love to see some Board members there.



- .05 NSLA Back to School Update – Fausto Barragan provided an update on the start of school for NSLA. Teachers and staff have been amazing. Lisa visits classrooms every Monday, alternating sites, and invited the Board to join her anytime.
- .06 Lewis Center Foundation Update – Jessica Rodriguez reminded the Board that October 1 is the Gala. Invite your friends and family. If you can't attend, please support in some way. We need auction items as well.

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

- .01 President/CEO Report – Sharon Page asked about an update on the A101 HVAC unit. We ordered a new unit on the first day of school but it has an 8-week turnaround time. The air was serviced for the classrooms and they are cooling well. The Merv 13 filters installed for COVID causes the units to overwork.
- .02 LCER Grant Tracking Report
- .03 LCER Financial Reports
  - Checks Over \$10K
  - Budget Comparisons
- .04 Lewis Center Foundation Financial Reports
  - July 2021
- .05 AAE and NSLA Enrollment Data – Kevin asked about NSLA enrollment – it is on pace and just a little low for secondary. Families are continuing to enroll. We have a new Registrar, Angela, that is doing a great job and Annalee is doing a great job training her.
- .06 LCER Board Attendance Log

**9. 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 – Kevin Porter attended the NSLA dedication and noted that everyone from our stakeholder team didn't make it about themselves and were great speakers. He congratulated everyone. David Rib added that Lisa's comments were uplifting, Fausto's were heartfelt, and Max stole the show. The right person represented the Board. Jim gave a great history and it was very moving. Pat also said it was a great event and loved walking around and seeing the excitement. David Rib attended the NASA in Your Neighborhood event last Saturday. The speakers were engaging and the youth asked lots of questions. It was a wonderful event and facility. They are the same NASA scientists we are partnering with for Noche de Estrella. Several teachers received certification to check out meteorite samples. There were rocks from the moon and Mars.
- .04 Future agenda items

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

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

Date of meeting: October 18, 2021

Title: Approval of donation or disposal of damaged furniture

Presentation: \_\_\_\_\_ Consent: x Action: \_\_\_\_\_ Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

Several classroom furniture and office furniture sustained damage during the summer months due to weather and transfer/move from the central avenue campus to the Waterman avenue location. NSLA would like to donate lightly damaged furniture and dispose of unsalvageable furniture to a local church.

**Fiscal Implications (if any):**

None

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

None

**Recommendation:**

It is recommended that the board approve the donation of lightly damaged furniture and the disposal of unsalvageable items.

Submitted by: Fausto Barragán, Principal

Approve donation or disposal of the following damaged furniture

35 Student desks with storage



4 office chairs



12 Student chairs



2 – two drawer file cabinets



2- 4 door file cabinets



3 umbrellas



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

Date of meeting: October 18, 2021

Title: Class of 2022 Disneyland Grad Nite Field Trip

Presentation:\_\_\_\_\_ Consent:  X  Action:\_\_\_\_\_ Discussion:\_\_\_\_\_ Information:\_\_\_\_\_

Background:

Fiscal Implications (if any):

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

Recommendation:

Submitted by: Cynthia Allen



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

**FIELD TRIP REQUEST FORM**

Date Submitted: Sept. 29, 2021

<u>Office use only</u>
Date/Time submitted: _____
Initials: _____
Transportation Booked: _____
Initials: _____
Calendared: _____
Initials: _____

Requested by: Cynthia Allen  
 Destination: Disneyland Grad Nite 2022  
 Date(s) of trip: June 3, 2022 - June 4, 2022  
 School departure time: 10:00 am  
 Destination departure time: 2:30 am  
 Overnight/Out-of-State stay: (YES) NO  
 Number of students: 110 adults: 10

Phone: \_\_\_\_\_  
 Grade Level: 12th  
 Destination arrival time: 11:30am  
 School return time: 4:30am  
 Water activities involved: YES (NO)  
 Admission students: \$240. adults: \_\_\_\_\_

**Transportation**

(circle one)  
 Bus requested? (YES) NO Bus company name: Ebmyer Charter  
 Number of busses requested: 2 Bus company contact name: \_\_\_\_\_  
 \*\*\*Bus Passenger information: Number of students: 110 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:

_____	_____
_____	_____
_____	_____

**Brief Description of Educational Benefit to be derived from this activity:**

I have followed the checklist prior to submitting this form: Cynthia Allen Cynthia Allen  
 Teacher Signature

Principal Signature: Valli Andreason

Funding Code: 5350 Date: 10/13/21

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  
Agenda Item Cover Sheet**

Date of meeting: October 18, 2021

Title: ESSER III Expenditure Plan

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: x Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

Background: Each school is required to create a spending plan for its ESSER III (Elementary and Secondary School Emergency Relief) funds to address students' academic, social-emotional and mental health needs, and any gaps in learning that previously existed and were worsened by the COVID-19 pandemic. Funds may also be used to improve the safety of the learning environment for students.

Fiscal Implications (if any):

The ESSER III funds have had a positive fiscal impact are providing the means for both schools to offer additional support to students and to address specific health and safety concerns related to COVID-19.

AAE ESSER III Funds: \$1,218,508

NSLA ESSER III Funds: \$1,744,192

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

Funding supports the Mission, Vision, and Goals for both schools and specifically addressing academic, social-emotional, mental health, and safety needs.

Recommendation:

Approve the ESSER III expenditure plan for each school site.

Submitted by:

Valli Andreasen, Principal, AAE

Dr. Fausto Barragan, Principal, NSLA





## ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the

plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

### Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunity Grant	The plan is available on the school's website.

### Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

#### Total ESSER III funds received by the LEA

1,218,508

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	999,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	281,629
Use of Any Remaining Funds	

#### Total ESSER III funds included in this plan

1,218,508

### Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies,

strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Parents, teachers, and school staff were engaged in the development of this plan and other COVID fund plans through various surveys. We found that school surveys were the most conducive for families during COVID-19 to ensure their safety and the safety of school staff. Surveys centered around extended learning opportunities, academic and social-emotional needs, and school improvement.

Following safety measures, synchronous and in-person meetings were used to disseminate information on COVID funds and planned uses of these funds. Weekly staff meetings, Academic Leadership Team (ALT), Administrative Team Meetings (ATM), and Executive Team Meetings facilitate discussions around the use of these funds as more data and safety regulations come to light and how best to support both student learning and school safety.

Families have also participated in the development of the plan through monthly Parents & Pastries, School Board Meetings, and School Site Council. Stakeholders at these meetings review school data and make recommendations.

From the community, we work closely with Desert Mountain Special Education Local Plan Area (DM SELPA) to review the needs their office is observing within the community and how they can help our school address these needs, providing support for staff and families.

A description of how the development of the plan was influenced by community input.

Input from stakeholders influenced the development of the plan and determined the following:

- expansion of learning including field trips, intersessions, and summer academy
- independent study options
- additional instructional support staff
- supplemental curriculum and materials
- additional custodial staff
- progress monitoring assessments
- STEM materials

## Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

999,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	HVAC Upgrade	HVAC unit upgrades.	400,000
	Shade Structures	Additional shade structures for outdoor seating.	168,000
	Resident Subs	Four on-site resident substitute teachers.	225,000
	Health Clerk	Health clerk to support school nurse for contact tracing.	56,000
	Substitute Pay	Increase substitute pay.	150,000

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

281,629

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Science Materials & Supplies	Purchase of science lab materials and supplies to support Next Generation Science Standards.	100,000
	Paraprofessional Support	Additional hours for paraprofessionals to support in 1st grade classrooms for reading.	70,000
ELO Grant	Summer Academy 2022	Salaries and supplies for 2022 summer academy.	100,000
	Suicide Prevention	Suicide Prevention Curriculum through Mindwise for middle school and high school grades.	2,389
	EL Monitoring	Test of English Language Learning (TELL) to monitor English Learner progress.	9,240

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and

expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Paraprofessional Supports	Paraprofessional support in reading and early literacy skills will be documented in Tier 1 and Tier 2 paperwork which includes a pre-assessment, post-assessment, and daily interventions.	Every 6 weeks, the MTSS team will review progress and share with stakeholders.
Suicide Prevention Curriculum	Progress will be monitored through counseling office referrals, student SEL survey and student climate survey data.	Daily communication between counseling department and administration to provide immediate intervention.
English Learner Monitoring	Using the TELL assessment, English Learners will be monitored for progress toward English language proficiency.	Three times per year. Progress will be reviewed with stakeholders. Teachers and instructional leaders will use this information to adjust instructional strategies, determine needs for additional student supports and additional teacher training.
Safety Measures: HVAC, Substitute staff, Health clerk, and Shade structures for outdoor areas	Effectiveness of safety measures will be monitored through attendance and number of COVID cases.	Daily review of attendance and cases.
Summer Academy	Survey from families and attendance during Summer Academy.	Attendance will be monitored daily and survey data will be pre and post Academy dates.
Expansion of Science materials.	Student climate survey and student progress in Science courses.	Survey results annually and student progress at quarter and semester grading periods.

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;



- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

### **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

### **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

### **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

#### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

#### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### **Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

### **Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021



Creating Global Citizens

## ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the

plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

## Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Extended Learning Opportunity Grant	The plan is available at the school's website: <a href="http://nsla.lewiscenter.org">nsla.lewiscenter.org</a>

## Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

### Total ESSER III funds received by the LEA

1,744,192

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	1,061,220
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	543,522
Use of Any Remaining Funds	141,000

### Total ESSER III funds included in this plan

1,744,192

## Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies,



strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Parents, teachers, and school staff were engaged in the development of this plan and other COVID fund plans through various surveys. We found that school surveys were the most conducive for families during COVID-19 to ensure their safety and the safety of school staff. Surveys centered around extended learning opportunities, academic and social-emotional needs, and school improvement.

Following safety measures, synchronous and in-person meetings were used to disseminate information on COVID funds and planned uses of these funds. Weekly staff meetings, Academic Leadership Team (ALT), Administrative Team Meetings (ATM), and Executive Team Meetings facilitate discussions around the use of these funds as more data and safety regulations come to light and how best to support both student learning and school safety.

Families have also participated in the development of the plan through monthly Cafecito, School Board Meetings, and School Site Council. Stakeholders at these meetings review school data and make recommendations. From the community, we work closely with Desert Mountain Special Education Local Plan Area (DM SELPA) to review the needs their office is observing within the community and how they can help our school address these needs, providing support for staff and families.

A description of how the development of the plan was influenced by community input.

Based on stakeholder feedback, student safety during in-person learning and learning not addressed while distanced led to the following planned expenditures:

- extended learning opportunities including summer academy and tutoring
- social-emotional learning curriculum
- technology and materials for quarantine, at home students
- furniture for social distancing
- additional sanitation supplies
- substitute teacher availability
- health technician
- anti-bullying safety measures
- independent study availability
- suicide prevention curriculum
- enrichment opportunities
- professional development for secondary teachers in ELD

- supplemental curriculum to build reading skills

## Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

## Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

### Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

1,061,220

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Independent Study	Independent Study program, materials, and coordinator.	40,000
	Floor Maintenance	Purchase of floor scrubber and carpet extractor to maintain cleanliness for health reasons.	7,500
	MiFi	Hotspot for wifi connection.	15,000
	Furniture	Additional furniture for social distancing.	300,000
	Substitute staff	Substitute coverage for certificated and classified.	140,000
	Stop-It	Anti-bullying reporting system.	520
	Flexible seating	Flexible seating furniture.	50,000
	Health Tech	Health tech to assist with contact tracing.	56,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Janitorial	Additional janitorial needs for sanitation.	25,000
	Resident Substitutes	On-site daily bilingual resident substitute teachers.	154,700
	Rugs	Replacement classroom rugs for elementary.	17,500
	Emergency First Aid	Emergency First Aid due to COVID (mandatory testing and equipment).	200,000
	Outdoor Seating	Additional outdoor seating for social distancing.	50,000
	Outdoor Trash Enclosures	Outdoor trash enclosure and trash cans for sanitation.	5,000

## Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

### Total ESSER III funds being used to address the academic impact of lost instructional time

543,522

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Math Curriculum PD	Adopted Math curriculum on-site coaching,	180,000
	Document Cameras	Document cameras for classrooms.	24,930
	Home Visits	Home visits to distribute devices and materials for students unable to attend school.	10,000
	English Language Development PD	Professional development training in middle school and high school for ELD instruction.	10,000
ELO Grant	Summer Academy	Salaries and materials for Summer Academy 2022 and 2023	250,000
	Second Step	Social Emotional curriculum for middle school.	5,083
	Suicide Prevention	Mindwise Suicide Prevention curriculum for middle school and high school.	2,389

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Habitudes	Social Emotional curriculum for high school.	3,647
	Tutoring	Before and after school tutoring to support learning.	14,432
	Vocabulary A-Z	Reading A-Z license for vocabulary development.	13,041
	Mandarin Enrichment	Materials and curriculum for Mandarin enrichment classes.	20,000
	STEM	Materials for STEM enrichment classes.	10,000

## Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

### Total ESSER III funds being used to implement additional actions

141,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Laptops	Replacement of staff laptops.	115,000
	SAN	Storage Area Network to increase speed and storage for data.	26,000

## Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
ELD, Raz Kids Vocabulary, Home visits	<p>The academic progress of our English Learners will be monitored through the following methods:</p> <ul style="list-style-type: none"> <li>• Attendance rate</li> <li>• TELL assessment for progress monitoring</li> <li>• iReady Reading growth monitoring</li> <li>• Site benchmarks for ELA</li> <li>• DRA (Developmental Reading Assessment)</li> <li>• ELPAC summative exam scores</li> <li>• SBA/CAASPP ELA scores</li> </ul>	<p>The frequency of these methods depends on they type of monitoring. Progress monitoring assessments are implemented at the quarter/trimester. State exams (ELPAC &amp; SBA) are given in the spring, and attendance is monitored daily.</p>
SEL, Stop It hotline, Mindwise, Habitudes, Second Step	<p>The social-emotinal health of students will be monitored by:</p> <ul style="list-style-type: none"> <li>• SEL bi-annual survey</li> <li>• Suspension rates</li> <li>• Counselor referrals</li> </ul>	<p>Monitoring will be done weekly during MTSS (multi-tiered systems of support) meetings.</p>
Technology: Laptops, SAN, MiFi, document cameras	<p>Technology support for students both in-person and at home as needed. Progress will be monitored through attendance.</p>	<p>Attendance daily reports.</p>
Safety Measures: Flexible seating, Furniture, Janitorial supplies, Outdoor seating, Scrubber & Extractor, Rugs, Outdoor trash enclosures, Substitute staff, Independent study, Emergency First Aid, and Health clerk.	<p>Effectiveness of safety measures will be monitored through attendance and number of COVID cases.</p>	<p>Daily review of attendance and cases.</p>
SWUN PD, Before and after school tutoring	<p>Progress in Math will be monitored by:</p> <ul style="list-style-type: none"> <li>• Site benchmark assessments</li> <li>• iReady Math growth monitoring</li> <li>• SBA/CAASPP Math scores</li> </ul>	<p>The frequency of these methods depends on the type of monitoring. Benchmarks are implemented at the quarter/trimester. iReady is given three times a year and the SBA/CAASPP in the spring.</p>

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer Academy	Survey from families and attendance during Summer Academy.	Attendance will be monitored daily and survey data will be pre and post Academy dates.
Mandarin materials, STEM enrichment	Student climate surveys and progress in Mandarin and Science courses.	Survey results annually and student progress at quarter and semester grading periods.

# ESSER III Expenditure Plan Instructions

## Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
  - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
  - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
  - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
  - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
  - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
  - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
  - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
  - Any activity authorized by the Adult Education and Family Literacy Act;
  - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
  - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
  - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
  - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
  - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
  - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
  - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
  - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
  - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
  - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;



- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;

**Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

### **Other LEA Plans Referenced in this Plan**

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

### **Summary of Expenditures**

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

### **Instructions**

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

## **Community Engagement**

### **Purpose and Requirements**

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
  - For purposes of this requirement “underserved students” include:
    - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

### **Instructions**

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

#### **A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.**

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

#### **A description of the how the development of the plan was influenced by community input.**

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
  - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

### **Instructions**

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

### **Strategies for Continuous and Safe In-Person Learning**

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Addressing the Impact of Lost Instructional Time**

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

### **Use of Any Remaining Funds**

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

### **Ensuring Interventions are Addressing Student Needs**

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education  
June 2021

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

Date of meeting: October 18, 2021

Title: TSK Architects Proposal for the NSLA Gymnasium Project

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: x Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

Although the gymnasium was included in the first phase of construction, it was cut early on due to budget constraints. As it was determined that it was possible to move forward with the construction project, staff needed to make several revisions to the original floor plan to meet NSLA's needs. As this is considered a separate project, new agreements with our contractors must be signed. Once TSK has received this signed proposal, the board will receive subsequent proposals from Near Cal and Charter School Property Solutions (CSPS). This proposal has been carefully reviewed and negotiated by staff and CSPS.

**Fiscal Implications (if any):** We have already paid TSK \$20,000 for their work on the gym to this point. We have also agreed to an extended construction services that are included in this proposal at a monthly rate of \$5,000. This proposal illustrates all project costs that will be associated with the gym project (those already paid and those that will be billed against the bond when funded).

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

Having a gymnasium will allow NSLA's secondary program to expand to full capacity. This will allow our PE classes to have appropriate classroom space, provide a space for larger events, and allow athletics to practice and play on our campus.

**Recommendation:**

Approve the TSK Proposal as presented.

Submitted by: Lisa Lamb, President/CEO

October 12, 2021

Ms. Lisa Lamb  
President/CEO  
Lewis Center for Educational Research  
17500 Mana Road  
Apple Valley, CA 92307  
llamb@lcer.org

**Re: NSLA - New Gymnasium Building.** TSK Project # 19-047.20

Ms. Lamb,

TSK Architects sincerely and respectfully appreciates the opportunity to continue serving the Lewis Center for Educational Research ("Owner") for this Project. We (Tate Snyder Kimsey, TSK Architects, "TSK") offer this professional services fee proposal as requested outlining the Basic Scope-of-Services as an amendment to and incorporated by reference to the original Professional Services Agreement with the High Desert Partnership in Academic Excellence Foundation, Inc. This proposal includes Architectural, Structural and Plumbing engineering services only as requested, and exclusive of Mechanical and Electrical Engineering services. Any/all Landscape Architect services are to be invoiced based on a Time and Material basis. This Professional Services Proposal shall require authorization by the Owner to commence with professional services as defined herein. Should you find this Proposal acceptable please on the last page as provided.

## 1 Project Scope

New building construction for the campus Gymnasium, Building "G". Development of the Project design and construction documents are based on the approval of the Schematic Design phase of approximately 12,700 square feet for the new Gymnasium Building and support spaces as presented by TSK during the Owner's team meeting on September 30, 2021.

## 2. Scope of Services

Design, construction documentation and construction administration in keeping with professional standards of care.

### Architectural Services:

- Design Development
- Construction Documents
- Agency Approvals
- Construction Administration

The Owner's consultants and contractors shall provide updated construction cost estimates and budget for the continual review, coordination, and endorsement of the Project Scope and Construction Budget by the Owner, Contractor, and Architect. This collective review and endorsement is to occur no less than at the 50% of the Design Development phase and 50% of the Construction Documents phase.



The contractor shall review and confirm the Project scope and building construction budget /costs prior to the start of the development of the design development/construction documents as outlined. The Contractor shall review all milestone submissions from the design team and inform the collective Project team of compliance within the Project Scope and Construction Budget. Should revisions be requested to the design and construction documents, additional professional services fees proposals shall be approved by the Owner and Architect prior to commencing with such revisions and may impact the Project Schedule.

Project scope and budget revisions as maybe requested by Owner during the Construction Documents and Construction phases, require the endorsement of the Owner, Contractor, and Architect upon review of the Project development phases as defined herein.

TSK Construction Administration services will be provided on a Time and Materials basis with an initial Not-to-exceed allowance of \$35,000.00 for professional services as outlined at the time of this proposal based on an average of \$5000.00 per month as requested by the Owner. Such basic services include the review of submittals, RFIs, and participation in (1) weekly construction meeting. The design team will notify the Owner if professional services and related fees exceed the allowance. Compensation for additional services fees shall be approved by Owner and Architect prior to the design team commencing with any additional services in access of the set allowance and based upon the TSK Standard Time & Materials Hourly Rate Schedule as attached, Attachment "A".

### 3. Project Construction Budget

The owner's consultants and contractor have reviewed and verified an initial Preliminary Construction Budget (Sept. 29, 2021) based on the Schematic Design documents provided by TSK an approved by the Owner for this project. The contractor will continually review and confirm the construction costs with respect to the Project scope, design, and construction documents for confirmation of construction costs and budget prior to the commencement of the design development/construction documents completion phases as outlined within the Project Schedule within this document.

### 4. Preliminary Project Schedule

The Project Schedule is currently being updated by the Owner for the review and endorsement of the Owner, contractor, and TSK. Based on the received letter from Ms. Lisa Lamb (9/13/21), TSK will confirm with KPFF Structural engineers completion of the primary Gymnasium space roof framing design criteria three weeks upon the Owner's approval of this Proposal. TSK will work to support the Owners request for initial civil and structural foundation "package" for submittal, review and approval by the City. The comprehensive construction documents "Building Permit Submittal" by TSK and consultants is to be submitted to the City Building Department on preferably before December 31, 2021 but no later than January 21<sup>st</sup>, 2022. Any/all building system materials procured by the Owner, Contractor, and all others prior to the completion of the construction documents as approved by the City Building Department and Building Permit, as well as all other agencies are the responsibility of the Owner and thereby not the Architects team in any manner and thereby the Owner indemnifies the design team from any/all such actions.

The Owner will provide an updated Project Schedule for review and endorsement prior to the submittal of the amended Professional Services Agreement as noted.

## 5. Proposed Fee

TSK proposes basic professional services and related fees, for a total of Two hundred sixty-eight thousand and eighty dollars (\$268,800.00). Any additional owner consultant design requests, information, including any/all documents revisions beyond the noted documents phases of completion are to be approved as additional services as approved by the Owner and TSK,

### Basic Services (Lump Sum, Fixed Fee)

Design Development	40% = \$ 85,520
Construction Documents	42% = \$ 89,796
Permit approval	13% = \$ 27,794
<u>Construction Bidding</u>	<u>5% = \$ 10,690</u>
Subtotal	\$213,800.00
 Predesign Architectural Services (lump sum)	 \$ 20,000.00
 Extended Construction Admin. Services (Time & Materials)	
Construction Administration Services	\$ 35,000.00
<i>(Time and Materials with a projected</i>	
<i>Sub- total of (7) Months \$5,000.00/month)</i>	
Eliminated Mechanical Electrical Engineering Services	- \$22,000.00
 Total Proposal Fee	 \$246,800.00

## 6. Additional Professional Fees

All additional professional services as noted will be invoiced for payment by the Owner based on the current TSK Standard Hourly Rate Schedule as included herein for 2021. All reimbursable costs in excess of the basic services and fees will be invoiced by the Architect based on the original Prime Professional Services Agreement. Agency related permitting and plan check fees shall be paid by the Owner. Refer to the attached TSK Architects Current Hourly Billing Rates Schedule – Attachment "A"

We appreciate the opportunity to work on this project and remain committed to serving the Lewis Center for Educational Research. We anticipate you find this proposal outlines and reflects your project needs, requests, and our discussions and is acceptable as an amendment to the Prime Agreement. Should you find this proposal acceptable, Please sign and return via email.

We remain and are fully committed to continue to working with the team and see to the successful completion of the Gym.

Thank you for the opportunity for TSK to support the team for this Project.

Respectfully,



Wendell Vaughn, AIA | Design Principal, TSK

Date: 10.12.21

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Lewis Center for Educational Research  
CC: NE/SL/File

Date:

# **TSK BILLING RATES**

## **STAFF BILLING RATES**

TSK Architects standard billing rates for the period January 1 2021 through December 31 2021 are:

<b>Role</b>	<b>Hourly Rate</b>
<b>Senior Principal</b>	\$295
<b>Principal</b>	\$225
<b>Senior Project Manager</b>	\$195
<b>Senior Project Architect</b>	\$175
<b>Senior Project Designer</b>	\$175
<b>Project Manager</b>	\$165
<b>Construction Site Manager</b>	\$145
<b>Project Architect</b>	\$145
<b>Project Designer</b>	\$120
<b>Project Coordinator</b>	\$110
<b>Specifications</b>	\$110
<b>Job Captain</b>	\$100
<b>Technical Support</b>	\$95
<b>Design Support</b>	\$95
<b>Administrative Support</b>	\$75

Last updated: December 23, 2020.

## **FEES SCHEDULES**

TSK Architects provide a proposed schedule of payments at the outset of every project to help clients plan for the financial requirements of the project.

## **REIMBURSABLE ITEMS**

Reimbursable items typically include out-of-pocket expenses incurred on behalf of the owner, such as long-distance travel and communications, reproduction of contract documents and authorized overtime premiums.

## **MISCELLANEOUS COSTS**

Miscellaneous expenses include DSA fees, site surveys and legal descriptions, geotechnical services, technical tests required during construction, an on-site project representative, and the necessary legal, auditing, and insurance counseling services needed to fulfill the client's responsibilities.

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

Date of meeting: October 18, 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. This revision reflects the new AB 167 guidelines.

Fiscal Implications (if any): It is anticipated that Independent Study options will be fiscally beneficial. Drops in enrollment at both schools could become fiscally detrimental.

Impact on Mission, Vision or Goals (if any): Due to the increased COVID positivity rates in our County, we have had a significant number of students placed on isolation or quarantine. This has also prompted some families to request long-term options due to medical needs. It is imperative to offer instructional supports to meet students' short and long-term needs.

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  
~~13~~October 18, 2021

Revised: ~~September~~

The ~~Governing~~ Lewis Center for Educational Research (LCER) Board of Directors authorizes Independent Study as an optional alternative instructional strategy for students in any K-12 school in the organization, which includes Academy for Academic Excellence and Norton Science and Language Academy. 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. Short-term independent study (less than 15 days in a school year) and long-term independent study (15 days or more in a school year) is available to all students.

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 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.

#### **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. Evaluation: The President/CEO or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any student fails to complete three (3) consecutive assignments during any period of ten (10) school days.
  - b. In the event Student's educational progress falls below satisfactory levels as determined by the Charter School's Multi-Tiered System of Supports (MTSS) team which considers ALL of the following indicators:
    - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level

measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

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. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels, this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria.

4. For students who participate in fifteen (15) days or more of independent study in a school year, the Charter School has adopted tiered reengagement strategies for the following pupils:

- a. ~~a~~ All pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- b. Pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include, but are not necessarily limited to, all of the following~~are~~ as follow:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day~~absence~~ or lack of participation;
- c. A plan for Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
- d. ~~When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil,~~ A clear standard for requiring a pupil-parent-educator~~ion~~ conference ~~shall be required~~ to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code

~~Section 51747.<sup>1</sup> This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.~~

~~4.5.~~For students who participate in fifteen (15) days or more of independent study in a school year, the following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- a. For pupils in kindergarten through grade 8, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned teachers shall be as follows:
  - i. Pupils will enroll in classes through a third-party vendor such as Acellus. The vendor will offer daily standards-based lessons with asynchronous instructional support for all core academic areas. The vendor will provide attendance, grades and progress monitoring for the supervising teacher.
  - ii. The supervising teacher will offer synchronous instruction and interaction daily. The supervising teacher will be available to students daily, upon request.
- b. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
  - i. Pupils will enroll in classes through an accredited third-party vendor such as Brigham Young University (BYU). The vendor will offer credit-bearing courses to fulfill high school graduation and UC/CSU A-G admission requirements.
  - ii. The supervising teacher will offer synchronous instruction at least once a week. The supervising teacher will be available to students daily, upon request.<sup>2</sup>

~~5.6.~~For students who participate in fifteen (15) days or more of independent study in a school year, the following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:

- a. Upon request to return to in-person instruction, the student and parent will meet with an academic counselor or administrator to review completed coursework, enroll in appropriate classes, and review the four-year plan for graduation.

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<sup>1</sup> The tiered reengagement strategies shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

<sup>2</sup> The plan for synchronous instruction and live interaction shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.



- b. The MTSS team will monitor the progress of students returning to in-person instruction to determine if additional academic, behavioral or social emotional support are needed.<sup>3</sup>

~~6.7~~ 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:

- ◆ The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic 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. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- ◆ A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, 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.
- ◆ A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

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<sup>3</sup> The plan to transition pupils whose families wish to return to in-person instruction shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.



- ◆ 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 of Part 1.5 (commencing with ~~Family Code~~ section 6550) of Division 11 of the Family Code.
  - ◆ Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
  - ◆ For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.

7.8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

8.9. The President/CEO or designee ~~may shall~~ establish administrative regulations to implement Independent Study in accordance with the law.

**Lewis Center for Educational Research  
STAFF REPORT**

Date: October 18, 2021  
 To: LCER Board of Directors  
 From: Lisa Lamb  
 Re: President/CEO Report

<b>Goal 1 (Business/Fiscal): Build and sustain the financial capacity of the Lewis Center in order to achieve our Strategic Plan.</b>	
1.1 <b>Objective:</b> 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%).	The Finance Team has closed the 2020/2021 fiscal year.. We are preparing for our Auditors onsite review of the fiscal year the week of October 25th. We have been able to confirm that we continue to exceed the necessary 45 days of cash on hand for both schools pursuant to the Bond Covenants and Board expectations.
1.2 <b>Objective:</b> Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to-actuals.	The Finance Team is providing monthly financial reports. With the support of these reports, Finance has met with each Director and are working hard to revise the 2021/2022 budget to better support the needs of the organization. The budget revision will support all carryover of funds from last fiscal year and reassess the needs each manager identified with the start of the new school year.
1.3 <b>Objective:</b> 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 the School Site Council.	Both Schools have been able to identify a large sum of COVID related carryover from last year and will be focused on how to best support the students’ safety and needs with these funds. We will incorporate the goals set in the LCAP with a focus around supporting the learning loss of our students while also meeting all of the necessary safety protocols. We have focused on utilizing the most restrictive dollars first.
1.4 <b>Objective:</b> 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 LCAP and three-year budget was approved at the regularly scheduled board meeting in June. The Finance Team will be updating the multi-year projections following the close of 1st Interim on October 31st and presented during the December Board Meeting.
1.5 <b>Objective:</b> Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.	The Executive Team has continued to evaluate all positions and areas of need to make sure that we are able to keep our staff and when necessary, recruit for the highest quality staff to support the students and families we serve. We have recently approved an increase in new positions throughout both campuses, in order to support growing services in food services, health office support, sanitation, and instruction to meet the current COVID guidance and need.
1.6 <b>Objective:</b> The Foundation Board will raise funds annually	The Foundation successfully held their 3rd Annual Gala on October 1st. The expected proceeds exceed prior expectations and will support in the areas of a new 1st-5th grade play structure at NSLA and new Audio and Visual

<p>to support the identified needs of LCER schools and programs.</p>	<p>equipment for events and performances planned for the new MPR at AAE. We all look forward to seeing these projects completed and in use for our students soon. At the Gala, Jerry Lewis’ family presented a donation of \$50,000 to the Lewis Center. This generous donation will be used to support both schools.</p>
<p><b>Goal Two (Facilities): Develop and maintain facilities to meet the TK-12 needs at both campuses.</b></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 Head Start campus was delivered to San Bernardino County on July 7, 2021. NSLA’s campus was completed and opened on time with great celebration.</p>
<p>2.2 <u>Objective</u>: Be prepared to open NSLA on August 30, 2021.</p>	<p>NSLA opened on time with the first day of school September 7th. Staff was able to return on August 23rd to prepare the campus for students. LCER is in preparation to finance and construct a gymnasium on the NSLA campus with the expected completion date in August 2022 for the new school year.</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>AAE’s deferred maintenance plan was submitted in June 2021 and will be continually monitored.</p> <p>NSLA’s plan is part of our new construction project and will be presented to the Board at the close out of construction.</p>
<p>2. 4 <u>Objective</u>: Create a long-term plan for upcoming capital improvements at both campuses by June 2022.</p>	<p>Finance in coordination with the School Administration Team and Facilities are beginning to identify necessary Capital Improvements at both campuses. With a brand new construction for Norton, the current need is the completion of the plan to finance and build a Gym. We also would like to add an additional play structure for elementary grades with support from the Foundation and PTO.</p> <p>For AAE, we have identified the greatest needs and are prioritizing those. Over fall break, the following projects were completed: Repair/replace the asphalt parking lot, add additional shade, replaced the flooring in kindergarten and science classes, and added new concrete steps from the MPR to the south side of campus. Outstanding projects include: remodeling the old cafeteria into new learning spaces, additional portable classrooms for new learning spaces/STEM Makerspace, and athletic fields for Track/Soccer to name a few.</p> <p>At AVCI, the following projects have been prioritized and will be completed this semester: replace the flooring in the science lab, remove the drop ceiling to accommodate the planetarium, and add a walkway from the lower parking lot to the main entrance by the jet. The next projects that need to be completed are upgrades to the observatory including a larger telescope, paint and flooring.</p>

<p><b>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.</b></p>	
<p>3.1 <u>Objective</u>: Both schools will demonstrate continual increases in student mastery in the area of Mathematics as reported on the annual California School Dashboard.</p>	<p>AAE will begin Title I before- and after-school tutoring in October after Fall break. This will increase the number of teachers offering tutoring in all subjects including Math.</p> <p>The 2021 Revision of the Math Frameworks is scheduled to go before the State Board of Education for adoption in May of 2022. LEAs may follow the Frameworks at their discretion. AAE will continue to accelerate middle school math and follow the same high school pathway.</p> <p>NSLA continues to work closely with SWUN Math coaches onsite to support classroom instruction. The math coaches are focused on working with new teachers this trimester.</p>
<p>3.2 <u>Objective</u>: In order to demonstrate annual decreases in suspension rates on the 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>AAE and NSLA staff are currently promoting SEL curriculum implementation across grade levels during staff presentations and grade level meetings. LCER-wide efforts to promote and implement Second Step and Habitudes are currently underway with support from school psychologists, TOA, coordinators, and counselors. The MTSS and ATM teams at both schools continue to review and monitor SEL implementation weekly during planning meetings.</p> <p>During the month of September, SEL surveys were distributed to all students at both campuses in grades 3-12 (AAE) and 3-9 (NSLA). Data collected will be analyzed by the MTSS teams which will determine SEL needs and establish goals to improve practices. The SEL surveys look for deficits in the areas of behavioral and mental health. Identified students in need will receive additional support. Professional development needs will also be determined based on this data analysis. In addition to analyzing SEL survey data, MTSS teams also incorporate other data sources such as discipline referrals, suspension data and overall school climate observations.</p> <p>During the month of October, the MTSS and ATM teams will send comprehensive climate Surveys to students, parents and staff. The School Climate Survey Suite is a set of four multidimensional surveys to measure student, teacher, administrator, faculty, and family perceptions of school climate. The surveys are brief, reliable, and valid for assessing perceived school climate among students in Grades 3-12. Teams can use each survey separately or in combination to assess perceptions. Each survey includes a set of demographic questions about the participant and a number of questions related to school climate with Likert-scale response option.</p> <p>During the month of September, and to celebrate Suicide Prevention Awareness Month, both schools conducted assemblies to raise awareness for this very important issue. Students, staff, and mental health practitioners participated in these assemblies. In addition to these assemblies and to support suicide prevention efforts, the Mindwise SOS suicide prevention curriculum is being implemented by mental health practitioners and</p>

	<p>teachers.</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>AAE offers the AP Capstone Diploma program, a project-based learning experience valued by colleges and universities across the U.S. and around the world. Many of our students’ research projects are science based. In 2021, three AAE students were awarded the AP Capstone Diploma by earning scores of 3 or higher in AP Seminar, AP Research, and on 4 additional AP Exams. They are Jiyeon Kim, Winson Cheng, and Kali Herrick.</p> <p>Four were awarded the AP Seminar and Research Certificate by earning scores of 3 or higher in AP Seminar and AP Research. They are Jordan Bravo, Isabel Burns, Sarah Le, and Audrey Mayoros.</p> <p>The IT Department is working with both Computer Science teachers to create programs that are unique to the areas and communities they represent.</p> <p>AAE is exploring launching eSports as a sport and looking to participate in a local High School Esports League. NASEF, North American Scholastic Esport Federation, has a fall Rocket League tournament we are looking to compete in. Student interest is high and excited about this opportunity to take their gaming activities to a new level or organized competition.</p> <p>AAE Robotics will be using the VEX V5 Robotics kits as their competition platform. There are High Desert districts using this platform that would allow us to join their league.</p> <p>AAE 6th and 7th grade math teachers are using Amazon’s Project STEM CS Explorations 1 this year in rotation classes.</p> <p>NSLA Science teachers have started to use the science labs on a rotation schedule</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>AAE LOTE Enrollment</p> <ul style="list-style-type: none"> <li>● Spanish I - 91</li> <li>● Spanish II - 98</li> <li>● Spanish III Honors - 29</li> <li>● AP Spanish - 10</li> </ul> <p>Total students enrolled in Spanish classes - 228  Seal of Biliteracy Class of 2021 - 17  Cultural Clubs - Spanish Club</p> <p>From September 15-October 15, NSLA celebrate Hispanic Heritage Month with the following activities:</p> <ul style="list-style-type: none"> <li>● Daily announcements with quotes by notable Hispanic Americans</li> <li>● Hispanic Music played in Quad areas at breaks and lunches</li> </ul> <p>NSLA’s Ballet Folkloriko will begin rehearsals on Monday, October 4, 2022. This group will offer performances to the school community and at special events outside of the school.</p>

	<p>The current LOTE Courses offered at NSLA are the following:</p> <p>Spanish III – Native Speakers – 9<sup>th</sup> grade 14 students</p> <p>Spanish II – Native Speakers – 9<sup>th</sup> grade 20 students</p> <p>Mandarin I – Grades 6<sup>th</sup>-9<sup>th</sup> 93 Students</p> <p>Spanish Language Arts - Grades 6<sup>th</sup>-9<sup>th</sup> 249 students</p> <p>Spanish Social Studies - Grades 6<sup>th</sup>-9<sup>th</sup> 250 students</p>
<p><b>Goal 4 (Staffing): Recruit, develop and retain a highly qualified and diversified staff.</b></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>HR has continued to recruit and post positions through Edjoin, social media, job boards, etc. With the global staff shortage, classified positions continue to be a challenge to fill, and HR will continue searching for alternative platforms, other than Edjoin, to recruit applicants. In addition, HR is continuously assessing positions and restructuring as needed depending upon vacancies. Both schools continue to keep resident substitutes on staff daily to be readily available for daily and long term vacancies. In addition, regular staff are working supplemental hours filling in for others who are out ill, on quarantine, etc. With the vaccine mandates on the horizon for both staff and students, it is predicted that there will be a worsening of the severe and prolonged labor shortage that could further exacerbate an exodus of school employees at all levels.</p>
<p>4.2 <u>Objective</u>: Develop a comprehensive succession plan for key positions.</p>	<p>This work is ongoing through the Board Task Force and Executive Team. The past few months have been spent planning for changes in educational law and health and safety protocols which took precedence. The executive team meets weekly to discuss staff vacancies and filling of positions due to staff shortage and quarantines, including executive team positions. The Board Task Force and Executive Team will resume succession planning in the coming months.</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 held off on any non-essential professional development due to a lack of substitutes at both schools. Our coordinators have continued to provide training and support for certificated and classified staff on independent study. Facilitating short-term independent study for students on quarantines has proven to be most challenging. Current efforts are focused on streamlining all processes to reduce the burden of short-term independent study on staff.</p> <p>We are scheduling administrative training for administrators focused on the IEP process and dealing with challenges in the areas of special education.</p>
<p>4.4 <u>Objective</u>: As measured annually, LCER will increase and/or maintain organizational</p>	<p>We continue to experience the highest amount of vacancies from both classified and certificated positions. Positions are extremely difficult to fill, especially amongst our classified positions (custodian, CDO, etc), which is</p>

staff retention rates.	likely related to unemployment and leave protections. With mandated staff vaccinations, this may only exacerbate the staff shortage. We are continuously analyzing ways to attract and retain staff, such as continuing with some of the COVID leave provisions of SB 95 which expired on September 30, 2021.
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**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>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>Jisela Corona, Pat Caldwell, Sharon Page and Lisa Lamb attended the Kemper Campbell Mixer with the Greater High Desert Chambers of Commerce on September 15, 2021. This event provided an opportunity to share more about LCER’s mission and upcoming events to include the Gala.</p> <p>The Back to the Future Gala was a great success due to the tireless efforts of the LCER Foundation (led by Marcia Vargas and Duberly Beck), Jisela Corona, and Teresa Dowd. Rick Piercy and the Lewis Family were honored. The final attendance and budget reports will be shared in the coming weeks. However, approximately 150 guests attended. Jerry Lewis’ family also made a generous donation of \$50,000 to the Lewis Center. The funds raised will support capital campaigns and campus needs for both schools.</p> <p>Fausto Barragan, Marcelo Congo, and Lisa Lamb attended the State of the County 2021 event on October 6, 2021. This event was well-attended by many community stakeholders and elected officials. We were able to invite several stakeholders to tour our new campus and will follow up with community partnership opportunities discussed.</p> <p>Veronica Calderon was invited to present at the No Kid Hungry California workshop, in partnership with four Southern California County Public Health Collaboratives. She joined other Southern California nutrition directors, charter school leaders and local distributors who are working to rise to these resource challenges. Topics included: menu optimization, implementing school food pantries, distributor updates, staff wellness and more. It was an honor to be invited to be a panelist at this statewide workshop.</p> <p>The GAVRT/NSLA admin teams are actively planning the first-ever "Noche de las Estrellas" event hosted in the United States. Noche de las Estrellas , or "Night of the Stars", has been sponsored by the Mexican Space Agency and the Universidad Nacional Autonoma de México (UNAM) since 2009, bringing together more than 500,000 attendees throughout Mexico and Central America. The Lewis Center for Educational Research is excited to partner with NASA Ames Research Center, the Mexican Space Agency, and UNAM to bring this amazing opportunity to the Inland Empire. We will host this free, public event at our brand new Norton Science and Language Academy campus in San Bernardino. We hope to have as many of our Board and Foundation members present as possible.</p> <p style="text-align: center;"><b>Event Details</b> <u>Time and Date:</u> Saturday, November 13th</p>
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	<p>3:00 - 7:00pm <u>Location:</u> Norton Science and Language Academy 230 S. Waterman Ave San Bernardino, CA</p>



<b>GRANT TRACKING SHEET</b>			
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 9/1/2021 Through 9/29/2021

<u>Effective D...</u>	<u>Check Nu...</u>	<u>Vendor Name</u>	<u>Check Amount</u>	<u>Transaction Description</u>
9/2/2021	45986	SYNCB/Amazon	10,407.11	Acct# XXXX-XXXX-XXX850 7
9/2/2021	45999	Carnegie Learning	25,154.64	PO# 2122-0059-NSLA
9/2/2021		Carnegie Learning	175,421.94	PO# 2122-0075-AAE
9/2/2021	46023	Cengage Learning	24,167.42	PO# 2122-0061-NSLA
9/2/2021	46026	Charter Communications	10,023.71	Acct# 8245 10 680 0001128
9/2/2021	46058	Infinite Campus	42,852.55	PO# 2122-0291-AAE
9/2/2021	46060	IXL Learning	19,895.00	PO# 2122-0085-AAE
9/2/2021	46061	JAMF Software	19,998.00	PO# 2122-0113-AAE
9/2/2021	46078	Preferred Meal System...	10,365.54	Cafeteria Food for AAE 8/2/21
9/2/2021	46083	Southern California Edi...	11,810.33	Acct# 700119778270
9/2/2021	46102	Virtual Graffiti	27,508.32	PO# 2122-0130-LCER
9/2/2021	46103	Vista Higher Learning	13,118.90	PO# 2122-0095-NSLA
9/3/2021	46111	CharterSAFE	52,276.00	Insurance premium pymt for August
9/3/2021	46114	SBCSS	16,958.94	NSAA PERS contributions for August
9/3/2021		SBCSS	75,342.42	LCER/AAE - PERS contributions for August
9/3/2021	46117	SBCSS	114,650.31	NSAA STRS contributions for August
9/3/2021		SBCSS	167,670.87	LCER/AAE - STRS contributions for August
9/9/2021	46123	CharterSAFE	14,129.43	Worker's Comp Audit
9/9/2021	46127	Near-Cal Corp	264,758.58	NSLA Charter School Install Steel Fence & Gate
9/14/2021	46144	Aries Building Systems...	15,123.24	CPX-06519 - Removal
9/14/2021	46145	SISC	241,379.25	Health Coverage for September 2021
9/15/2021	041		222,079.45	Group: Payroll; Pay Date: 9/15/2021
9/15/2021	042		271,972.51	Group: 11mo Payroll; Pay Date: 9/15/2021
9/20/2021	46169	Swun Math, LLC	21,229.34	PO# 2122-0058-NSLA
Report Total			1,868,293.80	

**All Funds - Budget Comparison 2020/21 to 2021/22**

2020-2021				
	Total Budget \$ - Revised	Current Period	Remaining Budget	Percent Remaining
		Actual thru August		
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue		Annual Budgeted Revenue		
Revenue	33,834,573	5,639,096	28,195,478	83.33%
Expense				
Certificated Salaries	10,367,719	1,550,878	8,816,841	85.04%
Classified Salaries	3,620,540	392,307	3,228,233	89.16%
Benefits	5,010,607	720,703	4,289,904	85.62%
Books and Supplies	3,625,619	617,149	3,008,470	82.98%
Services & Other	3,474,242	193,894	3,280,348	94.42%
Capital Outlay	125,500	9,162	116,338	92.70%
Other Outgo	0	0	0	N/A
Share of LCRER	0	0	0	N/A
<b>Total Expense</b>	<b>26,224,227</b>	<b>3,484,093</b>	<b>22,740,134</b>	<b>86.71%</b>
Add (Subtract) to Reserves	7,610,346	2,155,003	5,455,344	
<b>Total Revenue</b>	<b>33,834,573</b>	<b>5,639,096</b>	<b>28,195,478</b>	<b>16.67%</b>
<b>Total Expense</b>	<b>26,224,227</b>	<b>3,484,093</b>	<b>22,740,134</b>	<b>13.29%</b>
Add (Subtract) to Reserves	7,610,346	2,155,003	5,455,344	

2021-2022				
	Total Budget \$ - Original	Current Period	Remaining Budget	Percent Remaining
		Actual thru August		
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue		Annual Budgeted Revenue		
Revenue	30,680,494	8,106,296	22,574,198	73.58%
Expense				
Certificated Salaries	11,710,408	1,333,037	10,377,371	88.62%
Classified Salaries	4,318,225	447,063	3,871,162	89.65%
Benefits	6,102,945	661,505	5,441,440	89.16%
Books and Supplies	1,677,409	479,214	1,198,195	71.43%
Services & Other	5,421,351	836,923	4,584,428	84.56%
Capital Outlay	400,000	122	399,878	99.97%
Other Outgo	0	0	0	N/A
Share of LCRER	0	0	0	N/A
<b>Total Expense</b>	<b>29,630,338</b>	<b>3,757,864</b>	<b>25,872,474</b>	<b>87.32%</b>
Add (Subtract) to Reserves	1,050,156	4,348,432	(3,298,276)	
<b>Total Revenue</b>	<b>30,680,494</b>	<b>8,106,296</b>	<b>22,574,198</b>	<b>26.42%</b>
<b>Total Expense</b>	<b>29,630,338</b>	<b>3,757,864</b>	<b>25,872,474</b>	<b>12.68%</b>
Add (Subtract) to Reserves	1,050,156	4,348,432	(3,298,276)	

**AAE - Budget Comparison 2020/21 to 2021/22**

2020-2021				
	Total Budget \$ - Revised	Current Period	Remaining Budget	Percent Remaining
		Actual thru August		
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue		Annual Budgeted Revenue		
Revenue	18,665,577	2,469,980	16,195,597	86.77%
Expense				
Certificated Salaries	6,088,835	922,696	5,166,139	84.85%
Classified Salaries	1,408,907	127,069	1,281,838	90.98%
Benefits	2,635,795	385,483	2,250,312	85.38%
Books and Supplies	1,018,355	293,657	724,698	71.16%
Services & Other	1,627,643	124,337	1,503,306	92.36%
Capital Outlay	100,000	5,183	94,817	94.82%
Other Outgo	0	0	0	N/A
Share of LCRER	1,633,758	272,293	1,361,465	83.33%
<b>Total Expense</b>	<b>14,513,293</b>	<b>2,130,718</b>	<b>12,382,575</b>	<b>85.32%</b>
Add (Subtract) to Reserves	4,152,284	339,262	3,813,022	
<b>Total Revenue</b>	<b>18,665,577</b>	<b>2,469,980</b>	<b>16,195,597</b>	<b>13.23%</b>
<b>Total Expense</b>	<b>14,513,293</b>	<b>2,130,718</b>	<b>12,382,575</b>	<b>14.68%</b>
Add (Subtract) to Reserves	4,152,284	339,262	3,813,022	

2021-2022				
	Total Budget \$ - Original	Current Period	Remaining Budget	Percent Remaining
		Actual thru August		
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue		Annual Budgeted Revenue		
Revenue	15,998,325	4,934,089	11,064,236	69.16%
Expense				
Certificated Salaries	6,288,132	715,943	5,572,189	88.61%
Classified Salaries	1,691,914	164,345	1,527,569	90.29%
Benefits	2,939,327	312,013	2,627,314	89.38%
Books and Supplies	814,149	322,213	491,936	60.42%
Services & Other	1,502,899	223,830	1,279,069	85.11%
Capital Outlay	375,000	122	374,878	99.97%
Other Outgo	0	0	0	N/A
Share of LCRER	1,767,117	294,520	1,472,598	83.33%
<b>Total Expense</b>	<b>15,378,538</b>	<b>2,032,986</b>	<b>13,345,553</b>	<b>86.78%</b>
Add (Subtract) to Reserves	619,787	2,901,104	(2,281,317)	
<b>Total Revenue</b>	<b>15,998,325</b>	<b>4,934,089</b>	<b>11,064,236</b>	<b>30.84%</b>
<b>Total Expense</b>	<b>15,378,538</b>	<b>2,032,986</b>	<b>13,345,553</b>	<b>13.22%</b>
Add (Subtract) to Reserves	619,787	2,901,104	(2,281,317)	

**NSLA - Budget Comparison 2020/21 to 2021/22**

2020-2021				
	Total Budget \$ - Revised	Current Period	Remaining Budget	Percent Remaining
		Actual thru August		
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue		Annual Budgeted Revenue		
Revenue	12,763,322	1,510,006	11,253,316	88.17%
Expense				
Certificated Salaries	3,748,496	547,776	3,200,720	85.39%
Classified Salaries	936,039	60,346	875,693	93.55%
Benefits	1,576,808	209,637	1,367,171	86.70%
Books and Supplies	1,072,549	253,552	818,997	76.36%
Services & Other	1,504,967	34,225	1,470,742	97.73%
Capital Outlay	13,000	3,979	9,021	69.39%
Other Outgo	0	0	0	N/A
Share of LCRER	1,046,037	174,340	871,698	83.33%
<b>Total Expense</b>	<b>9,897,896</b>	<b>1,283,855</b>	<b>8,614,042</b>	<b>87.03%</b>
Add (Subtract) to Reserves	2,865,426	226,152	2,639,275	
<b>Total Revenue</b>	<b>12,763,322</b>	<b>1,510,006</b>	<b>11,253,316</b>	<b>11.83%</b>
<b>Total Expense</b>	<b>9,897,896</b>	<b>1,283,855</b>	<b>8,614,042</b>	<b>12.97%</b>
Add (Subtract) to Reserves	2,865,426	226,152	2,639,275	

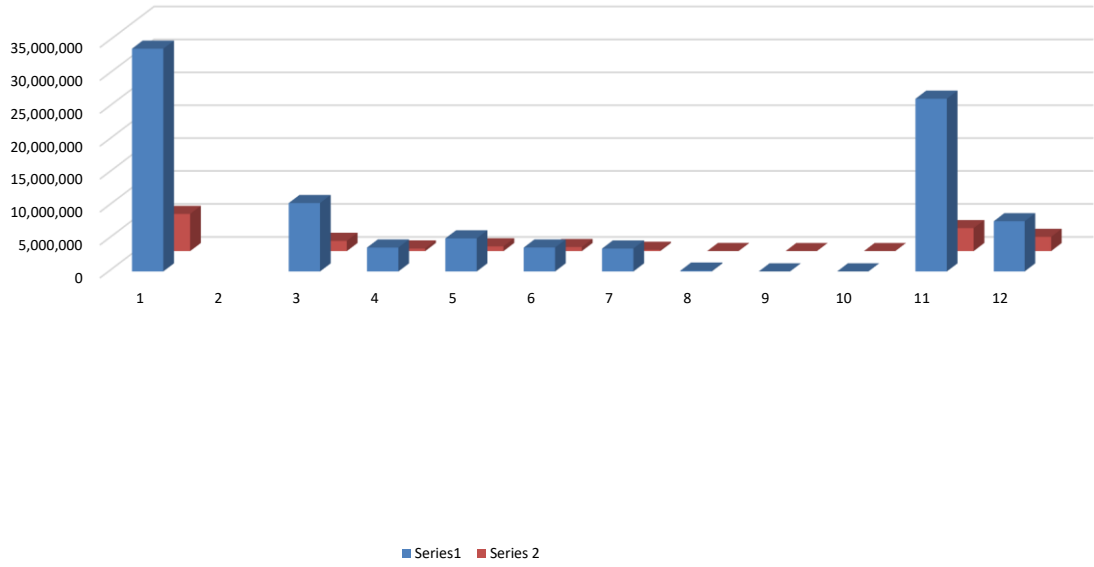
2021-2022				
	Total Budget \$ - Original	Current Period	Remaining Budget	Percent Remaining
		Actual thru August		
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue		Annual Budgeted Revenue		
Revenue	14,244,668	3,089,255	11,155,413	78.31%
Expense				
Certificated Salaries	4,702,440	507,186	4,195,254	89.21%
Classified Salaries	1,252,553	55,127	1,197,426	95.60%
Benefits	2,191,993	193,955	1,998,038	91.15%
Books and Supplies	803,286	147,077	656,209	81.69%
Services & Other	3,490,951	511,257	2,979,694	85.35%
Capital Outlay	0	0	0	N/A
Other Outgo	0	0	0	N/A
Share of LCRER	1,458,310	243,052	1,215,258	83.33%
<b>Total Expense</b>	<b>13,899,533</b>	<b>1,657,654</b>	<b>12,241,879</b>	<b>88.07%</b>
Add (Subtract) to Reserves	345,135	1,431,601	(1,086,466)	
<b>Total Revenue</b>	<b>14,244,668</b>	<b>3,089,255</b>	<b>11,155,413</b>	<b>21.69%</b>
<b>Total Expense</b>	<b>13,899,533</b>	<b>1,657,654</b>	<b>12,241,879</b>	<b>11.93%</b>
Add (Subtract) to Reserves	345,135	1,431,601	(1,086,466)	

**LCER - Budget Comparison 2020/21 to 2021/22**

2020-2021				
	Total Budget \$ - Revised	Current Period	Remaining Budget	Percent Remaining
		Actual thru August		
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue		Annual Budgeted Revenue		
Revenue	2,405,674	569,061	1,836,613	76.35%
Expense				
Certificated Salaries	530,388	80,406	449,982	84.84%
Classified Salaries	1,275,594	204,892	1,070,702	83.94%
Benefits	798,004	125,583	672,421	84.26%
Books and Supplies	1,534,715	69,940	1,464,775	95.44%
Services & Other	341,632	35,332	306,300	89.66%
Capital Outlay	12,500	0	12,500	100.00%
Other Outgo	0	0	0	N/A
Share of LCRER	(2,679,795)	(446,633)	(2,233,163)	
<b>Total Expense</b>	<b>1,813,038</b>	<b>69,521</b>	<b>1,743,518</b>	<b>96.17%</b>
Add (Subtract) to Reserves	592,636	499,541	93,096	
<b>Total Revenue</b>	<b>2,405,674</b>	<b>569,061</b>	<b>1,836,613</b>	<b>23.65%</b>
<b>Total Expense</b>	<b>1,813,038</b>	<b>69,521</b>	<b>1,743,518</b>	<b>3.83%</b>
Add (Subtract) to Reserves	592,636	499,541	93,096	

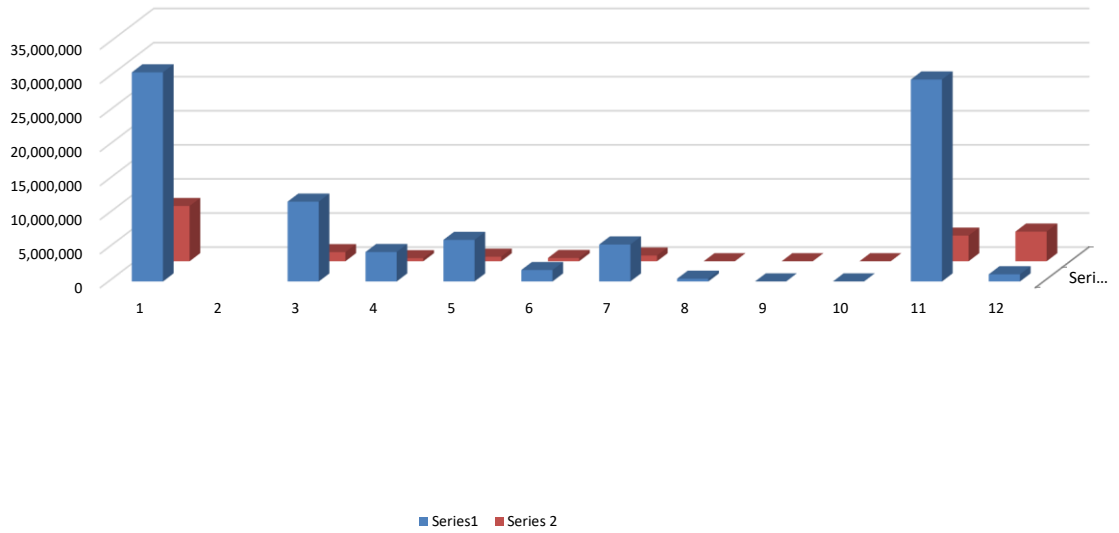
2021-2022				
	Total Budget \$ - Original	Current Period	Remaining Budget	Percent Remaining
		Actual thru August		
Note - Revenue Reported is % of Budgeted Revenue Earned				
Revenue		Annual Budgeted Revenue		
Revenue	437,501	82,952	354,549	81.04%
Expense				
Certificated Salaries	719,836	109,908	609,928	84.73%
Classified Salaries	1,373,758	227,591	1,146,167	83.43%
Benefits	971,625	155,537	816,088	83.99%
Books and Supplies	59,974	9,924	50,050	83.45%
Services & Other	427,501	101,836	325,665	76.18%
Capital Outlay	25,000	0	25,000	100.00%
Other Outgo	0	0	0	N/A
Share of LCRER	(3,225,427)	(537,571)	(2,687,856)	83.33%
<b>Total Expense</b>	<b>352,267</b>	<b>67,225</b>	<b>285,042</b>	<b>80.92%</b>
Add (Subtract) to Reserves	85,234	15,727	69,507	
<b>Total Revenue</b>	<b>437,501</b>	<b>82,952</b>	<b>354,549</b>	<b>18.96%</b>
<b>Total Expense</b>	<b>352,267</b>	<b>67,225</b>	<b>285,042</b>	<b>19.08%</b>
Add (Subtract) to Reserves	85,234	15,727	69,507	

2020-21



Series1 Series 2

2020-21



Series1 Series 2

AAE 2021-22 School Year								
Grade Level	Capacity	Enrollment	Pending Enrollment	Available Seats	Waiting List	Upcoming Lottery (Sept. 16, 21)	Upcoming Lottery (Feb. 17, 22)	Upcoming Lottery (May 19, 22)
3yr. - TK	25	25	0	0	411	30	4	
K	100	99	0	1	147	14		
1	100	100	0	0	93	13		
2	100	100	0	0	217	5	3	
3	112	112	0	0	148	10		
4	112	112	0	0	180	3		
5	112	112	0	0	251	12	1	
6	125	124	0	1	108	10	1	
7	125	124	0	1	132	11		
8	125	123	0	2	120	7	2	
9	120	114	0	6	123	4		
10	120	115	0	5	55	7	1	
11	120	103	0	17	7	3	1	
12	120	99	0	21	3			
Total	1516	1462	0	54	1995	129	13	0

**NSLA 2021/2022 School Year Enrollment**

Grade Level	Capacity	Current Enrollment	SDC Enrollment	Available Seats	Pending Enrollment Packets	Anticipated Available Seats	Waiting List
TK	25	25		0	0	0	18
K	125	125		0	0	0	19
1	125	125		0	0	0	26
2	100	107		0	0	0	42
3	112	112	1	0	0	0	1
4	84	99	2	0	0	0	44
5	84	94	6	0	0	0	46
6	120	120	3	0	0	0	11
7	120	102	2	18	2	16	0
8	120	79	5	41	0	41	0
9	120	60	1	60	0	60	0
<b>Total</b>	<b>1135</b>	<b>1048</b>	<b>20</b>	<b>119</b>	<b>2</b>	<b>117</b>	<b>207</b>

**Updated as of 10/11/21- AR**

**LCER Board Meetings  
Attendance Log 2021**

	<b>February Regular</b>	<b>March Regular</b>	<b>April Regular</b>	<b>May Regular</b>	<b>June Regular</b>	<b>August Regular</b>	<b>Sept. Regular</b>	<b>Oct Regular</b>	<b>Nov Regular</b>	<b>Dec Regular</b>	<b>TOTAL REGULAR</b>
Kevin Porter	Present	Present	Present	Present	Present	Present	Present				100%
David Rib	Present	Present	Present	Present	Present	Present	Present				100%
Pat Caldwell	Present	Present	Present	Present	Present	Absent	Present				86%
Torii Gray	Present	Present	Present	Present	Absent	Present	Present				86%
Jim Morris	Present	Present	Present	Present	Absent	Present	Present				86%
Jessica Rodriguez	Present	Present	Present	Present	Absent	Present	Present				86%
Sharon Page	Present	Present	Absent	Present	Present	Present	Present				86%
Rick Wolf	Present	Present	Absent	Present	Present	Present	Present				83%
Omari Onyango	Absent	Present	Present	Present	Absent	Present	57				67%

	<b>3-Jun</b>	<b>26-Jul</b>					<b>TOTAL SPECIAL</b>

David Rib	Present	Present					100%
Jessica Rodriguez	Present	Present					100%
Pat Caldwell	Present	Present					100%
Omari Onyango	Present	Present					100%
Rick Wolf	Present	Present					100%
Torii Gray	Absent	Present					50%
Sharon Page	Absent	Present					50%
Kevin Porter	Present	Absent					50%
Jim Morris	Absent	Absent					0%