

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  
April 11, 2022 - Public Meeting – 4:30 p.m.**

**Meeting at 230 S. Waterman Ave., San Bernardino, CA, Bldg D (Multipurpose Room)  
Additional Locations: 17500 Mana Rd., Apple Valley, CA, Bldg H (Multipurpose Room)  
2150 Cordillera Ave. Colton 92324**

**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 Rodriguez
2. **ROLL CALL:** Chairman Rodriguez
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 Update on AAE Student Activities: LCER Ambassadors
  - .02 Update on NSLA Student Activities: NSLA ASB
  - .03 Present AAE and NSLA Town Hall Information – Lisa Lamb, Valli Andreasen, Fausto Barragan
  - .04 Social Emotional Learning/Multi-Tiered System Supports/Special Education Presentation – Marcelo Congo
  - .05 Human Resources Staffing Presentation – Stacy Newman
5. **DISCUSSION ITEMS:**
  - .01 NSLA Gym Construction Update – David Gruber
  - .02 Discuss A-G Completion Improvement Grant Program – Lisa Lamb – Pg 3
  - .03 Discuss LCER Board Strategic Planning to be held on April 15, 2022 at NSLA – Lisa Lamb
  - .04 Lewis Center Foundation Board Update – Lisa Lamb
6. **CONSENT AGENDA:**
  - .01 Approve Minutes of the March 14, 2022 Regular LCER Board Meeting – Pg 6
  - .02 Approve AAE 2<sup>nd</sup> Interim Report – Pg 9
  - .03 Approve NSLA 2<sup>nd</sup> Interim Report – Pg 25
  - .04 Approve LCER Board Meeting Dates 2022-23 – Pg 41
7. **ACTION ITEM:**
  - .01 Approve Revised NSLA 2021-22 School Calendar – Fausto Barragan – Pg 42
8. **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
  - .01 President/CEO Report – Lisa Lamb – Pg 44
  - .02 LCER Grant Tracking Report – Pg 53
  - .03 LCER Financial Reports
    - Checks Over \$10K – Pg 54

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- Budget Comparisons – Pg 56
  - Lewis Center Foundation Financial Reports – Pg 58
  - AAE and NSLA Consolidated Application and Reporting System Reports – Pg 60
  - AAE and NSLA Civil Rights Data Collection Reports – Pg 101
- .04 AAE and NSLA Enrollment Data – Pg 225  
.05 LCER Board Attendance Log – Pg 227

**9. BOARD/STAFF COMMENTS:**

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

**10. CLOSED SESSION:**

- .01 Public Employment: President/CEO
- .02 Public Employee Performance: President/CEO

**11. ADJOURNMENT: Chairman Rodriguez**

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

Date of meeting: 4/11/22

Title: Approve AAE's A-G Improvement Grant Program Proposal

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

**Background:**

The A–G Completion Improvement Grant Program was established by Assembly Bill 130, for the purpose of providing additional supports to Local Educational Agencies (LEA) to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A–G eligibility.

The plan shall be discussed at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school and adopted at a subsequent regularly scheduled meeting.

One-time grant funds shall be used for activities that directly support pupil access to, and successful completion of, the A-G course requirements. The Legislature encourages local educational agencies to direct A-G Success Grant funds towards pupils in danger of not achieving a grade of "C" or better in A-G courses.

The A–G Completion Improvement Grant Program requires LEAs report to the State Superintendent of Public Instruction (SSPI) on or before December 31, 2023, on how they are measuring the impact of the funds received under this section on their A–G completion rate.

**Fiscal Implications (if any):**

The Academy for Academic Excellence is projected to receive the following allocation for the A-G Completion Improvement Grant Program:

- Success Plan = \$126,399
- Mitigation Plan = \$18,783
- Total Grant Amount = \$145,182

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

These funds will directly support AAE's mission of preparing students for post-secondary success.

Recommendation: Approve AAE's plan as presented.

**Submitted by:**

Lisa Lamb, President/CEO



# Lewis Center for Educational Research

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## A-G Completion Improvement Grant Program Fiscal Year 2021-22

The Academy for Academic Excellence is projected to receive the following allocation for the A-G Completion Improvement Grant Program:

Success Plan =	\$126,399
Mitigation Plan =	\$18,783
<b>Total Grant Amount =</b>	<b>\$145,182</b>

In collaboration with teachers, counselors, and administration, the following plan has been developed. The team utilized student outcome data such as transcript analysis, student graduation check meetings, report card analysis, assessment data, and failure rate trends.

### **Success Plan ~ Total Planned Expenditures \$126,555 FULLY EXHAUSTED**

A–G Success Grants are targeted toward schools with a completion rate of 67 percent or higher. AAE’s current completion rate is 70.7%. These funds are to be used for direct support for pupils to complete the A–G course requirement, such as providing additional professional development opportunities, tutoring programs, and expanding access to coursework to improve AAE’s A–G completion rate.

It was determined that of the approximately 30% of AAE students who do not complete their A-G requirements, the deficiency is primarily in the area of mathematics. This may be due to the fact that a student receives a letter grade of D or F, or because they do not complete the required three years of approved coursework. To address those needs, the following actions will be taken.

- Create a new full-time Math Intervention Teacher position
  - Schedule of classes-
    - Integrated Math 1- small group instruction to allow for more individualized attention and support- 1 section
    - Integrated Math 1B- a slower paced course for students needing more time with each concept- 2 sections
    - Math Lab- small group instruction focused on reinforcement of Integrated Math 1 or 2 concepts through differentiated instruction- 1 section
    - Business Math- an alternative to Integrated Math 3 to fulfill the third year requirement- 1 section
  - Projected budget-
    - Current salary projection to include total compensation costs- \$120,555





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- Use remainder of grant to offset a new course section wherein the assigned teacher will support students taking BYU Independent Study courses that fulfill a-g requirements that AAE doesn't currently offer. Examples of courses may be American Sign Language or additional AP Classes. The assigned teacher will facilitate the BYI courses and monitor the progress of each student.
  - Projected budget-
    - \$10,000 which will be offset with \$6,000 of the Success Plan grant funds

## **Mitigation Plan ~ Total Planned Expenditures \$18,783 FULLY EXHAUSTED**

A–G Learning Mitigation Grants are set aside to create opportunities for students who received a grade D or F, or who failed an A–G approved course in the spring semester of 2020 or the 2020–21 school year to retake those courses.

Historically, AAE has not offered summer school options for credit recovery. AAE has worked with community partners, such as the community college or independent study programs, to provide these courses. The mitigation funding will be allocated to summer school in 2022. This format will be more likely to result in sustainable student achievement as the courses will be in-person and taught by AAE teachers who are familiar with the standards and curriculum implemented throughout high school. Summer school will be structured as described below.

- Summer School courses will be open to students who received a D-F in the 2021-2022 school year
  - Three small group classes will be offered for 4 weeks, 4 hours per day.
  - Teachers will be allotted one hour of time each day to plan and complete progress monitoring and assessment review.
  - Based upon transcript analysis, the current projected numbers for each class are:
    - 11 students- 9th grade
    - 10 students- 10th grade
    - 14 students- 11th grade
  - Project budget-
    - \$50/hour for 3 teachers plus statutory costs= \$18,368
    - \$415 for general class supplies to support any hands on activities



**Minutes for Regular Meeting of the Lewis Center for Educational Research Board  
March 14, 2022**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rodriguez called the meeting to order at 4:30 p.m.
2. **ROLL CALL:** LCER Board Members Pat Caldwell, Torii Gray, Jim Morris (arrived at 5:15 p.m.) Omari Onyango, Sharon Page, Kevin Porter, David Rib, Jessica Rodriguez and Pat Schlosser were in attendance.

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

3. **PUBLIC COMMENTS:** None

4. **SPECIAL PRESENTATIONS:**

- .01 LCER Ambassadors Apple Cheung and Brianna Tran gave an update on AAE student activities.
- .02 NSLA Students Aiden Ibarra and Lenette Munoz gave an update on NSLA student activities.

5. **DISCUSSION ITEMS:**

- .01 NSLA Gym Construction Update – David Gruber reported that we are fast paced to break ground on the gym. It is scheduled to open 10/31/22.
- .02 LCER 2022-23 Budget Development Update – David Gruber reported that we heard from the Governor in January regarding the preliminary budget and are planning accordingly. We are planning a 4/5 combo class at NSLA next year, as well as adding 10<sup>th</sup> grade. We are looking into adding a TK class at each campus as well. The Governor will release his revision to the budget in May and then we will hold a workshop. Both schools are hosting Town Halls to get feedback as we develop our LCAP.
- .03 Update on Current and Projected COVID Regulations – Lisa Lamb reported that Stacy Newman has updated the Injury Illness and Prevention Plan and that today was the first day masks were optional on our campuses. We are continuing safety measures on campus such as sanitizing. Many students are continuing to mask at their choice.
- .04 Discuss LCER Board Strategic Planning to be held on April 15, 2022 at NSLA – Lisa Lamb reported that Pat Caldwell will be facilitating the Strategic Planning. The Foundation Board will be joining us in the afternoon. Jessica Rodriguez noted that we will discuss LCER’s mission/vision and goals so the Foundation Board can prioritize funding.
- .05 Discuss Brown Act Training – Lisa Lamb discussed that we can use modules from Charter Schools Development Center (CSDC) at our own pace, as a group at a regular board meeting, or have CSDC present the training – The consensus was to do it on our own with a deadline of June 30. Teresa will send login information for CSDC to the Board. The Board is to forward their certificate of completion to Teresa.
- .06 Lewis Center Foundation Board Update – Jisela Corona reported that we have been recruiting and we received interest from several parents. The Foundation Board is planning a Brew event on May 26, 2022.

6. **CONSENT AGENDA:**

- .01 Approve Minutes of the February 14, 2022 Regular LCER Board Meeting
- .02 Approve LCER, AAE and NSLA 2023-2024 School Calendars

On a motion by Sharon Page, seconded by Kevin Porter, vote 8-0, the LCER Board of Directors approved the Consent Agenda by roll call vote.

**7. ACTION ITEM:**

.01 Approve Updated Injury and Illness Prevention Plan (IIPP) for COVID-19 – Stacy Newman reported that the IIPP was updated per new guidelines. On a motion by Pat Caldwell, seconded by Pat Schlosser, vote 8-0, the LCER Board of Directors approved the revised IIPP by roll call vote.

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

- .01 President/CEO Report – Lisa Lamb reported that the report will be given in closed session as a progress report from January 2020 – March 2022.
- .02 LCER Grant Tracking Report
- .03 LCER Financial Reports
  - Checks Over \$10K – Sharon asked about food service providers. David Gruber reported that we are evaluating how we can connect with new vendors that are able to provide service to both locations.
  - Budget Comparisons
  - Lewis Center Foundation Financial Reports
  - AAE and NSLA Federal Cash Management Data Collection for Categorical Funds
- .04 AAE and NSLA Enrollment Data
- .05 LCER Board Attendance Log

**9. BOARD/STAFF COMMENTS:**

- .01 Ask a question for clarification
- .02 Make a brief announcement or a brief report on his or her own activities – Sharon Page reported that the San Bernardino Sherriff’s Department presentation was really good. The next presentation will be on April 7. Lisa reported that during our interim audit they found we were short instructional minutes for 9<sup>th</sup> grade at NSLA. We are about 3 days short and may do a camp to make up those days. Lisa Lamb reported that interviews for the new AAE Principal went well and we have selected a candidate. We are working on the hiring process and hope to announce the selection soon. There was a great pool of candidates and it was narrowed down to 2 for final interviews. Valli will be on site until December to help with the transition.
- .03 Future agenda items

**10. CLOSED SESSION:** The Board convened into closed session at 5:20 p.m. The Board reconvened into open session at 6:32 p.m. Jessica Rodriguez reported that no action was taken in closed session.

- .01 Public Employment: President/CEO
- .02 Public Employee Performance: President/CEO

**11. ADJOURNMENT:** Chairman Rodriguez adjourned the meeting at 6:34 p.m.

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

Date of meeting: April 11, 2022

Title: 2021/2022 2<sup>nd</sup> Interim Reports for AAE & NSLA

Presentation:      Consent: X Action:      Discussion:      Information:     

**Background:**

The 2<sup>nd</sup> Interim Reports provide detailed information about the 2021/2022 Fiscal Year as of January 31, 2022. This will allow the Board of Directors, the opportunity to review and interpret organizational growth in funding and how our operating costs are at the current time and what is anticipated throughout the remaining 2021/2022 Fiscal Year for Academy for Academic Excellence and Norton Science and Language Academy.

**Fiscal Implications (if any):**

N/A

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

**Recommendation:**

Submitted by: David Gruber  
Chief Business Officer, LCER



Charter School Attendance		CHARTER NAME: Academy for Academic Excellence #NAME?													
Fiscal Year 2021-22 Second Interim Report Projected ADA as of January 31, 2022															
Rev. 5/28/2021															
Charter Authorizer: Enter Charter Authorizer on INTERIM-CERTIFICATION Worksheet		2020-21		2021-22 Adopted Budget			2021-22 Second Interim			2022-23 Second Interim			2023-24 Second Interim		
Line		Actual ADA P-2 (19/20)	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Period	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Non Classroom Funding Determination Rate*		100%													
TK/K-3:															
Regular ADA	A-1	415.50		421.70		1.49%	386.48		-8.35%	419.52		8.55%	420.01		0.12%
Classroom-based ADA included in A-1	A-2	415.50		421.70		1.49%	386.48		-8.35%	419.52		8.55%	420.01		0.12%
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	415.50	-	421.70	-	1.49%	386.48		-8.35%	419.52		8.55%	420.01		0.12%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	415.50	415.50	421.70	421.70	1.49%	386.48	386.48	-8.35%	419.52	419.52	8.55%	420.01	420.01	0.12%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1	-		-											
Grades 4-6															
Regular ADA	A-1	332.40		336.78		1.32%	318.11		-5.54%	335.04		5.32%	335.76		0.21%
Classroom-based ADA included in A-1	A-2	332.40		336.78		1.32%	318.11		-5.54%	335.04		5.32%	335.76		0.21%
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	332.40	-	336.78	-	1.32%	318.11		-5.54%	335.04		5.32%	335.76		0.21%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	332.40	332.40	336.78	336.78	1.32%	318.11	318.11	-5.54%	335.04	335.04	5.32%	335.76	335.76	0.21%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
Grades 7-8															
Regular ADA	A-1	236.90		241.25		1.84%	224.99		-6.74%	240.05		6.69%	242.65		1.08%
Classroom-based ADA included in A-1	A-2	236.90		241.25		1.84%	224.99		-6.74%	240.05		6.69%	242.65		1.08%
Extended Year Special Ed	A-3	-		-											
Classroom-based ADA included in A-3	A-4	-		-											
Special Ed - NPS	A-5	-		-											
Classroom-based ADA included in A-5	A-6	-		-											
Extended Year Special Ed - NPS	A-7	-		-											
Classroom-based ADA included in A-7	A-8	-		-											
ADA Totals (A-1, A3, A5, A7)	A-9	236.90	-	241.25	-	1.84%	224.99		-6.74%	240.05		6.69%	242.65		1.08%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	236.90	236.90	241.25	241.25	1.84%	224.99	224.99	-6.74%	240.05	240.05	6.69%	242.65	242.65	1.08%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	

Charter School Attendance		CHARTER NAME: Academy for Academic Excellence #NAME?													
Fiscal Year 2021-22 Second Interim Report Projected ADA as of January 31, 2022															
Rev. 5/28/2021															
Charter Authorizer: Enter Charter Authorizer on INTERIM-CERTIFICATION Worksheet		2020-21		2021-22 Adopted Budget			2021-22 Second Interim			2022-23 Second Interim			2023-24 Second Interim		
Line		Actual ADA P-2 (19/20)	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Period	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Grades 9-12															
	Regular ADA	A-1	409.80		427.17	4.24%	392.76		-8.06%	430.56		9.62%	425.00		-1.29%
	Classroom-based ADA included in A-1	A-2	409.80		427.17	4.24%	392.76		-8.06%	430.56		9.62%	425.00		-1.29%
	Extended Year Special Ed	A-3	-		-										
	Classroom-based ADA included in A-3	A-4	-		-										
	Special Ed - NPS	A-5	-		-										
	Classroom-based ADA included in A-5	A-6	-		-										
	Extended Year Special Ed - NPS	A-7	-		-										
	Classroom-based ADA included in A-7	A-8	-		-										
	ADA Totals (A-1, A3, A5, A7)	A-9	409.80	-	427.17	4.24%	392.76	-	-8.06%	430.56	-	9.62%	425.00	-	-1.29%
	Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	409.80	409.80	427.17	4.24%	392.76	392.76	-8.06%	430.56	430.56	9.62%	425.00	425.00	-1.29%
	Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-		-	-		-	-		-	-	
Totals															
	Regular ADA	A-1	1,394.60		1,426.90	2.32%	1,322.34		-7.33%	1,425.17		7.78%	1,423.42		-0.12%
	Classroom-based ADA included in A-1	A-2	1,394.60		1,426.90	2.32%	1,322.34		-7.33%	1,425.17		7.78%	1,423.42		-0.12%
	Extended Year Special Ed	A-3	-		-		-			-			-		
	Classroom-based ADA included in A-3	A-4	-		-		-			-			-		
	Special Ed - NPS	A-5	-		-		-			-			-		
	Classroom-based ADA included in A-5	A-6	-		-		-			-			-		
	Extended Year Special Ed - NPS	A-7	-		-		-			-			-		
	Classroom-based ADA included in A-7	A-8	-		-		-			-			-		
	ADA Totals (A-1, A3, A5, A7)	A-9	1,394.60	-	1,426.90	2.32%	1,322.34	-	-7.33%	1,425.17	-	7.78%	1,423.42	-	-0.12%
	Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	1,394.60	1,394.60	1,426.90	2.32%	1,322.34	1,322.34	-7.33%	1,425.17	1,425.17	7.78%	1,423.42	1,423.42	-0.12%
	Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-		-	-		-	-		-	-	
	<b>Total Funded ADA</b>		-	1,394.60	-	1,426.90		1,322.34		1,425.17		1,423.42		1,423.42	

\* For non-classroom, P-2 ADA multiplied by Funding Determination %. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

Rev. 5/28/2021

ASSUMPTIONS:	2021-22	2022-23	Change	2023-24	Change
<b>Local Control Funding (LCFF) - BAS/FCMAT Calculator:</b>					
COLA (on Base)	5.07%	2.48%	-2.59%	3.11%	0.63%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 12,877,270	\$ 14,240,315	10.58%	\$ 14,656,064	2.92%
<b>Lottery Allocation Amount Per ADA:</b>					
Unrestricted	\$ 163	\$ 163	\$ -	\$ 163	\$ -
Restricted	\$ 65	\$ 65	\$ -	\$ 65	\$ -
<b>ADA/Enrollment:</b>					
Total Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Classroom Based ADA	1,322.34	1,425.17	102.83	1,423.42	-1.75
Total Funded P-2 Attendance	1,322.34	1,425.17	102.83	1,423.42	-1.75
Estimated Enrollment PY CBEDS Certified Enrollment	1,456	1,456	1,477	1,480	3.00
Enrollment Growth Over Prior Year	0.00%	0.00%	1.44%	0.20%	
ADA to Enrollment Ratio 2020-21	95.78%	90.82%	96.49%	96.18%	
Unduplicated Count PY CBEDS Certified Unduplicated Count	588	589	592	594	2.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %) 2020-21	40.18%	40.18%	40.21%	40.22%	
<b>Certificated Salaries and Benefits:</b>					
Number of Teachers (FTE)	68.00	69.00	1.00	69.00	0.00
Number of Certificated Management FTEs	3.00	3.00	0.00	3.00	0.00
Number of Other Certificated FTEs	6.00	6.00	0.00	7.00	1.00
Classroom Staffing Ratio - Students per FTE	21.41	21.41	-0.01	21.45	0.04
Teachers Increased/(Decreased) for projected Enrollment change over PY	0.00	0.00	0.00	0.00	0.00
Average Teacher FTE Salary	\$ 73,285	\$ 76,216	4.00%	\$ 79,265	4.00%
Average Certificated Management FTE Salary	\$ 135,927	\$ 135,927	0.00%	\$ 135,927	0.00%
Average Other Certificated FTE Salary	\$ 84,871	\$ 86,876	2.36%	\$ 90,351	4.00%
Cert Step and Column Increase (Total Annual Cost)	\$ 195,000	\$ 204,750	5.00%	\$ 214,987	5.00%
Health and Welfare Cost per Employee	\$ 12,601	\$ 12,979	3.00%	\$ 13,369	3.00%
Retirement Cost per Employee	\$ 13,149	\$ 13,642	3.75%	\$ 14,178	3.93%
STRS Rate	16.92%	19.10%	2.18%	19.10%	0.00%
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
1 Additional TK Teacher					
<b>Classified Salaries and Benefits:</b>					
Number of Classified (Non-Mgmt) FTEs	42.22	43.10	0.88	43.10	0.00
Number of Classified Management FTEs	1.00	1.00	0.00	1.00	0.00
Average Salary per Classified Non-Mgmt FTE	\$ 33,324	\$ 34,657	4.00%	\$ 36,043	4.00%
Average Salary per Classified Mgmt FTE	\$ 59,366	\$ 62,313	4.96%	\$ 65,435	5.01%
Class Step and Column Increase (Total Annual Cost)	\$ 50,000	\$ 52,500	5.00%	\$ 55,000	4.76%
Health and Welfare Cost per Class Employee	\$ 4,306	\$ 4,478	3.99%	\$ 4,657	4.00%
Retirement Cost per Class Employee	\$ 7,359	\$ 8,735	18.70%	\$ 9,434	8.00%
PERS Rate	22.91%	26.10%	3.19%	27.10%	1.00%
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Due to the demands of COVID, we have increased additional classified support staff to provide Enrichment classes for ELO services, additional custodial and health office support for COVID tracking and support.					
<b>Statutory Benefits</b>					
FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	0.50%	0.50%	0.00%	0.50%	0.00%
Workers Comp	1.40000%	1.40000%	0.00%	1.40000%	0.00%
<b>Facilities:</b>					
Rent	\$ 580,200	\$ 580,025	-0.03%	\$ 579,625	-0.07%
Electricity	\$ 183,000	\$ 183,000	0.00%	\$ 183,000	0.00%
Heating (gas)	\$ 12,000	\$ 12,000	0.00%	\$ 12,000	0.00%
Other	\$ 75,000	\$ 75,000	0.00%	\$ 75,000	0.00%
Explain "Other" facility costs:					
Other is accounting for water and trash utility expenses for the campus.					
<b>Administrative Service Agreements:</b>					
0.12% Oversight Fees to Sponsor	\$ 15,195	\$ 16,804	10.58%	\$ 17,294	2.92%
Administrative Service Contract	\$ 1,706,547	\$ 1,879,877	10.16%	\$ 1,935,560	2.96%
Other Contracted Costs					
<b>List Noteworthy Assumptions for other 1st Interim line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)</b>					

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<b>REVENUES</b>										
LCFF Sources										
LCFF	8011	9,396,406	6,437,877	4,796,749	-33.32%	7,192,641	14.80%	7,617,915	5.91%	
EPA	8012	2,955,816	5,223,995	1,783,060	72.28%	5,488,368	7.78%	5,481,629	-0.12%	
State Aid - Prior Year	8019	-	-	-						
In Lieu Property Taxes	8096	1,564,972	1,564,972	812,006	-2.92%	1,559,306	2.63%	1,556,520	-0.18%	
Federal	8100-8299	80,916	80,916	33,899	80,916	0.00%	80,916	0.00%	80,916	0.00%
State										
Lottery - Unrestricted	8560	223,551	212,525	135,373	225,124	0.70%	242,631	7.78%	242,333	-0.12%
Lottery - Prop 20 - Restricted	8560									
Other State Revenue	8300-8599	65,337	66,536	41,453	66,536	1.84%	66,536	0.00%	66,536	0.00%
Local										
Interest	8660	-	950	545	950		1,000	5.26%	1,000	0.00%
AB602 Local Special Education Transfer	8792									
Other Local Revenues	8600-8799	-	21,000	39,565	52,500		-		-	
<b>Total Revenues</b>		<b>\$ 14,286,998</b>	<b>\$ 13,608,771</b>	<b>\$ 7,642,650</b>	<b>\$ 13,303,296</b>	<b>-6.89%</b>	<b>\$ 14,631,398</b>	<b>9.98%</b>	<b>\$ 15,046,849</b>	<b>2.84%</b>
<b>EXPENDITURES</b>										
Certificated Salaries	1000-1999	5,660,958	5,497,273	2,964,208	5,496,023	-2.91%	5,797,164	5.48%	6,029,051	4.00%
Classified Salaries	2000-2999	1,342,869	1,394,354	588,306	1,359,912	1.27%	1,439,670	5.86%	1,490,058	3.50%
Benefits	3000-3999	2,585,288	2,587,055	1,324,151	2,577,311	-0.31%	2,735,432	6.14%	2,858,526	4.50%
Books & Supplies	4000-4999	517,744	584,982	363,959	584,982	12.99%	611,306	4.50%	638,815	4.50%
Contracts & Services	5000-5999	2,633,102	902,725	599,431	901,274	-65.77%	943,436	4.68%	968,262	2.63%
Capital Outlay	6000-6599	375,000	275,000	176,671	192,995	-48.53%	210,000	8.81%	100,000	-52.38%
Other Outgo	7100-7299	76,055	1,773,564	-	1,706,547	2143.83%	1,879,877	10.16%	1,935,560	2.96%
Debt Service (see Debt Form)	7400-7499	580,200	580,150	338,450	580,200	0.00%	580,025	-0.03%	579,625	-0.07%
<b>Total Expenditures</b>		<b>\$ 13,771,216</b>	<b>\$ 13,595,103</b>	<b>\$ 6,355,176</b>	<b>\$ 13,399,244</b>	<b>-2.70%</b>	<b>\$ 14,196,910</b>	<b>5.95%</b>	<b>\$ 14,599,897</b>	<b>2.84%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ 515,782</b>	<b>\$ 13,668</b>	<b>\$ 1,287,475</b>	<b>\$ (95,948)</b>		<b>\$ 434,488</b>		<b>\$ 446,952</b>	<b>2.87%</b>
<b>OTHER SOURCES &amp; USES</b>										
Other Sources/Contributions to Restricted Programs	8900	(100,525)	-							
Other Uses	7600	-	-							
<b>Net Sources &amp; Uses</b>		<b>\$ (100,525)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ 415,257</b>	<b>\$ 13,668</b>	<b>\$ 1,287,475</b>	<b>\$ (95,948)</b>		<b>\$ 434,488</b>		<b>\$ 446,952</b>	<b>2.87%</b>

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<b>FUND BALANCE, RESERVES</b>										
Beginning Balance at Adopted Budget	9791	6,053,173	6,053,173	6,053,173						
Adjustments for Unaudited Actuals	9792		1,136,987	1,136,987						
Beg Fund Balance at Unaudited Actuals			7,190,160	7,190,160						
Adjustments for Audit	9793		-	(80,074)						
Adjustments for Restatements	9795		-	-						
Beginning Fund Balance as per Audit Report +/- Restatements			7,190,160	7,110,086		7,014,138		7,448,626		
Ending Balance	9790	\$ 6,468,430	\$ 7,203,828	\$ 8,397,561	\$ 7,014,138	8.44%	\$ 7,448,626	6.19%	\$ 7,895,578	6.00%
<b>Components of Ending Fund Balance (Budget):</b>										
<b>a. Nonspendable</b>										
Revolving Cash	9711	-	-							
Stores	9712	-	-							
Prepaid Expenditures	9713	-	-							
All Others	9719	-	-							
<b>b. Restricted</b>										
<b>c. Committed</b>										
Committed - Stabilization Arrangements	9750	-	-							
Committed - Other	9760	-	-							
<b>d. Assignments</b>										
<b>e. Unassigned</b>										
Reserve for Economic Uncertainties	9789	422,041	-							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	6,046,389	7,203,828	8,397,561	7,014,138	16.01%	7,448,626	6.19%	7,895,578	6.00%

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<b>ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:</b>									
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)									
1 Ex. Erate	-	-	-	-		-		-	
2 ROTC	80,916	80,916	33,899	80,916	0.00%	80,916	0.00%	80,916	0.00%
3	-	-	-	-		-		-	
4	-	-	-	-		-		-	
5	-	-	-	-		-		-	
6	-	-	-	-		-		-	
7	-	-	-	-		-		-	
8	-	-	-	-		-		-	
9	-	-	-	-		-		-	
<b>Total Federal Awards Budgeted:</b>	<b>\$ 80,916</b>	<b>\$ 80,916</b>	<b>\$ 33,899</b>	<b>\$ 80,916</b>	<b>0.00%</b>	<b>\$ 80,916</b>	<b>0.00%</b>	<b>\$ 80,916</b>	<b>0.00%</b>
Lottery Unrestricted Allocation per ADA	\$ 150.00	\$ 150.00		\$ 163.00		\$ 163.00		\$ 163.00	
Lottery Unrestricted Estimated Award	\$ 223,551	\$ 212,525		\$ 225,124	0.70%	\$ 242,631	7.78%	\$ 242,333	-0.12%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE									
1	-	-	-	-		-		-	
2 Mandate Block Grant	35,337	36,536	36,536	36,536	3.39%	36,536	0.00%	36,536	0.00%
3 MAA	30,000	30,000	4,917	30,000	0.00%	30,000	0.00%	30,000	0.00%
4	-	-	-	-		-		-	
5	-	-	-	-		-		-	
6	-	-	-	-		-		-	
7	-	-	-	-		-		-	
8	-	-	-	-		-		-	
9	-	-	-	-		-		-	
10	-	-	-	-		-		-	
11	-	-	-	-		-		-	
12	-	-	-	-		-		-	
13	-	-	-	-		-		-	
14	-	-	-	-		-		-	
15	-	-	-	-		-		-	
16	-	-	-	-		-		-	
17	-	-	-	-		-		-	
18	-	-	-	-		-		-	
<b>Total Other State Revenue Funds Budgeted:</b>	<b>\$ 65,337</b>	<b>\$ 66,536</b>	<b>\$ 41,453</b>	<b>\$ 66,536</b>	<b>1.84%</b>	<b>\$ 66,536</b>	<b>0.00%</b>	<b>\$ 66,536</b>	<b>0.00%</b>
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"									
1 Ex. Services Reimbursed by District	-	-	-	-		-		-	
2 Refund/Reimbursables	-	20,000	37,978	50,000		-		-	
3 Donations	-	1,000	1,587	2,500		-		-	
4	-	-	-	-		-		-	
5	-	-	-	-		-		-	
6	-	-	-	-		-		-	
<b>Total Other Local Revenue Funds Budgeted:</b>	<b>\$ -</b>	<b>\$ 21,000</b>	<b>\$ 39,565</b>	<b>\$ 52,500</b>		<b>\$ -</b>		<b>\$ -</b>	

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<b>REVENUES</b>										
LCFF Sources										
LCFF	8011									
EPA	8012									
State Aid - Prior Year	8019									
In Lieu Property Taxes	8096									
Federal	8100-8299	732,123	2,963,673	773,366	2,965,372	305.04%	1,049,162	-64.62%	1,049,162	0.00%
State										
Lottery - Unrestricted	8560									
Lottery - Prop 20 - Restricted	8560	73,027	69,425	37,854	89,774	22.93%	96,755	7.78%	96,636	-0.12%
Other State Revenue	8300-8599	23,274	304,769	421,289	1,274,103	5374.36%	223,207	-82.48%	223,207	0.00%
Local										
Interest	8660	-	-	-	-	-	-	-	-	
AB602 Local Special Education Transfer	8792	887,954	1,000,066	259,424	921,419	3.77%	921,419	0.00%	921,419	0.00%
Other Local Revenues	8600-8799	-	100	11	100	-	-	-	-	
<b>Total Revenues</b>		\$ 1,716,378	\$ 4,338,032	\$ 1,491,943	\$ 5,250,768	205.92%	\$ 2,290,543	-56.38%	\$ 2,290,424	-0.01%
<b>EXPENDITURES</b>										
Certificated Salaries	1000-1999	627,174	1,413,328	580,741	1,413,226	125.33%	698,671	-50.56%	726,618	4.00%
Classified Salaries	2000-2999	349,045	594,042	228,233	615,213	76.26%	434,276	-29.41%	449,475	3.50%
Benefits	3000-3999	354,039	574,004	248,140	587,334	65.90%	396,335	-32.52%	414,170	4.50%
Books & Supplies	4000-4999	297,405	1,309,813	251,927	1,298,541	336.62%	677,721	-47.81%	703,718	3.84%
Contracts & Services	5000-5999	63,024	507,037	91,660	481,565	664.10%	274,142	-43.07%	287,203	4.76%
Capital Outlay	6000-6599	-	692,516	74,962	692,516	-	-	-	-	
Other Outgo	7100-7299	126,216	176,044	-	186,949	48.12%	196,519	5.12%	204,380	4.00%
Debt Service (see Debt Form)	7400-7499	-	-	-	-	-	-	-	-	
<b>Total Expenditures</b>		\$ 1,816,903	\$ 5,266,784	\$ 1,475,663	\$ 5,275,344	190.35%	\$ 2,677,664	-49.24%	\$ 2,785,564	4.03%
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>										
		\$ (100,525)	\$ (928,752)	\$ 16,281	\$ (24,576)		\$ (387,121)		\$ (495,140)	
<b>OTHER SOURCES &amp; USES</b>										
Other Sources/Contributions to Restricted Programs	8900	100,525	-	-	-	-	-	-	-	
Other Uses	7600	-	-	-	-	-	-	-	-	
<b>Net Sources &amp; Uses</b>		\$ 100,525	\$ -	\$ -	\$ -		\$ -		\$ -	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>										
		\$ (0)	\$ (928,752)	\$ 16,281	\$ (24,576)		\$ (387,121)		\$ (495,140)	

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Rev. 5/28/2021										
<b>FUND BALANCE, RESERVES</b>										
Beginning Balance at Adopted Budget	9791	3,462,894	3,462,894	3,462,894	3,462,894					
Adjustments for Unaudited Actuals	9792		(1,547,219)	(1,547,219)	(1,547,219)					
Beg Fund Balance at Unaudited Actuals			1,915,675	1,915,675	1,915,675					
Adjustments for Audit	9793		-	(367,299)	(367,299)					
Adjustments for Restatements	9795		-							
Beginning Fund Balance as per Audit Report +/- Restatements			1,915,675	1,548,376	1,548,376		1,523,800		1,136,679	
Ending Balance		\$ 3,462,894	\$ 986,923	\$ 1,564,657	\$ 1,523,800	-56.00%	\$ 1,136,679	-25.40%	\$ 641,539	-43.56%
<b>Components of Ending Fund Balance (Budget):</b>										
<b>a. Nonspendable</b>										
Revolving Cash	9711									
Stores	9712									
Prepaid Expenditures	9713									
All Others	9719									
<b>b. Restricted</b>	9740	3,462,894	986,923	1,564,657	1,523,800	-56.00%	1,136,679	-25.40%	641,539	-43.56%
<b>c. Committed</b>										
Committed - Stabilization Arrangements	9750									
Committed - Other	9760									
<b>d. Assignments</b>										
9780										
<b>e. Unassigned</b>										
Reserve for Economic Uncertainties	9789									
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790									
If Restricted Fund Balances Exist, Identify Balance by Program:										
1 EX. AB602 - Special Education										
2 Title I			-	-	-	-	-	-	-	
3 Title II			-	-	-	-	-	-	-	
4 Title IV			-	-	-	-	-	-	-	
5 Cafeteria Services										
6 Classified School Employee PD			5,196	5,196	5,196	5,196	5,196	5,196	5,196	
7 Corona Virus Funds (ESSER I, II, III, GEER and CVRF)			152,214	689,091	501,970	501,970	501,970	501,970	501,970	
8 Restricted Lottery			829,513	829,513	829,513	829,513	829,513	829,513	829,513	
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
Ending Restricted Fund Balance		Total must equal amount in Cell E63 above	986,923		1,523,800		1,136,679		641,539	



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<b>ASSUMPTIONS RESTRICTED PROGRAMS:</b>									
LIST FEDERAL RESTRICTED REVENUES									
1 Title I	-	-	226,308	296,364		188,768	-36.31%	188,768	0.00%
2 Title II	171,796	296,364	10,819	60,498		36,825	-39.13%	36,825	0.00%
3 Title IV	34,081	-	12,726	12,554		11,999	-4.42%	11,999	0.00%
4 IDEA-Special Education	-	-	-	177,168		177,168	0.00%	177,168	0.00%
5 Cafeteria-Federal	-	-	214,694	634,402		634,402	0.00%	634,402	0.00%
6 ESSER I	-	-	64,645	49,580		-		-	
7 ESSER II	-	-	80,714	498,921		-		-	
8 ESSER III	-	-	163,460	1,217,307		-		-	
9 GEER	-	-	-	18,578		-		-	
<b>Total Federal Awards Budgeted:</b>	<b>\$ 205,877</b>	<b>\$ 296,364</b>	<b>\$ 773,366</b>	<b>\$ 2,965,372</b>		<b>\$ 1,049,162</b>	<b>-64.62%</b>	<b>\$ 1,049,162</b>	<b>0.00%</b>
Lottery Prop 20 Restricted Allocation per ADA	\$ 49.00	\$ 49.00		\$ 65.00		\$ 65.00		\$ 65.00	
Lottery Estimated Prop 20 Restricted Award	\$ 73,026.66	\$ 69,425		\$ 89,774	29.31%	\$ 96,755	7.78%	\$ 96,636	-0.12%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"									
1 Cafeteria-State	23,274	32,523	11,479	32,473		32,473	0.00%	32,473	0.00%
2 AB86 In Person	-	81,512	81,512	81,512		-		-	
3 AB86 Expanded Learning Opportunities	-	-	104,904	892,241		-		-	
4 General Fund-COVID	-	-	-	-		-		-	
5 ELO-ASP/Summer Academy	-	190,734	-	190,734		190,734	0.00%	190,734	0.00%
6 SPED-Learning Recovery	-	-	-	14,026		-		-	
7 SPED-Dispute Prevention	-	-	-	63,117		-		-	
8 Educator Effectiveness	-	-	223,394						
9	-	-							
10	-	-							
11	-	-							
12	-	-							
13	-	-							
14	-	-							
15	-	-							
16	-	-							
17	-	-							
18	-	-							
<b>Total Other State Revenue Funds Budgeted:</b>	<b>\$ 23,274</b>	<b>\$ 304,769</b>	<b>\$ 421,289</b>	<b>\$ 1,274,103</b>		<b>\$ 223,207</b>	<b>-82.48%</b>	<b>\$ 223,207</b>	<b>0.00%</b>
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED IN "Other Local Revenues"									
1 Cafeteria-Local	-	100	11	100		-		-	
2	-	-							
3	-	-							
4	-	-							
5	-	-							
6	-	-							
<b>Total Other Local Revenue Funds Budgeted:</b>	<b>\$ -</b>	<b>\$ 100</b>	<b>\$ 11</b>	<b>\$ 100</b>		<b>\$ -</b>		<b>\$ -</b>	
<b>SPECIAL EDUCATION DETAILS:</b>									
What % of student population is Special Ed	10.50%	9.60%							
For SELPA services, is the Charter under School District, or a member LEA?									
AB602 Revenue	887,954	1,000,066	259,424	921,419	3.77%	921,419	0.00%	921,419	0.00%
Other Special Ed Revenue	187,630	175,419							
Unrestricted Contribution to Special Ed	173,552	-	-						
<b>Total Special Ed Funding</b>	<b>1,249,136</b>	<b>1,175,485</b>	<b>259,424</b>	<b>921,419</b>	<b>-26.24%</b>	<b>921,419</b>	<b>0.00%</b>	<b>921,419</b>	<b>0.00%</b>
Special Ed Expenditures	1,249,136	1,276,323							

Fiscal Year 2021-22 Second Interim Report  
Summary MYP

DESCRIPTION		Adopted Budget 2021-22	Latest Revised Budget 2021-22	Second Interim Actual thru January 31, 2022	Second Interim Projected Budget 2021-22	Percent Change	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change
<b>REVENUES</b>										
LCCF Sources										
LCCF	8011	9,396,406	6,437,877	4,796,749	6,265,587	-33.32%	7,192,641	14.80%	7,617,915	5.91%
EPA	8012	2,955,816	5,223,995	1,783,060	5,092,367	72.28%	5,488,368	7.78%	5,481,629	-0.12%
State Aid - Prior Year	8019	-	-	-	-	-	-	-	-	-
In Lieu Property Taxes	8096	1,564,972	1,564,972	812,006	1,519,316	-2.92%	1,559,306	2.63%	1,556,520	-0.18%
Federal	8100-8299	813,039	3,044,589	807,265	3,046,288	274.68%	1,130,078	-62.90%	1,130,078	0.00%
State										
Lottery - Unrestricted	8560	223,551	212,525	135,373	225,124	0.70%	242,631	7.78%	242,333	-0.12%
Lottery - Prop 20 - Restricted	8560	73,027	69,425	37,854	89,774	22.93%	96,755	7.78%	96,636	-0.12%
Other State Revenue	8300-8599	88,611	371,305	462,742	1,340,639	1412.95%	289,743	-78.39%	289,743	0.00%
Local										
Interest	8660	-	950	545	950		1,000	5.26%	1,000	0.00%
AB602 Local Special Education Transfer	8792	887,954	1,000,066	259,424	921,419	3.77%	921,419	0.00%	921,419	0.00%
Other Local Revenues	8600-8799	-	21,100	39,576	52,600		-		-	
<b>Total Revenues</b>		<b>16,003,376</b>	<b>17,946,803</b>	<b>9,134,594</b>	<b>18,554,064</b>	<b>15.94%</b>	<b>16,921,941</b>	<b>-8.80%</b>	<b>17,337,273</b>	<b>2.45%</b>
<b>EXPENDITURES</b>										
Certificated Salaries	1000-1999	6,288,132	6,910,601	3,544,950	6,909,249	9.88%	6,495,835	-5.98%	6,755,669	4.00%
Classified Salaries	2000-2999	1,691,914	1,988,396	816,539	1,975,125	16.74%	1,873,946	-5.12%	1,939,533	3.50%
Benefits	3000-3999	2,939,327	3,161,059	1,572,291	3,164,645	7.67%	3,131,767	-1.04%	3,272,696	4.50%
Books & Supplies	4000-4999	815,149	1,894,795	615,886	1,883,523	131.06%	1,289,027	-31.56%	1,342,533	4.15%
Contracts & Services	5000-5999	2,696,126	1,409,762	691,090	1,382,839	-48.71%	1,217,578	-11.95%	1,255,465	3.11%
Capital Outlay	6000-6599	375,000	967,516	251,633	885,511	136.14%	210,000	-76.28%	100,000	-52.38%
Other Outgo	7100-7299	202,271	1,949,608	-	1,893,496	836.12%	2,076,396	9.66%	2,139,940	3.06%
Debt Service (see Debt Form)	7400-7499	580,200	580,150	338,450	580,200	0.00%	580,025	-0.03%	579,625	-0.07%
<b>Total Expenditures</b>		<b>\$ 15,588,119</b>	<b>\$ 18,861,887</b>	<b>\$ 7,830,839</b>	<b>\$ 18,674,588</b>	<b>19.80%</b>	<b>\$ 16,874,574</b>	<b>-9.64%</b>	<b>\$ 17,385,461</b>	<b>3.03%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ 415,257</b>	<b>\$ (915,084)</b>	<b>\$ 1,303,755</b>	<b>\$ (120,524)</b>		<b>\$ 47,367</b>		<b>\$ (48,188)</b>	
<b>OTHER SOURCES &amp; USES</b>										
Other Sources/Contributions to Restricted Programs	8900	-	-	-	-		-		-	
Other Uses	7600	-	-	-	-		-		-	
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ 415,257</b>	<b>\$ (915,084)</b>	<b>\$ 1,303,755</b>	<b>\$ (120,524)</b>		<b>\$ 47,367</b>		<b>\$ (48,188)</b>	

Fiscal Year 2021-22 Second Interim Report  
Summary MYP

DESCRIPTION	Adopted Budget 2021-22	Latest Revised Budget 2021-22	Second Interim Actual thru January 31, 2022	Second Interim Projected Budget 2021-22	Percent Change	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change	
<b>FUND BALANCE, RESERVES</b>										
Beginning Balance at Adopted Budget	9791	9,516,067	9,516,067	9,516,067	0.00%					
Adjustments for Unaudited Actuals	9792		(410,232)	(410,232)						
Beg Fund Balance at Unaudited Actuals			9,105,835	9,105,835						
Adjustments for Audit	9793		-	(447,373)						
Adjustments for Restatements	9795		-	-						
Beginning Fund Balance as per Audit Report +/- Restatements			9,105,835	8,658,462		8,537,938		8,585,305	0.55%	
Ending Balance	9790	\$ 9,931,324	\$ 8,190,751	\$ 9,962,218	\$ 8,537,938	-14.03%	\$ 8,585,305	0.55%	\$ 8,537,116	-0.56%
<b>Components of Ending Fund Balance (Budget):</b>										
<b>a. Nonspendable</b>										
Revolving Cash	9711	-	-	-	-					
Stores	9712	-	-	-	-					
Prepaid Expenditures	9713	-	-	-	-					
All Others	9719	-	-	-	-					
<b>b. Restricted</b>										
	9740	3,462,894	986,923	1,564,657	1,523,800	-56.00%	1,136,679	-25.40%	641,539	-43.56%
<b>c. Committed</b>										
Committed - Stabilization Arrangements	9750	-	-	-	-					
Committed - Other	9760	-	-	-	-					
<b>d. Assignments</b>										
	9780	-	-	-	-					
<b>e. Unassigned</b>										
Reserve for Economic Uncertainties	9789	422,041	-	-	-					
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	6,046,389	7,203,828	8,397,561	7,014,138	16.01%	7,448,626	6.19%	7,895,578	6.00%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		41.50%	38.19%	107.24%	37.56%		44.14%		45.41%	

Reserve Standard (unless different standard identified in MOU)

If MOU contains a Reserve Standard other than above, enter here

Reserve Standard Met/Not Met

		3%	3%	5%	5%	5%
Met	Met	Met	Met	Met	Met	Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage

Unrestricted Deficit Spending Standard

Unrestricted Deficit Spending Standard Met/Not Met

0.0%	0.0%	0.0%	0.7%	0.0%	0.0%
13.8%	0.0%	35.7%	12.5%	14.7%	15.1%
Met	Met	Met	Met	Met	Met

If deficit spending, explain cause and if one-time or on-going. If for on-going, what is the Charter's plan to eliminate the deficit?

**DEBT - Multiyear Commitments**

Fiscal Year 2021-22 Second Interim Report

CHARTER NAME: Academy for Academic Excellence

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Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years.

**Under the Comment Section, provide a brief statement identifying the funding source for repayment of each obligation.**

**NO DEBT** (if no debt, **X**)

Type of Commitment	# of Years Remaining	July 1, 2021 Principal Balance	2021-22 Payment		2022-23 Payment		2023-24 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease	34	9,255,000	115,000	458,200	120,000	453,025	125,000	447,625	
Capital Lease									
Capital Lease									
Inter-Agency Borrowing									
Other									
<b>Total</b>		<b>9,255,000</b>	<b>115,000</b>	<b>458,200</b>	<b>120,000</b>	<b>453,025</b>	<b>125,000</b>	<b>447,625</b>	
Other Commitments:									
Comments:									
The Debt accounted for Academy for Academic Excellence is in the name of 17500 Mana Road LLC and the school pays rent to the LLC in the annual amount of the stated debt.									

CHARTER NAME: Academy for Academic Excellence  
2021-22 Second Interim Cash Flow

DATE PREPARED: 2/17/2022

Rev. 5/28/2021

			July	%	August	%	September	%	October	%	November	%	December	%	January	%
			Actual	Bud	Actual	Bud	Actual	Bud	Actual	Bud	Actual	Bud	Actual	Bud	Estimated	Bud
<b>Beginning Cash Balance</b>			July 1 Cash =													
			4,040,102		6,862,323		7,379,646		7,811,017		8,807,461		8,327,985		8,090,794	
			<b>Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals</b>													
<b>REVENUE</b>																
<b>LCFF Sources</b>																
LCFF	8011		-		1,286,649	20.54%	1,105,392	17.64%	601,177	9.59%	601,177	9.59%	601,177	9.59%	601,177	9.59%
EPA	8012		-		-		-		889,597	17.47%	-		-		893,463	17.55%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		174,494	11.49%	127,739	8.41%	127,443	8.39%	127,443	8.39%	127,443	8.39%	127,443	8.39%
Federal	8100-8299		1,622	0.05%	88,994	2.92%	116,779	3.83%	54,761	1.80%	143,947	4.73%	35,750	1.17%	300,863	9.88%
<b>State</b>																
Lottery - Unrestricted	8560		-		-		-		28,668	12.73%	-		-		106,705	47.40%
Lottery - Prop 20 - Restricted	8560		-		-		-		35,055	39.05%	-		-		2,798	3.12%
Other State Revenue	8300-8599		-		-		4,917	0.37%	1,475	0.11%	68,618	5.12%	88,671	6.61%	363,609	27.12%
<b>Local</b>																
Interest	8660		-		94	9.93%	88	9.31%	86	9.00%	94	9.93%	91	9.62%	91	9.62%
AB602 Local Special Education Transfer	8792		-		-		51,581	5.60%	51,079	5.54%	64,821	7.03%	91,943	9.98%	-	
Other Local Revenues	8600-8799		109	0.21%	144	0.27%	5,308	10.09%	2,599	4.94%	28,377	53.95%	1,431	2.72%	1,610	3.06%
<b>Total Revenues</b>			\$ 1,731	0.01%	\$ 1,550,375	8.36%	\$ 1,411,804	7.61%	\$ 1,791,940	9.66%	\$ 1,034,478	5.58%	\$ 946,506	5.10%	\$ 2,397,760	12.92%
<b>EXPENDITURES</b>																
Certificated Salaries	1000-1999		105,107	1.52%	610,836	8.84%	579,493	8.39%	563,318	8.15%	572,097	8.28%	584,877	8.47%	528,723	7.65%
Classified Salaries	2000-2999		58,601	2.97%	105,744	5.35%	150,799	7.63%	110,655	5.60%	155,254	7.86%	155,301	7.86%	80,185	4.06%
Benefits	3000-3999		61,229	1.93%	250,785	7.92%	258,483	8.17%	249,733	7.89%	260,977	8.25%	261,330	8.26%	229,439	7.25%
Books & Supplies	4000-4999		18,964	1.01%	303,249	16.10%	93,697	4.97%	17,202	0.91%	108,184	5.74%	66,471	3.53%	8,025	0.43%
Contracts & Services	5000-5999		86,834	6.28%	111,915	8.09%	102,891	7.44%	15,736	1.14%	276,428	19.99%	45,405	3.28%	52,289	3.78%
Capital Outlay	6000-6599		-		-		41,457	4.68%	-		144,625	16.33%	21,965	2.48%	43,465	4.91%
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		-		96,700	16.67%	48,350	8.33%	48,350	8.33%	48,350	8.33%	48,350	8.33%	48,350	8.33%
<b>Total Expenditures</b>			\$ 330,734	1.77%	\$ 1,479,230	7.92%	\$ 1,275,168	6.83%	\$ 1,004,994	5.38%	\$ 1,565,916	8.39%	\$ 1,183,698	6.34%	\$ 990,476	5.30%
<b>OTHER SOURCES/USES</b>																
Other Sources/Contributions to Restricted Programs	8900		-		-		-		-		-		-		-	
Other Uses	7600		-		-		-		-		-		-		-	
<b>Net Sources &amp; Uses</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>PRIOR YEAR TRANSACTIONS</b>																
		July 1 -														
		Beginning														
		Balances														
Accounts Receivable	9210	4,777,165	3,491,737	73.09%	446,178	9.34%	294,735	6.17%	209,498	4.39%	51,962	1.09%	-		209,810	4.39%
Prepaid Expenditures	9330	71,514	71,514	100.00%	-		-		-		-		-		-	
(Accounts Payable)	9510	295,247	295,247	100.00%	-		-		-		-		-		-	
(Line of Credit Payments)	9640	-	-		-		-		-		-		-		-	
(Deferred Revenue)	9650	116,779	116,779	100.00%	-		-		-		-		-		-	
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ 4,436,653	\$ 3,151,225		\$ 446,178		\$ 294,735		\$ 209,498		\$ 51,962		\$ -		\$ 209,810	
<b>OTHER ADJUSTMENTS (LIST)</b>																
<b>TOTAL MISC. ADJUSTMENTS</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>			\$ 2,822,221		\$ 517,323		\$ 431,371		\$ 996,445		\$ (479,476)		\$ (237,192)		\$ 1,617,094	
<b>ENDING CASH BALANCE</b>			\$ 6,862,323		\$ 7,379,646		\$ 7,811,017		\$ 8,807,461		\$ 8,327,985		\$ 8,090,794		\$ 9,707,887	

DATE PREPARED: 2/17/2022

CHARTER NAME: Academy for Academic Excellence  
2021-22 Second Interim Cash Flow

		February	%	March	%	April	%	May	%	June	%	Estimated	Total	Projected	Difference
		Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Accrual		Budget	
<b>Beginning Cash Balance</b>		9,707,887		9,118,133		8,658,404		9,527,982		8,824,728		6,302,479			
<b>REVENUE</b>															
LCFF Sources															
LCFF	8011	244,806	3.91%	244,806	3.91%	244,806	3.91%	244,806	3.91%	244,806	3.91%	244,808	6,265,587	6,265,587	-
EPA	8012					893,463	17.55%					2,415,844	5,092,367	5,092,367	-
State Aid - Prior Year	8019														
In Lieu Property Taxes	8096	117,885	7.76%	117,885	7.76%	117,885	7.76%	117,885	7.76%	117,885	7.76%	117,885	1,519,316	1,519,316	-
Federal	8100-8299	250,000	8.21%	300,000	9.85%	375,000	12.31%	125,000	4.10%	150,000	4.92%	1,103,571	3,046,288	3,046,288	-
State															
Lottery - Unrestricted	8560					29,917	13.29%					59,835	225,124	225,124	-
Lottery - Prop 20 - Restricted	8560					17,307	19.28%					34,613	89,774	89,774	-
Other State Revenue	8300-8599	75,000	5.59%	85,000	6.34%	325,000	24.24%	35,000	2.61%	75,000	5.59%	218,348	1,340,639	1,340,639	-
Local															
Interest	8660	81	8.47%	81	8.53%	81	8.53%	81	8.53%	81	8.53%	-	950	950	-
AB602 Local Special Education Transfer	8792	110,332	11.97%	110,332	11.97%	110,332	11.97%	110,332	11.97%	110,332	11.97%	110,335	921,419	921,419	-
Other Local Revenues	8600-8799	2,000	3.80%	1,924	3.66%	2,500	4.75%	3,500	6.65%	3,000	5.70%	100	52,600	52,600	-
<b>Total Revenues</b>		<b>\$ 800,104</b>	<b>4.31%</b>	<b>\$ 860,028</b>	<b>4.64%</b>	<b>\$ 2,116,291</b>	<b>11.41%</b>	<b>\$ 636,604</b>	<b>3.43%</b>	<b>\$ 701,104</b>	<b>3.78%</b>	<b>\$ 4,305,340</b>	<b>\$ 18,554,064</b>	<b>\$ 18,554,064</b>	<b>\$ -</b>
<b>EXPENDITURES</b>															
Certificated Salaries	1000-1999	584,877	8.47%	584,877	8.47%	584,877	8.47%	584,877	8.47%	584,877	8.47%	440,416	6,909,249	6,909,249	-
Classified Salaries	2000-2999	155,301	7.86%	155,301	7.86%	155,301	7.86%	155,301	7.86%	155,301	7.86%	382,081	1,975,125	1,975,125	-
Benefits	3000-3999	261,330	8.26%	261,330	8.26%	261,330	8.26%	261,330	8.26%	261,330	8.26%	286,019	3,164,645	3,164,645	-
Books & Supplies	4000-4999	200,000	10.62%	150,000	7.96%	150,000	7.96%	150,000	7.96%	150,000	7.96%	467,731	1,883,523	1,883,523	-
Contracts & Services	5000-5999	65,000	4.70%	45,000	3.25%	35,000	2.53%	65,000	4.70%	65,000	4.70%	416,340	1,382,839	1,382,839	-
Capital Outlay	6000-6599	75,000	8.47%	110,000	12.42%	50,000	5.65%	75,000	8.47%	65,000	7.34%	259,000	885,511	885,511	-
Other Outgo	7100-7299									1,893,496	100.00%		1,893,496	1,893,496	-
Debt Service (see Debt Form)	7400-7499	48,350	8.33%	48,350	8.33%	48,350	8.33%	48,350	8.33%	48,350	8.33%		580,200	580,200	-
<b>Total Expenditures</b>		<b>\$ 1,389,858</b>	<b>7.44%</b>	<b>\$ 1,354,858</b>	<b>7.26%</b>	<b>\$ 1,284,858</b>	<b>6.88%</b>	<b>\$ 1,339,858</b>	<b>7.17%</b>	<b>\$ 3,223,354</b>	<b>17.26%</b>	<b>\$ 2,251,588</b>	<b>\$ 18,674,588</b>	<b>\$ 18,674,588</b>	<b>\$ -</b>
<b>OTHER SOURCES/USES</b>															
Other Sources/Contributions to Restricted Programs	8900														
Other Uses	7600														
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>PRIOR YEAR TRANSACTIONS</b>															
			%		%		%		%		%			Remaining	
			Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal			Balance	
Accounts Receivable	9210			35,101	0.73%	38,145	0.80%						4,777,165	-	
Prepaid Expenditures	9330												71,514	-	
(Accounts Payable)	9510												295,247	-	
(Line of Credit Payments)	9640													-	
(Deferred Revenue)	9650												116,779	-	
<b>NET PRIOR YEAR TRANSACTIONS</b>		<b>\$ -</b>		<b>\$ 35,101</b>		<b>\$ 38,145</b>		<b>\$ -</b>		<b>\$ -</b>			<b>\$ 4,436,653</b>	<b>\$ -</b>	
<b>OTHER ADJUSTMENTS (LIST)</b>															
<b>TOTAL MISC. ADJUSTMENTS</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>			<b>\$ -</b>		
<b>NET REVENUES LESS EXPENDITURES</b>		<b>\$ (589,754)</b>		<b>\$ (459,729)</b>		<b>\$ 869,578</b>		<b>\$ (703,254)</b>		<b>\$ (2,522,250)</b>		<b>\$ 2,053,753</b>	<b>\$ 4,316,129</b>		
<b>ENDING CASH BALANCE</b>		<b>\$ 9,118,133</b>		<b>\$ 8,658,404</b>		<b>\$ 9,527,982</b>		<b>\$ 8,824,728</b>		<b>\$ 6,302,479</b>		<b>\$ 8,356,231</b>			

Ending Cash plus Accruals should equal Ending Fund Balance \$ 8,537,938  
\$ (181,707)

**CHARTER NAME: Academy for Academic Excellence**  
**2022-23 Second Interim Cash Flow**

DATE PREPARED:

**2/17/2022**

			July	%	August	%	September	%	October	%	November	%	December	%	January	%
			Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud
<b>Beginning Cash Balance</b>	July 1 Cash =		6,302,479		8,258,212		7,442,093		6,725,974		7,716,876		7,238,462		6,810,049	
<b>REVENUE</b>																
LCFF Sources																
LCFF	8011		-		359,632	5.00%	359,632	5.00%	647,337	9.00%	647,337	9.00%	647,337	9.00%	647,337	9.00%
EPA	8012		-		-		-		1,372,092	25.00%	-		-		1,372,092	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		129,942	8.33%	129,942	8.33%	129,942	8.33%	129,942	8.33%	129,942	8.33%	129,942	8.33%
Federal	8100-8299															
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		60,657	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		24,189	25.00%
Other State Revenue	8300-8599															
Local																
Interest	8660		83	8.30%	83	8.30%	83	8.30%	83	8.30%	83	8.30%	84	8.40%	84	8.40%
AB602 Local Special Education Transfer	8792				76,785	8.33%	76,785	8.33%	76,785	8.33%	76,785	8.33%	76,785	8.33%	76,785	8.33%
Other Local Revenues	8600-8799															
<b>Total Revenues</b>			\$ 83	0.00%	\$ 566,442	3.35%	\$ 566,442	3.35%	\$ 2,226,239	13.16%	\$ 854,147	5.05%	\$ 854,148	5.05%	\$ 2,311,086	13.66%
<b>EXPENDITURES</b>																
Certificated Salaries	1000-1999		103,933	1.60%	581,082	8.95%	581,082	8.95%	581,082	8.95%	581,082	8.95%	581,082	8.95%	581,082	8.95%
Classified Salaries	2000-2999		56,218	3.00%	165,248	8.82%	165,248	8.82%	165,248	8.82%	165,248	8.82%	165,248	8.82%	165,248	8.82%
Benefits	3000-3999		62,635	2.00%	279,012	8.91%	279,012	8.91%	279,012	8.91%	279,012	8.91%	279,012	8.91%	279,012	8.91%
Books & Supplies	4000-4999		107,418	8.33%	107,419	8.33%	107,419	8.33%	107,419	8.33%	107,419	8.33%	107,419	8.33%	107,419	8.33%
Contracts & Services	5000-5999		101,463	8.33%	101,465	8.33%	101,465	8.33%	101,465	8.33%	101,465	8.33%	101,465	8.33%	101,465	8.33%
Capital Outlay	6000-6599				100,000	47.62%					50,000	23.81%				
Other Outgo	7100-7299															
Debt Service (see Debt Form)	7400-7499		48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%
<b>Total Expenditures</b>			\$ 480,002	2.84%	\$ 1,382,561	8.19%	\$ 1,282,561	7.60%	\$ 1,282,561	7.60%	\$ 1,332,561	7.90%	\$ 1,282,561	7.60%	\$ 1,282,561	7.60%
<b>OTHER SOURCES/USES</b>																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
<b>Net Sources &amp; Uses</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>PRIOR YEAR TRANSACTIONS</b>																
		July 1 -		%		%		%		%		%		%		%
		Beginning		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal
		Balances														
Accounts Receivable	9210	2,755,100	2,660,652	96.57%					47,224	1.71%					47,224	1.71%
Prepaid Expenditures	9330	75,000	75,000	100.00%												
(Accounts Payable)	9510	300,000	300,000	100.00%												
(Line of Credit Payments)	9640															
(Deferred Revenue)	9650															
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ 2,530,100	\$ 2,435,652		\$ -		\$ -		\$ 47,224		\$ -		\$ -		\$ 47,224	
<b>OTHER ADJUSTMENTS (LIST)</b>																
<b>TOTAL MISC. ADJUSTMENTS</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>			\$ 1,955,733		\$ (816,119)		\$ (716,119)		\$ 990,902		\$ (478,414)		\$ (428,413)		\$ 1,075,749	
<b>ENDING CASH BALANCE</b>			\$ 8,258,212		\$ 7,442,093		\$ 6,725,974		\$ 7,716,876		\$ 7,238,462		\$ 6,810,049		\$ 7,885,798	

CHARTER NAME: Academy for Academic Excellence

2022-23 Second Interim Cash Flow

DATE PREPARED:

2/17/2022

Rev. 5/28/2021

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference	
<b>Beginning Cash Balance</b>	7,885,798		7,457,383		7,028,969		7,997,492		7,569,078		5,064,267				
<b>REVENUE</b>															
<b>LCFF Sources</b>															
LCFF	8011	647,337	9.00%	647,337	9.00%	647,337	9.00%	647,337	9.00%	647,337	9.00%	647,344	7,192,641	7,192,641	-
EPA	8012	-		-		1,372,092	25.00%	-		-		1,372,092	5,488,368	5,488,368	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	129,942	8.33%	129,942	8.33%	129,942	8.33%	129,942	8.33%	129,942	8.33%	129,944	1,559,306	1,559,306	-
Federal	8100-8299											1,130,078	1,130,078	1,130,078	-
<b>State</b>															
Lottery - Unrestricted	8560	-		-		60,657	25.00%	-		-		121,317	242,631	242,631	-
Lottery - Prop 20 - Restricted	8560	-		-		24,189	25.00%	-		-		48,377	96,755	96,755	-
Other State Revenue	8300-8599											289,743	289,743	289,743	-
<b>Local</b>															
Interest	8660	83	8.30%	84	8.40%	83	8.30%	84	8.40%	83	8.30%	-	1,000	1,000	-
AB602 Local Special Education Transfer	8792	76,785	8.33%	76,785	8.33%	76,785	8.33%	76,785	8.33%	76,785	8.33%	76,784	921,419	921,419	-
Other Local Revenues	8600-8799											-	-	-	-
<b>Total Revenues</b>		\$ 854,147	5.05%	\$ 854,148	5.05%	\$ 2,311,085	13.66%	\$ 854,148	5.05%	\$ 854,147	5.05%	\$ 3,815,679	\$ 16,921,941	\$ 16,921,941	\$ -
<b>EXPENDITURES</b>															
Certificated Salaries	1000-1999	581,082	8.95%	581,082	8.95%	581,082	8.95%	581,082	8.95%	581,082	8.95%	-	6,495,835	6,495,835	-
Classified Salaries	2000-2999	165,248	8.82%	165,248	8.82%	165,248	8.82%	165,248	8.82%	165,248	8.82%	-	1,873,946	1,873,946	-
Benefits	3000-3999	279,012	8.91%	279,012	8.91%	279,012	8.91%	279,012	8.91%	279,012	8.91%	-	3,131,767	3,131,767	-
Books & Supplies	4000-4999	107,419	8.33%	107,419	8.33%	107,419	8.33%	107,419	8.33%	107,419	8.33%	-	1,289,027	1,289,027	-
Contracts & Services	5000-5999	101,465	8.33%	101,465	8.33%	101,465	8.33%	101,465	8.33%	101,465	8.33%	-	1,217,578	1,217,578	-
Capital Outlay	6000-6599					60,000	28.57%					-	210,000	210,000	-
Other Outgo	7100-7299									2,076,396	100.00%	-	2,076,396	2,076,396	-
Debt Service (see Debt Form)	7400-7499	48,336	8.33%	48,336	8.33%	48,336	8.33%	48,336	8.33%	48,336	8.33%	-	580,025	580,025	-
<b>Total Expenditures</b>		\$ 1,282,562	7.60%	\$ 1,282,562	7.60%	\$ 1,342,562	7.96%	\$ 1,282,562	7.60%	\$ 3,358,958	19.91%	\$ -	\$ 16,874,574	\$ 16,874,574	\$ -
<b>OTHER SOURCES/USES</b>															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
<b>Net Sources &amp; Uses</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
<b>PRIOR YEAR TRANSACTIONS</b>															
		% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal				Remaining Balance	
Accounts Receivable	9210												2,755,100	-	
Prepaid Expenditures	9330												75,000	-	
(Accounts Payable)	9510												300,000	-	
(Line of Credit Payments)	9640												-	-	
(Deferred Revenue)	9650												-	-	
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 2,530,100	\$ -	
<b>OTHER ADJUSTMENTS (LIST)</b>															
<b>TOTAL MISC. ADJUSTMENTS</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>		\$ (428,415)		\$ (428,414)		\$ 968,523		\$ (428,414)		\$ (2,504,811)		\$ 3,815,679	\$ 2,577,467		
<b>ENDING CASH BALANCE</b>		\$ 7,457,383		\$ 7,028,969		\$ 7,997,492		\$ 7,569,078		\$ 5,064,267		\$ 8,879,945			

Ending Fund Balance \$ 8,537,938  
Ending Cash plus Accruals should equal Ending Fund Balance \$ 342,007



Charter School Attendance		CHARTER NAME: Norton Science and Language Academy CHARTER #: 903														
Fiscal Year 2021-22 Second Interim Report Projected ADA as of January 31, 2022																
Rev. 5/12/2021																
Charter Authorizer: Enter Charter Authorizer on INTERIM-CERTIFICATION Worksheet		2020-21			2021-22 Adopted Budget			2021-22 Second Interim			2022-23 Second Interim			2023-24 Second Interim		
Line		Actual ADA P-2 (19/20)	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Period	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	
<b>Non Classroom Funding Determination Rate*</b>		<b>100%</b>														
TK/K-3:																
	Regular ADA	A-1	426.70		473.45		10.96%	451.27		-4.68%	476.30		5.55%	500.94		5.17%
	Classroom-based ADA included in A-1	A-2	426.70		473.45		10.96%	451.27		-4.68%	476.30		5.55%	500.94		5.17%
	Extended Year Special Ed	A-3	-		-											
	Classroom-based ADA included in A-3	A-4	-		-											
	Special Ed - NPS	A-5	-		-											
	Classroom-based ADA included in A-5	A-6	-		-											
	Extended Year Special Ed - NPS	A-7	-		-											
	Classroom-based ADA included in A-7	A-8	-		-											
	ADA Totals (A-1, A3, A5, A7)	A-9	426.70	-	473.45	-	10.96%	451.27		-4.68%	476.30		5.55%	500.94		5.17%
	Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	426.70	426.70	473.45	473.45	10.96%	451.27	451.27	-4.68%	476.30	476.30	5.55%	500.94	500.94	5.17%
	Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
	ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1	-		-			21.60			22.80		5.56%	23.98		5.18%
Grades 4-6																
	Regular ADA	A-1	259.10		283.14		9.28%	290.06		2.44%	299.05		3.10%	311.97		4.32%
	Classroom-based ADA included in A-1	A-2	259.10		283.14		9.28%	290.06		2.44%	299.05		3.10%	311.97		4.32%
	Extended Year Special Ed	A-3	-		-											
	Classroom-based ADA included in A-3	A-4	-		-											
	Special Ed - NPS	A-5	-		-											
	Classroom-based ADA included in A-5	A-6	-		-											
	Extended Year Special Ed - NPS	A-7	-		-											
	Classroom-based ADA included in A-7	A-8	-		-											
	ADA Totals (A-1, A3, A5, A7)	A-9	259.10	-	283.14	-	9.28%	290.06		2.44%	299.05		3.10%	311.97		4.32%
	Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	259.10	259.10	283.14	283.14	9.28%	290.06	290.06	2.44%	299.05	299.05	3.10%	311.97	311.97	4.32%
	Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
Grades 7-8																
	Regular ADA	A-1	103.40		186.47		80.34%	170.75		-8.43%	212.19		24.27%	225.62		6.33%
	Classroom-based ADA included in A-1	A-2	103.40		186.47		80.34%	170.75		-8.43%	212.19		24.27%	225.62		6.33%
	Extended Year Special Ed	A-3	-		-											
	Classroom-based ADA included in A-3	A-4	-		-											
	Special Ed - NPS	A-5	-		-											
	Classroom-based ADA included in A-5	A-6	-		-											
	Extended Year Special Ed - NPS	A-7	-		-											
	Classroom-based ADA included in A-7	A-8	-		-											
	ADA Totals (A-1, A3, A5, A7)	A-9	103.40	-	186.47	-	80.34%	170.75		-8.43%	212.19		24.27%	225.62		6.33%
	Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	103.40	103.40	186.47	186.47	80.34%	170.75	170.75	-8.43%	212.19	212.19	24.27%	225.62	225.62	6.33%
	Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	

Charter School Attendance		CHARTER NAME: Norton Science and Language Academy CHARTER #: 903													
Fiscal Year 2021-22 Second Interim Report Projected ADA as of January 31, 2022															
Rev. 5/12/2021															
Charter Authorizer: Enter Charter Authorizer on INTERIM-CERTIFICATION Worksheet		2020-21		2021-22 Adopted Budget			2021-22 Second Interim			2022-23 Second Interim			2023-24 Second Interim		
Line		Actual ADA P-2 (19/20)	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Period	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Grades 9-12															
	Regular ADA	A-1	-	90.82			57.32		-36.89%	120.52		110.26%	213.61		77.24%
	Classroom-based ADA included in A-1	A-2	-	90.82			57.32		-36.89%	120.52		110.26%	213.61		77.24%
	Extended Year Special Ed	A-3	-	-			-			-			-		
	Classroom-based ADA included in A-3	A-4	-	-			-			-			-		
	Special Ed - NPS	A-5	-	-			-			-			-		
	Classroom-based ADA included in A-5	A-6	-	-			-			-			-		
	Extended Year Special Ed - NPS	A-7	-	-			-			-			-		
	Classroom-based ADA included in A-7	A-8	-	-			-			-			-		
	ADA Totals (A-1, A3, A5, A7)	A-9	-	90.82	-		57.32		-36.89%	120.52		110.26%	213.61		77.24%
	Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	90.82	90.82		57.32	57.32	-36.89%	120.52	120.52	110.26%	213.61	213.61	77.24%
	Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-		-	-		-	-		-	-	
Totals															
	Regular ADA	A-1	789.20		1,033.88	31.00%	969.40		-6.24%	1,108.06		14.30%	1,252.14		13.00%
	Classroom-based ADA included in A-1	A-2	789.20		1,033.88	31.00%	969.40		-6.24%	1,108.06		14.30%	1,252.14		13.00%
	Extended Year Special Ed	A-3	-		-		-			-			-		
	Classroom-based ADA included in A-3	A-4	-		-		-			-			-		
	Special Ed - NPS	A-5	-		-		-			-			-		
	Classroom-based ADA included in A-5	A-6	-		-		-			-			-		
	Extended Year Special Ed - NPS	A-7	-		-		-			-			-		
	Classroom-based ADA included in A-7	A-8	-		-		-			-			-		
	ADA Totals (A-1, A3, A5, A7)	A-9	789.20	-	1,033.88	31.00%	969.40		-6.24%	1,108.06		14.30%	1,252.14		13.00%
	Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	789.20	789.20	1,033.88	31.00%	969.40	969.40	-6.24%	1,108.06	1,108.06	14.30%	1,252.14	1,252.14	13.00%
	Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-		-	-		-	-		-	-	
	<b>Total Funded ADA</b>		-	789.20	-	1,033.88		969.40		1,108.06		1,108.06		1,252.14	

\* For non-classroom, P-2 ADA multiplied by Funding Determination %. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

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ASSUMPTIONS:	2021-22	2022-23	Change	2023-24	Change
<b>Local Control Funding (LCFF) - BAS/FCMAT Calculator:</b>					
COLA (on Base)	5.07%	2.48%	-2.59%	3.11%	0.63%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 11,016,275	\$ 13,007,698	18.08%	\$ 15,339,562	17.93%
<b>Lottery Allocation Amount Per ADA:</b>					
Unrestricted	\$ 163	\$ 163	\$ -	\$ 163	\$ -
Restricted	\$ 65	\$ 65	\$ -	\$ 65	\$ -
<b>ADA/Enrollment:</b>					
Total Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Classroom Based ADA	969.40	1,108.06	138.66	1,252.14	144.08
Total Funded P-2 Attendance	969.40	1,108.06	138.66	1,252.14	144.08
Estimated Enrollment PY CBEDS Certified Enrollment	1,051	1,051	1,185	1,310	125.00
Enrollment Growth Over Prior Year	0.00%	0.00%	12.75%	10.55%	
ADA to Enrollment Ratio 2020-21	75.09%	92.24%	93.51%	95.58%	
Unduplicated Count PY CBEDS Certified Unduplicated Count	833	833	924	1,021	97.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %) 2020-21	78.05%	78.05%	78.05%	78.34%	
<b>Certificated Salaries and Benefits:</b>					
Number of Teachers (FTE)	46.00	53.00	7.00	59.00	6.00
Number of Certificated Management FTEs	3.00	3.00	0.00	3.00	0.00
Number of Other Certificated FTEs	4.00	4.00	0.00	4.00	0.00
Classroom Staffing Ratio - Students per FTE	22.85	22.36	-0.49	22.20	-0.16
Teachers Increased/(Decreased) for projected Enrollment change over PY	10.00	6.00	-4.00	6.00	0.00
Average Teacher FTE Salary	\$ 79,217	\$ 82,385	4.00%	\$ 85,681	4.00%
Average Certificated Management FTE Salary	\$ 121,805	\$ 130,331	7.00%	\$ 135,544	4.00%
Average Other Certificated FTE Salary	\$ 78,709	\$ 81,858	4.00%	\$ 85,132	4.00%
Cert Step and Column Increase (Total Annual Cost)	\$ 160,000	\$ 168,000	5.00%	\$ 176,400	5.00%
Health and Welfare Cost per Employee	\$ 13,362	\$ 13,763	3.00%	\$ 14,176	3.00%
Retirement Cost per Employee	\$ 14,320	\$ 15,217	6.26%	\$ 15,826	4.00%
STRS Rate	16.92%	19.10%	2.18%	19.10%	0.00%
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
With the development of our new campus, we are now growing into High School. Each year we will be adding a new grade level starting in the 2021/2022 school year with our first Freshman Class until we have our first graduating class of 2025.					
<b>Classified Salaries and Benefits:</b>					
Number of Classified (Non-Mgmt) FTEs	39.90	42.46	2.56	45.71	3.25
Number of Classified Management FTEs	0.00	0.00	0.00	0.00	0.00
Average Salary per Classified Non-Mgmt FTE	\$ 29,958	\$ 31,082	3.75%	\$ 32,325	4.00%
Average Salary per Classified Mgmt FTE	\$ -	\$ -		\$ -	
Class Step and Column Increase (Total Annual Cost)	\$ 45,000	\$ 47,025	4.50%	\$ 49,141	4.50%
Health and Welfare Cost per Class Employee	\$ 1,595	\$ 1,650	3.45%	\$ 1,726	4.61%
Retirement Cost per Class Employee	\$ 7,771	\$ 8,020	3.20%	\$ 8,325	3.80%
PERS Rate	22.91%	26.10%	3.19%	27.10%	1.00%
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
<b>Statutory Benefits</b>					
FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	0.50%	0.50%	0.00%	0.50%	0.00%
Workers Comp	1.40000%	1.40000%	0.00%	1.40000%	0.00%
<b>Facilities:</b>					
Rent	\$ 2,555,938	\$ 2,985,937	16.82%	\$ 3,156,875	5.72%
Electricity	\$ 180,000	\$ 195,000	8.33%	\$ 210,000	7.69%
Heating (gas)	\$ 20,000	\$ 22,500	12.50%	\$ 25,000	11.11%
Other					
Explain "Other" facility costs:					
<b>Administrative Service Agreements:</b>					
1.00% Oversight Fees to Sponsor	\$ 110,163	\$ 130,077	18.08%	\$ 153,396	17.93%
Administrative Service Contract	\$ 1,414,851	\$ 1,668,019	17.89%	\$ 1,964,046	17.75%
Other Contracted Costs					
<b>List Noteworthy Assumptions for other 1st Interim line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)</b>					

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DESCRIPTION	Adopted Budget 2021-22	First Interim Projected Budget 2021-22	Second Interim Actual thru January 31, 2022	Second Interim Projected Budget 2021-22	Percent Change	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change	
<b>REVENUES</b>										
LCFF Sources										
LCFF	8011	9,506,160	7,496,464	3,949,843	-20.76%	9,026,118	19.82%	10,840,260	20.10%	
EPA	8012	1,998,341	3,480,352	946,177	74.31%	3,981,580	14.30%	4,499,302	13.00%	
State Aid - Prior Year	8019	-	-	-	-	-	-	-	-	
In Lieu Property Taxes	8096	-	-	-	-	-	-	-	-	
Federal	8100-8299	-	-	-	-	-	-	-	-	
State										
Lottery - Unrestricted	8560	161,977	151,745	82,932	1.89%	188,644	14.30%	213,173	13.00%	
Lottery - Prop 20 - Restricted	8560	-	-	-	-	-	-	-	-	
Other State Revenue	8300-8599	1,055,575	1,048,582	84,705	-0.66%	1,205,310	14.95%	1,311,925	8.85%	
Local										
Interest	8660	-	950	545		1,000	5.26%	1,000	0.00%	
AB602 Local Special Education Transfer	8792	-	-	-	-	-	-	-	-	
Other Local Revenues	8600-8799	90,000	175,000	507,651	527.78%	-	-	-	-	
<b>Total Revenues</b>		<b>\$ 12,812,053</b>	<b>\$ 12,353,093</b>	<b>\$ 5,571,853</b>	<b>\$ 12,795,844</b>	<b>-0.13%</b>	<b>\$ 14,402,652</b>	<b>12.56%</b>	<b>\$ 16,865,660</b>	<b>17.10%</b>
<b>EXPENDITURES</b>										
Certificated Salaries	1000-1999	4,171,064	4,000,674	2,252,427	-4.04%	4,662,700	16.49%	5,183,929	11.18%	
Classified Salaries	2000-2999	958,047	966,506	390,693	1.66%	1,105,166	13.48%	1,219,373	10.33%	
Benefits	3000-3999	1,903,946	1,868,660	956,028	-0.57%	2,352,432	24.26%	2,708,922	15.15%	
Books & Supplies	4000-4999	424,580	470,616	612,566	22.51%	668,934	28.60%	951,917	42.30%	
Contracts & Services	5000-5999	849,645	799,968	420,910	-5.80%	923,891	15.43%	1,114,635	20.65%	
Capital Outlay	6000-6599	-	10,000	948,018	-	100,000	-	150,000	50.00%	
Other Outgo	7100-7299	1,477,324	1,408,257	-	-4.23%	1,668,019	17.89%	1,964,046	17.75%	
Debt Service (see Debt Form)	7400-7499	2,555,938	2,555,937	1,524,464	0.00%	2,860,938	11.93%	3,076,875	7.55%	
<b>Total Expenditures</b>		<b>\$ 12,340,544</b>	<b>\$ 12,080,618</b>	<b>\$ 7,105,105</b>	<b>\$ 12,160,981</b>	<b>-1.46%</b>	<b>\$ 14,342,080</b>	<b>17.94%</b>	<b>\$ 16,369,697</b>	<b>14.14%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ 471,509</b>	<b>\$ 272,474</b>	<b>\$ (1,533,252)</b>	<b>\$ 634,863</b>	<b>34.65%</b>	<b>\$ 60,572</b>	<b>-90.46%</b>	<b>\$ 495,963</b>	<b>718.79%</b>
<b>OTHER SOURCES &amp; USES</b>										
Other Sources/Contributions to Restricted Programs	8900	(126,374)	-	-	-	-	-	-	-	
Other Uses	7600	-	-	-	-	-	-	-	-	
<b>Net Sources &amp; Uses</b>		<b>\$ (126,374)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ 345,135</b>	<b>\$ 272,474</b>	<b>\$ (1,533,252)</b>	<b>\$ 634,863</b>	<b>83.95%</b>	<b>\$ 60,572</b>	<b>-90.46%</b>	<b>\$ 495,963</b>	<b>718.79%</b>

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DESCRIPTION	Adopted Budget 2021-22	First Interim Projected Budget 2021-22	Second Interim Actual thru January 31, 2022	Second Interim Projected Budget 2021-22	Percent Change	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change
<b>FUND BALANCE, RESERVES</b>									
Beginning Balance at Adopted Budget	9791	7,565,379	7,565,379	7,565,379	7,565,379				
Adjustments for Unaudited Actuals	9792		613,385	613,385	613,385				
Beg Fund Balance at Unaudited Actuals			8,178,764	8,178,764	8,178,764				
Adjustments for Audit	9793		-	(1,248,764)	(1,248,764)				
Adjustments for Restatements	9795		-	-	-				
Beginning Fund Balance as per Audit Report +/- Restatements			8,178,764	6,930,000	6,930,000		7,564,863	7,625,435	
Ending Balance	9790	\$ 7,910,514	\$ 8,451,238	\$ 5,396,748	\$ 7,564,863	-4.37%	\$ 7,625,435	0.80%	\$ 8,121,398 6.50%
<b>Components of Ending Fund Balance (Budget):</b>									
<b>a. Nonspendable</b>									
Revolving Cash	9711	-	-						
Stores	9712	-	-						
Prepaid Expenditures	9713	-	-						
All Others	9719	-	-						
<b>b. Restricted</b>									
<b>c. Committed</b>									
Committed - Stabilization Arrangements	9750	-	-						
Committed - Other	9760	-	-						
<b>d. Assignments</b>									
<b>e. Unassigned</b>									
Reserve for Economic Uncertainties	9789	2,150,000	232,399	-	2,150,000	0.00%	2,150,000	0.00%	2,150,000 0.00%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	5,760,514	8,218,839	5,396,748	5,414,863	-6.00%	5,475,435	1.12%	5,971,398 9.06%

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<b>ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:</b>									
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)									
1 Ex. Erate	-	-							
2	-	-							
3	-	-							
4	-	-							
5	-	-							
6	-	-							
7	-	-							
8	-	-							
9	-	-							
<b>Total Federal Awards Budgeted:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	
Lottery Unrestricted Allocation per ADA	\$ 150.00	\$ 150.00		\$ 163.00		\$ 163.00		\$ 163.00	
Lottery Unrestricted Estimated Award	\$ 161,977	\$ 151,745		\$ 165,037	1.89%	\$ 188,644	14.30%	\$ 213,173	13.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE									
1	-	-							
2 MAA	35,000	35,000	8,046	35,000	0.00%	40,000	14.29%	45,000	12.50%
3 Mandate Block Grant	20,575	13,582	13,582	13,582	-33.99%	15,310	12.72%	16,925	10.55%
4 SB740	1,000,000	1,000,000	63,077	1,000,000	0.00%	1,150,000	15.00%	1,250,000	8.70%
5	-	-							
6	-	-							
7	-	-							
8	-	-							
9	-	-							
10	-	-							
11	-	-							
12	-	-							
13	-	-							
14	-	-							
15	-	-							
16	-	-							
17	-	-							
18	-	-							
<b>Total Other State Revenue Funds Budgeted:</b>	<b>\$ 1,055,575</b>	<b>\$ 1,048,582</b>	<b>\$ 84,705</b>	<b>\$ 1,048,582</b>	<b>-0.66%</b>	<b>\$ 1,205,310</b>	<b>14.95%</b>	<b>\$ 1,311,925</b>	<b>8.85%</b>
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"									
1 Ex. Services Reimbursed by District	-	-							
2 Before & After School	90,000	95,000	87,786	95,000	5.56%	-		-	
3 Donations/Refunds	-	60,000	413,767	450,000		-		-	
4 Class Fees	-	20,000	6,098	20,000		-		-	
5	-	-							
6	-	-							
<b>Total Other Local Revenue Funds Budgeted:</b>	<b>\$ 90,000</b>	<b>\$ 175,000</b>	<b>\$ 507,651</b>	<b>\$ 565,000</b>	<b>527.78%</b>	<b>\$ -</b>		<b>\$ -</b>	

CHARTER NAME: Norton Science and Language Academy  
 CDS #: 361036301155808  
 CHARTER #: 903

Fiscal Year 2021-22 Second Interim Report  
 Restricted MYP

DESCRIPTION	Adopted Budget 2021-22	First Interim Projected Budget 2021-22	Second Interim Actual thru January 31, 2022	Second Interim Projected Budget 2021-22	Percent Change	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change	
<b>REVENUES</b>										
LCFF Sources										
LCFF	8011									
EPA	8012									
State Aid - Prior Year	8019									
In Lieu Property Taxes	8096									
Federal	8100-8299	872,741	3,744,691	736,871	332.29%	1,139,524	-69.80%	1,139,524	0.00%	
State										
Lottery - Unrestricted	8560									
Lottery - Prop 20 - Restricted	8560	52,912	49,570	21,998	65.81%	75,226	14.30%	85,008	13.00%	
Other State Revenue	8300-8599	31,166	398,724	562,655	661,695	2023.13%	398,724	-39.74%	398,724	0.00%
Local										
Interest	8660	-	-	-	-	-	-	-	-	
AB602 Local Special Education Transfer	8792	621,026	705,064	229,251	607,073	-2.25%	693,900	14.30%	784,128	13.00%
Other Local Revenues	8600-8799	-	500	23	500	-	-	-	-	
<b>Total Revenues</b>		\$ 1,577,845	\$ 4,898,549	\$ 1,550,798	\$ 5,107,820	223.72%	\$ 2,307,374	-54.83%	\$ 2,407,384	4.33%
<b>EXPENDITURES</b>										
Certificated Salaries	1000-1999	531,376	1,368,739	343,333	1,364,239	156.74%	578,631	-57.59%	601,776	4.00%
Classified Salaries	2000-2999	294,506	594,744	149,277	594,744	101.95%	392,376	-34.03%	407,090	3.75%
Benefits	3000-3999	288,047	549,380	157,256	548,467	90.41%	330,225	-39.79%	346,736	5.00%
Books & Supplies	4000-4999	378,706	1,773,403	206,205	1,806,776	377.09%	583,823	-67.69%	616,802	5.65%
Contracts & Services	5000-5999	85,368	991,219	55,060	958,470	1022.75%	225,800	-76.44%	230,600	2.13%
Capital Outlay	6000-6599	-	100,000	3,765	100,000	-	-	-	-	
Other Outgo	7100-7299	126,216	176,044	-	186,949	48.12%	196,519	5.12%	204,380	4.00%
Debt Service (see Debt Form)	7400-7499	-	-	-	-	-	-	-	-	
<b>Total Expenditures</b>		\$ 1,704,219	\$ 5,553,529	\$ 914,897	\$ 5,559,645	226.23%	\$ 2,307,374	-58.50%	\$ 2,407,384	4.33%
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>										
		\$ (126,374)	\$ (654,980)	\$ 635,901	\$ (451,825)		\$ 0		\$ (0)	
<b>OTHER SOURCES &amp; USES</b>										
Other Sources/Contributions to Restricted Programs	8900	126,374	-							
Other Uses	7600	-	-							
<b>Net Sources &amp; Uses</b>		\$ 126,374	\$ -	\$ -	\$ -		\$ -		\$ -	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>										
		\$ 0	\$ (654,980)	\$ 635,901	\$ (451,825)		\$ 0		\$ (0)	

CHARTER NAME: Norton Science and Language Academy  
 CDS #: 361036301155808  
 CHARTER #: 903

Fiscal Year 2021-22 Second Interim Report  
 Restricted MYP

DESCRIPTION	Adopted Budget 2021-22	First Interim Projected Budget 2021-22	Second Interim Actual thru January 31, 2022	Second Interim Projected Budget 2021-22	Percent Change	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change
Rev. 5/12/2021									
<b>FUND BALANCE, RESERVES</b>									
Beginning Balance at Adopted Budget	9791	3,046,244	3,046,244	3,046,244					
Adjustments for Unaudited Actuals	9792		(1,808,893)	(1,808,893)					
Beg Fund Balance at Unaudited Actuals			1,237,351	1,237,351					
Adjustments for Audit	9793		-	(24,416)					
Adjustments for Restatements	9795		-						
Beginning Fund Balance as per Audit Report +/- Restatements			1,237,351	1,212,935		761,110		761,110	
Ending Balance		\$ 3,046,244	\$ 582,371	\$ 1,848,836	-75.01%	\$ 761,110	0.00%	\$ 761,110	0.00%
<b>Components of Ending Fund Balance (Budget):</b>									
<b>a. Nonspendable</b>									
Revolving Cash	9711								
Stores	9712								
Prepaid Expenditures	9713								
All Others	9719								
<b>b. Restricted</b>	9740	3,046,244	582,371	1,848,836	-75.01%	761,110	0.00%	761,110	0.00%
<b>c. Committed</b>									
Committed - Stabilization Arrangements	9750								
Committed - Other	9760								
<b>d. Assignments</b>									
9780									
<b>e. Unassigned</b>									
Reserve for Economic Uncertainties	9789								
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790								
If Restricted Fund Balances Exist, Identify Balance by Program:									
1 EX. AB602 - Special Education									
2 Title I		-	-	-		-		-	
3 Title II		-	-	-		-		-	
4 Title III		-	-	-		-		-	
5 Title IV		-	-	-		-		-	
6 Cafeteria		81,000	22,243	-72.54%	122,243	49.57%	192,243	57.26%	287,243
7 COVID		2,690,671	-		100,000		100,000	0.00%	-
8 Classified School Employee PD		6,116	6,116		6,116		6,116		6,116
9 AB 86 In-Person Incentive		-	57,397		57,397	0.00%	57,397	0.00%	57,397
10 Restricted Lottery		268,457	496,614	84.99%	475,353	-4.28%	405,353	-14.73%	410,353
Ending Restricted Fund Balance		3,046,244	582,371		761,110		761,110		761,110



CHARTER NAME: Norton Science and Language Academy  
 CDS #: 361036301155808  
 CHARTER #: 903

Fiscal Year 2021-22 Second Interim Report  
 Restricted MYP

DESCRIPTION	Adopted Budget 2021-22	First Interim Projected Budget 2021-22	Second Interim Actual thru January 31, 2022	Second Interim Projected Budget 2021-22	Percent Change	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change
<b>ASSUMPTIONS RESTRICTED PROGRAMS:</b>									
LIST FEDERAL RESTRICTED REVENUES									
1 EX, Title I	-	-	-	-		-		-	
2 Title I	245,912	296,589	134,632	296,589		270,303	-8.86%	270,303	0.00%
3 Title II	32,514	59,868	-	59,868		38,452	-35.77%	38,452	0.00%
4 Title III	29,744	43,960	-	43,960		30,420	-30.80%	30,420	0.00%
5 Title IV	17,747	22,105	4,930	22,105		17,175	-22.30%	17,175	0.00%
6 IDEA-Special Education	150,104	144,094	-	172,142		172,142	0.00%	172,142	0.00%
7 Cafeteria-Federal	396,720	611,032	131,817	611,032		611,032	0.00%	611,032	0.00%
8 Corona Virus Funds (ESSER I, II, III, GEER and CVRF)	-	2,567,043	465,491	2,567,043		-		-	
9	-	-	-	-		-		-	
<b>Total Federal Awards Budgeted:</b>	<b>\$ 872,741</b>	<b>\$ 3,744,691</b>	<b>\$ 736,871</b>	<b>\$ 3,772,739</b>		<b>\$ 1,139,524</b>	<b>-69.80%</b>	<b>\$ 1,139,524</b>	<b>0.00%</b>
Lottery Prop 20 Restricted Allocation per ADA	\$ 49.00	\$ 49.00		\$ 65.00		\$ 65.00		\$ 65.00	
Lottery Estimated Prop 20 Restricted Award	\$ 52,912.47	\$ 49,570		\$ 65,812	32.77%	\$ 75,226	14.30%	\$ 85,008	13.00%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"									
1 Cafeteria-State	31,166	38,551	11,020	38,551		38,551	0.00%	38,551	0.00%
2 ELO-ASP/Summer Academy	-	360,173	-	360,173		360,173	0.00%	360,173	0.00%
3 SPED - Learning Recovery	-	-	-	44,947		-		-	
4 SPED - Dispute Prevention	-	-	-	9,988		-		-	
5 Educator Effectiveness	-	-	140,909	176,136		-		-	
6 Child Nutrition CACFP	-	-	31,900	31,900		-		-	
7 In-Person Instruction	-	-	180,876	-		-		-	
8 Expanded Learning Opportunities	-	-	197,950	-		-		-	
9	-	-	-	-		-		-	
10	-	-	-	-		-		-	
11	-	-	-	-		-		-	
12	-	-	-	-		-		-	
13	-	-	-	-		-		-	
14	-	-	-	-		-		-	
15	-	-	-	-		-		-	
16	-	-	-	-		-		-	
17	-	-	-	-		-		-	
18	-	-	-	-		-		-	
<b>Total Other State Revenue Funds Budgeted:</b>	<b>\$ 31,166</b>	<b>\$ 398,724</b>	<b>\$ 562,655</b>	<b>\$ 661,695</b>		<b>\$ 398,724</b>	<b>-39.74%</b>	<b>\$ 398,724</b>	<b>0.00%</b>
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED IN "Other Local Revenues"									
1 Cafeteria-Local	-	500	23	500		-		-	
2	-	-	-	-		-		-	
3	-	-	-	-		-		-	
4	-	-	-	-		-		-	
5	-	-	-	-		-		-	
6	-	-	-	-		-		-	
<b>Total Other Local Revenue Funds Budgeted:</b>	<b>\$ -</b>	<b>\$ 500</b>	<b>\$ 23</b>	<b>\$ 500</b>		<b>\$ -</b>		<b>\$ -</b>	
<b>SPECIAL EDUCATION DETAILS:</b>									
What % of student population is Special Ed	13.80%	12.10%	12.10%	12.10%	-12.32%	12.10%	0.00%	12.10%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Desert Mountain SELPA								
AB602 Revenue	621,026	705,064	229,251	607,073	-2.25%	693,900	14.30%	784,128	13.00%
Other Special Ed Revenue	150,104	144,094	-	227,077	51.28%	172,142	-24.19%	172,142	0.00%
Unrestricted Contribution to Special Ed	157,953	96,261	-	107,438	-31.98%	267,954	149.40%	262,776	-1.93%
Total Special Ed Funding	929,083	945,419	229,251	941,588	1.35%	1,133,996	20.43%	1,219,046	7.50%
Special Ed Expenditures	929,083	945,419	459,586	941,888	1.38%	1,133,996	20.40%	1,219,046	7.50%

Fiscal Year 2021-22 Second Interim Report  
 Summary MYP

DESCRIPTION		Adopted Budget 2021-22	Latest Revised Budget 2021-22	Second Interim Actual thru January 31, 2022	Second Interim Projected Budget 2021-22	Percent Change	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change
<b>REVENUES</b>										
LCCF Sources										
LCCF	8011	9,506,160	7,496,464	3,949,843	7,532,940	-20.76%	9,026,118	19.82%	10,840,260	20.10%
EPA	8012	1,998,341	3,480,352	946,177	3,483,335	74.31%	3,981,580	14.30%	4,499,302	13.00%
State Aid - Prior Year	8019	-	-	-	-	-	-	-	-	-
In Lieu Property Taxes	8096	-	-	-	-	-	-	-	-	-
Federal	8100-8299	872,741	3,744,691	736,871	3,772,739	332.29%	1,139,524	-69.80%	1,139,524	0.00%
State										
Lottery - Unrestricted	8560	161,977	151,745	82,932	165,037	1.89%	188,644	14.30%	213,173	13.00%
Lottery - Prop 20 - Restricted	8560	52,912	49,570	21,998	65,812	24.38%	75,226	14.30%	85,008	13.00%
Other State Revenue	8300-8599	1,086,741	1,447,306	647,360	1,710,277	57.38%	1,604,034	-6.21%	1,710,649	6.65%
Local										
Interest	8660	-	950	545	950	-	1,000	5.26%	1,000	0.00%
AB602 Local Special Education Transfer	8792	621,026	705,064	229,251	607,073	-2.25%	693,900	14.30%	784,128	13.00%
Other Local Revenues	8600-8799	90,000	175,500	507,674	565,500	528.33%	-	-	-	-
<b>Total Revenues</b>		<b>14,389,898</b>	<b>17,251,642</b>	<b>7,122,651</b>	<b>17,903,664</b>	<b>24.42%</b>	<b>16,710,026</b>	<b>-6.67%</b>	<b>19,273,044</b>	<b>15.34%</b>
<b>EXPENDITURES</b>										
Certificated Salaries	1000-1999	4,702,440	5,369,413	2,595,760	5,366,913	14.13%	5,241,331	-2.34%	5,785,705	10.39%
Classified Salaries	2000-2999	1,252,553	1,561,250	539,970	1,568,657	25.24%	1,497,542	-4.53%	1,626,463	8.61%
Benefits	3000-3999	2,191,993	2,418,040	1,113,284	2,441,558	11.39%	2,682,657	9.87%	3,055,658	13.90%
Books & Supplies	4000-4999	803,286	2,244,019	818,771	2,326,927	189.68%	1,252,757	-46.16%	1,568,719	25.22%
Contracts & Services	5000-5999	935,013	1,791,187	475,970	1,758,833	88.11%	1,149,691	-34.63%	1,345,235	17.01%
Capital Outlay	6000-6599	-	110,000	951,783	100,000	-	100,000	0.00%	150,000	50.00%
Other Outgo	7100-7299	1,603,540	1,584,301	-	1,601,800	-0.11%	1,864,538	16.40%	2,168,426	16.30%
Debt Service (see Debt Form)	7400-7499	2,555,938	2,555,937	1,524,464	2,555,938	0.00%	2,860,938	11.93%	3,076,875	7.55%
<b>Total Expenditures</b>		<b>\$ 14,044,763</b>	<b>\$ 17,634,147</b>	<b>\$ 8,020,002</b>	<b>\$ 17,720,626</b>	<b>26.17%</b>	<b>\$ 16,649,454</b>	<b>-6.04%</b>	<b>\$ 18,777,081</b>	<b>12.78%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ 345,135</b>	<b>\$ (382,506)</b>	<b>\$ (897,351)</b>	<b>\$ 183,038</b>	<b>-46.97%</b>	<b>\$ 60,572</b>	<b>-66.91%</b>	<b>\$ 495,963</b>	<b>718.79%</b>
<b>OTHER SOURCES &amp; USES</b>										
Other Sources/Contributions to Restricted Programs	8900	-	-	-	-	-	-	-	-	-
Other Uses	7600	-	-	-	-	-	-	-	-	-
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>	<b>\$ -</b>	<b>-</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ 345,135</b>	<b>\$ (382,506)</b>	<b>\$ (897,351)</b>	<b>\$ 183,038</b>	<b>-46.97%</b>	<b>\$ 60,572</b>	<b>-66.91%</b>	<b>\$ 495,963</b>	<b>718.79%</b>

Fiscal Year 2021-22 Second Interim Report  
 Summary MYP

DESCRIPTION	Adopted Budget 2021-22	Latest Revised Budget 2021-22	Second Interim Actual thru January 31, 2022	Second Interim Projected Budget 2021-22	Percent Change	Second Interim Projected Budget 2022-23	Percent Change	Second Interim Projected Budget 2023-24	Percent Change	
<b>FUND BALANCE, RESERVES</b>										
Beginning Balance at Adopted Budget	9791	10,611,623	10,611,623	10,611,623	0.00%					
Adjustments for Unaudited Actuals	9792		(1,195,508)	(1,195,508)						
Beg Fund Balance at Unaudited Actuals			9,416,115	9,416,115						
Adjustments for Audit	9793		-	(1,273,180)						
Adjustments for Restatements	9795		-	-						
Beginning Fund Balance as per Audit Report +/- Restatements			9,416,115	8,142,935		8,325,973		8,386,545	0.73%	
Ending Balance	9790	\$ 10,956,758	\$ 9,033,609	\$ 7,245,584	\$ 8,325,973	-24.01%	\$ 8,386,545	0.73%	\$ 8,882,508	5.91%
<b>Components of Ending Fund Balance (Budget):</b>										
<b>a. Nonspendable</b>										
Revolving Cash	9711	-	-	-	-					
Stores	9712	-	-	-	-					
Prepaid Expenditures	9713	-	-	-	-					
All Others	9719	-	-	-	-					
<b>b. Restricted</b>										
	9740	3,046,244	582,371	1,848,836	761,110	-75.01%	761,110	0.00%	761,110	0.00%
<b>c. Committed</b>										
Committed - Stabilization Arrangements	9750	-	-	-	-					
Committed - Other	9760	-	-	-	-					
<b>d. Assignments</b>										
	9780	-	-	-	-					
<b>e. Unassigned</b>										
Reserve for Economic Uncertainties	9789	2,150,000	232,399	-	2,150,000	0.00%	2,150,000	0.00%	2,150,000	0.00%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	5,760,514	8,218,839	5,396,748	5,414,863	-6.00%	5,475,435	1.12%	5,971,398	9.06%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		56.32%	47.93%	67.29%	42.69%		45.80%		43.25%	

Reserve Standard (unless different standard identified in MOU)		4%	4%	5%		5%		5%
If MOU contains a Reserve Standard other than above, enter here								
<b>Reserve Standard Met/Not Met</b>		<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage	0.0%	0.0%	21.6%	0.0%		0.0%		0.0%
<b>Unrestricted Deficit Spending Standard</b>	<b>18.8%</b>	<b>0.0%</b>	<b>22.4%</b>	<b>14.2%</b>		<b>15.3%</b>		<b>14.4%</b>
<b>Unrestricted Deficit Spending Standard Met/Not Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>

If deficit spending, explain cause and if one-time or on-going. If for on-going, what is the Charter's plan to eliminatethe deficit?

## DEBT - Multiyear Commitments

Fiscal Year 2021-22 Second Interim Report

CHARTER NAME: Norton Science and Language Academy

Rev. 5/12/2021

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years.

**Under the Comment Section, provide a brief statement identifying the funding source for repayment of each obligation.**

NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2021 Principal Balance	2021-22 Payment		2022-23 Payment		2023-24 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease	37	40,895,000	-	2,555,938	305,000	2,555,937	320,000	2,536,875	
Capital Lease	37	5,500,000	-	-	-	-	-	220,000	
Capital Lease									
Inter-Agency Borrowing									
Other									
<b>Total</b>		<b>46,395,000</b>	<b>-</b>	<b>2,555,938</b>	<b>305,000</b>	<b>2,555,937</b>	<b>320,000</b>	<b>2,756,875</b>	

Other Commitments:

In June 2020, 230 S. Waterman LLC took out a tax-exempt bond in the amount of \$40,895,000 to build a new campus in San Bernardino to house approximately 1,500 students in grades TK-12. Fiscal Year 2020-2021 we compounded interest and had no payments and starting the 2021-2022 Fiscal Year payments were interest only to help grow funding with the growth of HS.

In December 2021, 230 S. Waterman LLC is planning to take out a second tax-exempt bond in the amount of \$5,500,000 to build a gym for Norton Science & Language Academy.

Comments:

**CHARTER NAME: Norton Science and Language Academy**  
**2021-22 Second Interim Cash Flow**

DATE PREPARED: **2/14/2022**

Rev. 5/12/2021

			July	%	August	%	September	%	October	%	November	%	December	%	January	%
			Actual	Bud	Actual	Bud	Actual	Bud	Actual	Bud	Actual	Bud	Actual	Bud	Estimated	Bud
<b>Beginning Cash Balance</b>			July 1 Cash =													
			4,663,147		7,277,913		7,208,031		6,093,939		6,685,511		6,867,604		6,697,362	
			<b>Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals</b>													
<b>REVENUE</b>																
LCFF Sources																
LCFF	8011		-		1,065,583	14.15%	273,413	3.63%	796,305	10.57%	567,791	7.54%	567,791	7.54%	678,960	9.01%
EPA	8012		1,961	0.06%	-		-		472,108	13.55%	-		-		472,108	13.55%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		-		-		-		-		-		-	
Federal	8100-8299		24,016	0.64%	129,107	3.42%	34,734	0.92%	49,933	1.32%	54,668	1.45%	109,346	2.90%	337,069	8.93%
State																
Lottery - Unrestricted	8560		-		-		-		22,814	13.82%	-		-		60,118	36.43%
Lottery - Prop 20 - Restricted	8560		-		-		-		20,530	31.19%	-		-		1,468	2.23%
Other State Revenue	8300-8599		-		-		4,935	0.29%	3,111	0.18%	264,605	15.47%	14,486	0.85%	363,198	21.24%
Local																
Interest	8660		-		94	9.93%	88	9.31%	86	9.00%	94	9.93%	91	9.62%	91	9.62%
AB602 Local Special Education Transfer	8792		-		-		36,012	5.93%	36,012	5.93%	91,943	15.15%	64,821	10.68%	463	0.08%
Other Local Revenues	8600-8799		24,779	4.38%	-		33,837	5.98%	24,480	4.33%	383,104	67.75%	18,115	3.20%	23,359	4.13%
<b>Total Revenues</b>			\$ 50,756	0.28%	\$ 1,194,784	6.67%	\$ 383,019	2.14%	\$ 1,425,378	7.96%	\$ 1,362,206	7.61%	\$ 774,650	4.33%	\$ 1,936,834	10.82%
<b>EXPENDITURES</b>																
Certificated Salaries	1000-1999		58,339	1.09%	448,847	8.36%	418,090	7.79%	416,652	7.76%	413,892	7.71%	421,494	7.85%	418,446	7.80%
Classified Salaries	2000-2999		24,026	1.53%	31,101	1.98%	75,253	4.80%	118,410	7.55%	112,719	7.19%	98,310	6.27%	80,151	5.11%
Benefits	3000-3999		29,225	1.20%	164,730	6.75%	172,856	7.08%	189,970	7.78%	189,768	7.77%	186,298	7.63%	180,436	7.39%
Books & Supplies	4000-4999		16,331	0.70%	130,747	5.62%	422,142	18.14%	13,536	0.58%	149,604	6.43%	75,049	3.23%	11,090	0.48%
Contracts & Services	5000-5999		77,140	4.39%	173,803	9.88%	90,966	5.17%	13,779	0.78%	96,385	5.48%	612	0.03%	23,558	1.34%
Capital Outlay	6000-6599		-		-		2,364	2.36%	-		-		2,799	2.80%	-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		-		315,439	12.34%	315,439	12.34%	240,101	9.39%	217,745	8.52%	217,745	8.52%	217,995	8.53%
<b>Total Expenditures</b>			\$ 205,061	1.16%	\$ 1,264,666	7.14%	\$ 1,497,111	8.45%	\$ 992,448	5.60%	\$ 1,180,113	6.66%	\$ 1,002,306	5.66%	\$ 931,676	5.26%
<b>OTHER SOURCES/USES</b>																
Other Sources/Contributions to Restricted Programs	8900		-		-		-		-		-		-		-	
Other Uses	7600		-		-		-		-		-		-		-	
<b>Net Sources &amp; Uses</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>PRIOR YEAR TRANSACTIONS</b>																
		July 1 -														
		Beginning														
		Balances														
Accounts Receivable	9210	3,353,224	2,980,653	88.89%					158,642	4.73%			57,415	1.71%		
Prepaid Expenditures	9330	55,125	55,125	100.00%												
(Accounts Payable)	9510	231,974	231,974	100.00%												
(Line of Credit Payments)	9640	-	-													
(Deferred Revenue)	9650	34,734	34,734	100.00%												
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ 3,141,642	\$ 2,769,070		\$ -		\$ -		\$ 158,642		\$ -		\$ 57,415		\$ -	
<b>OTHER ADJUSTMENTS (LIST)</b>																
<b>TOTAL MISC. ADJUSTMENTS</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>			\$ 2,614,766		\$ (69,882)		\$ (1,114,092)		\$ 591,572		\$ 182,093		\$ (170,242)		\$ 1,005,158	
<b>ENDING CASH BALANCE</b>			\$ 7,277,913		\$ 7,208,031		\$ 6,093,939		\$ 6,685,511		\$ 6,867,604		\$ 6,697,362		\$ 7,702,521	

DATE PREPARED: 2/14/2022

CHARTER NAME: Norton Science and Language Academy  
2021-22 Second Interim Cash Flow

Rev. 5/12/2021

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
<b>Beginning Cash Balance</b>		7,702,521		7,411,465		8,089,573		8,669,026		8,334,934		6,399,725			
<b>REVENUE</b>															
LCFF Sources															
LCFF	8011	567,791	7.54%	567,791	7.54%	567,791	7.54%	567,791	7.54%	567,791	7.54%	744,142	7,532,940	7,532,940	-
EPA	8012	-		-		472,108	13.55%	-		-		2,065,050	3,483,335	3,483,335	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	-		-		-		-		-		-	-	-	-
Federal	8100-8299	100,000	2.65%	100,000	2.65%	350,000	9.28%	100,000	2.65%	100,000	2.65%	2,283,867	3,772,739	3,772,739	-
State															
Lottery - Unrestricted	8560	-		-		41,050	24.87%	-		-		41,055	165,037	165,037	-
Lottery - Prop 20 - Restricted	8560	-		-		21,907	33.29%	-		-		21,907	65,812	65,812	-
Other State Revenue	8300-8599	-		1,000,000	58.47%	-		-		-		59,943	1,710,277	1,710,277	-
Local															
Interest	8660	81	8.52%	81	8.52%	81	8.52%	81	8.52%	81	8.52%	-	950	950	-
AB602 Local Special Education Transfer	8792	75,433	12.43%	75,433	12.43%	75,433	12.43%	75,433	12.43%	76,090	12.53%	-	607,073	607,073	-
Other Local Revenues	8600-8799	15,000	2.65%	20,000	3.54%	10,000	1.77%	5,000	0.88%	7,826	1.38%	0	565,500	565,500	-
<b>Total Revenues</b>		<b>\$ 758,305</b>	<b>4.24%</b>	<b>\$ 1,763,305</b>	<b>9.85%</b>	<b>\$ 1,538,370</b>	<b>8.59%</b>	<b>\$ 748,305</b>	<b>4.18%</b>	<b>\$ 751,788</b>	<b>4.20%</b>	<b>\$ 5,215,964</b>	<b>\$ 17,903,664</b>	<b>\$ 17,903,664</b>	<b>\$ -</b>
<b>EXPENDITURES</b>															
Certificated Salaries	1000-1999	421,494	7.85%	421,494	7.85%	421,494	7.85%	421,494	7.85%	421,494	7.85%	663,683	5,366,913	5,366,913	-
Classified Salaries	2000-2999	98,310	6.27%	98,310	6.27%	98,310	6.27%	98,310	6.27%	98,310	6.27%	537,137	1,568,657	1,568,657	-
Benefits	3000-3999	186,298	7.63%	186,298	7.63%	186,298	7.63%	186,298	7.63%	186,298	7.63%	396,785	2,441,558	2,441,558	-
Books & Supplies	4000-4999	95,000	4.08%	95,000	4.08%	95,000	4.08%	95,000	4.08%	95,000	4.08%	1,033,428	2,326,927	2,326,927	-
Contracts & Services	5000-5999	75,000	4.26%	75,000	4.26%	75,000	4.26%	75,000	4.26%	75,000	4.26%	907,590	1,758,833	1,758,833	-
Capital Outlay	6000-6599	-		2,800	2.80%	-		-		2,800	2.80%	89,237	100,000	100,000	-
Other Outgo	7100-7299	-		-		-		-		1,601,800	100.00%	-	1,601,800	1,601,800	-
Debt Service (see Debt Form)	7400-7499	206,295	8.07%	206,295	8.07%	206,295	8.07%	206,295	8.07%	206,295	8.07%	-	2,555,938	2,555,938	-
<b>Total Expenditures</b>		<b>\$ 1,082,396</b>	<b>6.11%</b>	<b>\$ 1,085,196</b>	<b>6.12%</b>	<b>\$ 1,082,396</b>	<b>6.11%</b>	<b>\$ 1,082,396</b>	<b>6.11%</b>	<b>\$ 2,686,996</b>	<b>15.16%</b>	<b>\$ 3,627,862</b>	<b>\$ 17,720,626</b>	<b>\$ 17,720,626</b>	<b>\$ -</b>
<b>OTHER SOURCES/USES</b>															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>PRIOR YEAR TRANSACTIONS</b>															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal				Remaining Balance
Accounts Receivable	9210	33,036	0.99%	-		123,479	3.68%	-		-		-	3,353,224	-	-
Prepaid Expenditures	9330	-		-		-		-		-		-	55,125	-	-
(Accounts Payable)	9510	-		-		-		-		-		-	231,974	-	-
(Line of Credit Payments)	9640	-		-		-		-		-		-	-	-	-
(Deferred Revenue)	9650	-		-		-		-		-		-	34,734	-	-
<b>NET PRIOR YEAR TRANSACTIONS</b>		<b>\$ 33,036</b>		<b>\$ -</b>		<b>\$ 123,479</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	<b>\$ 3,141,642</b>	<b>\$ -</b>	<b>\$ -</b>
<b>OTHER ADJUSTMENTS (LIST)</b>															
<b>TOTAL MISC. ADJUSTMENTS</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET REVENUES LESS EXPENDITURES</b>		<b>\$ (291,056)</b>		<b>\$ 678,108</b>		<b>\$ 579,452</b>		<b>\$ (334,092)</b>		<b>\$ (1,935,209)</b>		<b>\$ 1,588,101</b>	<b>\$ 3,324,680</b>		
<b>ENDING CASH BALANCE</b>		<b>\$ 7,411,465</b>		<b>\$ 8,089,573</b>		<b>\$ 8,669,026</b>		<b>\$ 8,334,934</b>		<b>\$ 6,399,725</b>		<b>\$ 7,987,827</b>			

Ending Cash plus Accruals should equal Ending Fund Balance \$ 8,325,973  
\$ (338,146)

**CHARTER NAME: Norton Science and Language Academy**  
**2022-23 Second Interim Cash Flow**

DATE PREPARED:

**2/14/2022**

Rev. 5/12/2021

			July	%	August	%	September	%	October	%	November	%	December	%	January	%	
			Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	
<b>Beginning Cash Balance</b>			July 1 Cash =	6,399,725		9,286,245		8,684,215		8,043,159		8,708,348		8,356,853		8,015,358	
<b>REVENUE</b>																	
<b>LCFF Sources</b>																	
LCFF	8011				451,059	5.00%	451,059	5.00%	812,620	9.00%	812,620	9.00%	812,620	9.00%	812,620	9.00%	
EPA	8012								716,684	18.00%					716,684	18.00%	
State Aid - Prior Year	8019																
In Lieu Property Taxes	8096																
Federal	8100-8299		20,000	1.76%	85,000	7.46%	32,000	2.81%	55,000	4.83%	45,000	3.95%	90,000	7.90%	265,000	23.26%	
<b>State</b>																	
Lottery - Unrestricted	8560														47,161	25.00%	
Lottery - Prop 20 - Restricted	8560														18,806	25.00%	
Other State Revenue	8300-8599						120,000	7.48%			35,000	2.18%			75,000	4.68%	
<b>Local</b>																	
Interest	8660		83	8.33%	83	8.33%	83	8.33%	83	8.33%	83	8.33%	83	8.33%	83	8.33%	
AB602 Local Special Education Transfer	8792				57,825	8.33%	57,825	8.33%	57,825	8.33%	57,825	8.33%	57,825	8.33%	57,825	8.33%	
Other Local Revenues	8600-8799																
<b>Total Revenues</b>			\$ 20,083	0.12%	\$ 593,967	3.55%	\$ 660,967	3.96%	\$ 1,642,212	9.83%	\$ 950,528	5.69%	\$ 960,528	5.75%	\$ 1,993,179	11.93%	
<b>EXPENDITURES</b>																	
Certificated Salaries	1000-1999		77,392	1.48%	469,449	8.96%	469,449	8.96%	469,449	8.96%	469,449	8.96%	469,449	8.96%	469,449	8.96%	
Classified Salaries	2000-2999		25,458	1.70%	37,439	2.50%	143,465	9.58%	143,465	9.58%	143,465	9.58%	143,465	9.58%	143,460	9.58%	
Benefits	3000-3999		53,008	1.98%	239,059	8.91%	239,059	8.91%	239,059	8.91%	239,059	8.91%	239,059	8.91%	239,059	8.91%	
Books & Supplies	4000-4999		23,078	1.84%	111,789	8.92%	111,789	8.92%	111,789	8.92%	111,789	8.92%	111,789	8.92%	111,789	8.92%	
Contracts & Services	5000-5999		51,341	4.47%	99,850	8.68%	99,850	8.68%	99,850	8.68%	99,850	8.68%	99,850	8.68%	99,850	8.68%	
Capital Outlay	6000-6599		10,000	10.00%					25,000	25.00%							
Other Outgo	7100-7299																
Debt Service (see Debt Form)	7400-7499		238,411	8.33%	238,411	8.33%	238,411	8.33%	238,411	8.33%	238,411	8.33%	238,411	8.33%	238,411	8.33%	
<b>Total Expenditures</b>			\$ 478,688	2.88%	\$ 1,195,997	7.18%	\$ 1,302,023	7.82%	\$ 1,327,023	7.97%	\$ 1,302,023	7.82%	\$ 1,302,023	7.82%	\$ 1,302,018	7.82%	
<b>OTHER SOURCES/USES</b>																	
Other Sources/Contributions to Restricted Programs	8900																
Other Uses	7600																
<b>Net Sources &amp; Uses</b>					\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		
<b>PRIOR YEAR TRANSACTIONS</b>																	
		July 1 -		%		%		%		%		%		%		%	
		Beginning		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal	
		Balances															
Accounts Receivable	9210	5,215,964	3,635,000	69.69%					350,000	6.71%					1,000,000	19.17%	
Prepaid Expenditures	9330	60,125	60,125	100.00%													
(Accounts Payable)	9510	350,000	350,000	100.00%													
(Line of Credit Payments)	9640																
(Deferred Revenue)	9650																
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ 4,926,089	\$ 3,345,125		\$ -		\$ -		\$ 350,000		\$ -		\$ -		\$ 1,000,000		
<b>OTHER ADJUSTMENTS (LIST)</b>																	
<b>TOTAL MISC. ADJUSTMENTS</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		
<b>NET REVENUES LESS EXPENDITURES</b>			\$ 2,886,520		\$ (602,030)		\$ (641,056)		\$ 665,189		\$ (351,495)		\$ (341,495)		\$ 1,691,161		
<b>ENDING CASH BALANCE</b>			\$ 9,286,245		\$ 8,684,215		\$ 8,043,159		\$ 8,708,348		\$ 8,356,853		\$ 8,015,358		\$ 9,706,519		

CHARTER NAME: Norton Science and Language Academy

2022-23 Second Interim Cash Flow

DATE PREPARED:

2/14/2022

Rev. 5/12/2021

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
<b>Beginning Cash Balance</b>		9,706,519		9,315,023		8,973,528		10,740,648		10,329,153		8,068,120			
<b>REVENUE</b>															
LCFF Sources															
LCFF	8011	812,620	9.00%	812,620	9.00%	812,620	9.00%	812,620	9.00%	812,620	9.00%	810,420	9,026,118	9,026,118	-
EPA	8012					716,684	18.00%					1,831,528	3,981,580	3,981,580	-
State Aid - Prior Year	8019											-	-	-	-
In Lieu Property Taxes	8096											-	-	-	-
Federal	8100-8299	75,000	6.58%	65,000	5.70%	35,000	3.07%	20,000	1.76%	20,000	1.76%	332,524	1,139,524	1,139,524	-
State															
Lottery - Unrestricted	8560					47,161	25.00%					94,322	188,644	188,644	-
Lottery - Prop 20 - Restricted	8560					18,806	25.00%					37,614	75,226	75,226	-
Other State Revenue	8300-8599			25,000	1.56%	1,150,000	71.69%			45,000	2.81%	154,034	1,604,034	1,604,034	-
Local															
Interest	8660	83	8.33%	83	8.33%	83	8.33%	83	8.33%	83	8.33%	-	1,000	1,000	-
AB602 Local Special Education Transfer	8792	57,825	8.33%	57,825	8.33%	57,825	8.33%	57,825	8.33%	57,825	8.33%	57,825	693,900	693,900	-
Other Local Revenues	8600-8799											-	-	-	-
<b>Total Revenues</b>		<b>\$ 945,528</b>	<b>5.66%</b>	<b>\$ 960,528</b>	<b>5.75%</b>	<b>\$ 2,838,179</b>	<b>16.98%</b>	<b>\$ 890,528</b>	<b>5.33%</b>	<b>\$ 935,528</b>	<b>5.60%</b>	<b>\$ 3,318,267</b>	<b>\$ 16,710,026</b>	<b>\$ 16,710,026</b>	<b>\$ -</b>
<b>EXPENDITURES</b>															
Certificated Salaries	1000-1999	469,449	8.96%	469,449	8.96%	469,449	8.96%	469,449	8.96%	469,449	8.96%	-	5,241,331	5,241,331	-
Classified Salaries	2000-2999	143,465	9.58%	143,465	9.58%	143,465	9.58%	143,465	9.58%	143,465	9.58%	-	1,497,542	1,497,542	-
Benefits	3000-3999	239,059	8.91%	239,059	8.91%	239,059	8.91%	239,059	8.91%	239,059	8.91%	-	2,682,657	2,682,657	-
Books & Supplies	4000-4999	111,789	8.92%	111,789	8.92%	111,789	8.92%	111,789	8.92%	111,789	8.92%	-	1,252,757	1,252,757	-
Contracts & Services	5000-5999	99,850	8.68%	99,850	8.68%	99,850	8.68%	99,850	8.68%	99,850	8.68%	-	1,149,691	1,149,691	-
Capital Outlay	6000-6599	35,000	35.00%							30,000	30.00%	-	100,000	100,000	-
Other Outgo	7100-7299									1,864,538	100.00%	-	1,864,538	1,864,538	-
Debt Service (see Debt Form)	7400-7499	238,411	8.33%	238,411	8.33%	238,411	8.33%	238,411	8.33%	238,411	8.33%	-	2,860,938	2,860,938	-
<b>Total Expenditures</b>		<b>\$ 1,337,023</b>	<b>8.03%</b>	<b>\$ 1,302,023</b>	<b>7.82%</b>	<b>\$ 1,302,023</b>	<b>7.82%</b>	<b>\$ 1,302,023</b>	<b>7.82%</b>	<b>\$ 3,196,561</b>	<b>19.20%</b>	<b>\$ -</b>	<b>\$ 16,649,454</b>	<b>\$ 16,649,454</b>	<b>\$ -</b>
<b>OTHER SOURCES/USES</b>															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>PRIOR YEAR TRANSACTIONS</b>															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal				Remaining Balance
Accounts Receivable	9210					230,964	4.43%						5,215,964		-
Prepaid Expenditures	9330												60,125		-
(Accounts Payable)	9510												350,000		-
(Line of Credit Payments)	9640												-		-
(Deferred Revenue)	9650												-		-
<b>NET PRIOR YEAR TRANSACTIONS</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ 230,964</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	<b>\$ 4,926,089</b>	<b>\$ -</b>	<b>\$ -</b>
<b>OTHER ADJUSTMENTS (LIST)</b>															
<b>TOTAL MISC. ADJUSTMENTS</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET REVENUES LESS EXPENDITURES</b>		<b>\$ (391,495)</b>		<b>\$ (341,495)</b>		<b>\$ 1,767,120</b>		<b>\$ (411,495)</b>		<b>\$ (2,261,033)</b>		<b>\$ 3,318,267</b>	<b>\$ 4,986,661</b>		
<b>ENDING CASH BALANCE</b>		<b>\$ 9,315,023</b>		<b>\$ 8,973,528</b>		<b>\$ 10,740,648</b>		<b>\$ 10,329,153</b>		<b>\$ 8,068,120</b>		<b>\$ 11,386,387</b>			

Ending Fund Balance \$ 8,325,973  
 Ending Cash plus Accruals should equal Ending Fund Balance \$ 3,060,414



**Lewis Center for Educational Research  
Board of Directors  
Meeting Dates 2022-23  
4:30 p.m.**

<u>Date</u>	<u>Main Location</u>
August 8, 2022	AAE
September 12, 2022	NSLA
October 17, 2022	AAE
November 14, 2022	NSLA
December 12, 2022	AAE
January 9, 2023	NSLA
February 6, 2023	AAE
March 13, 2023	NSLA
April 10, 2023	AAE
May 8, 2023	NSLA
June 12, 2023	AAE

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

Date of meeting: April 11, 2022

Title: NSLA 21-22 Calendar change/update to meet the California Department of Education instructional minute requirement for 9th grade.

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

**Background:**

Per the California Department of Education, all schools, including Charter schools, must offer a minimum of 175 Instructional Days and 64,800 Instructional minutes to 9th through 12th-grade students. After careful review of Instructional days and minutes provided during the Spring Audit visit performed by Nigro & Nigro, it was found that the NSLA 9th Grade class met the required Instructional days but will fall short in meeting the minimum annual instructional minutes by 1,119 minutes. This deficiency in instructional minutes was due to the late start of the 2021/2022 school year at NSLA. We are implementing new standard operating procedures to ensure that this does not occur again in the future and that we self-audit all of the school calendars and bell schedules moving forward.

**Fiscal Implications (if any):**

The cost of the addition of three instructional days for 9th grade is approximately \$10 000 to cover the following costs:

- Staffing (3-5 teachers to lead the program)
- Cost of admission to educational excursions for 60 students

There are also fiscal implications if the addition of three instructional days is not approved. The approximate cost is a loss of \$13,500 in ADA funding.

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

Students in ninth grade will receive additional learning and enrichment opportunities to develop leadership skills that align with NSLA's vision of "Creating Global Citizens."

**Recommendation:**

It is recommended that the LCER board approve the addition of three instructional days for ninth grade to meet the required CDE instructional minutes in 9th grade

Submitted by: Fausto Barragan, NSLA Principal



# NORTON SCIENCE & LANGUAGE ACADEMY

## 2021-2022 SCHOOL YEAR

### STUDENT CALENDAR



175 School Days for TK-8 / 178 School Days for 9th Grade

#### Grading Periods 6-9

Sept 7-Oct 29	1st Quarter
Nov 1 - Jan 21	2nd Quarter
Jan 24 - Mar 25	3rd Quarter
Apr 4 - June 10	4th Quarter
Apr 4 - June 15	for 9th grade

#### Grading Periods TK-5

Sept 7 - Nov 5	1st Trimester
Nov 8 - Mar 11	2nd Trimester
Mar 14 - June 10	3rd Trimester

#### Ceremonies

Kindergarten Recognition	June 10
8th Grade Recognition	June 8

No School	Holiday	Early Release for TK-9	Teacher In-Service, No School
9th Grade only		12:30 Release Min Day Schedule -(Nov 12 and March 11 TK-5 only)	
		Parent Conferences for TK-5 Nov 15-19 & March 21-25	

#### July-21

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days (0)

#### August-21

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days (0)

#### September-21

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

School Days (18)

#### October-21

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days (21)

#### November-21

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

School Days (16)

#### December-21

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

School Days (13)

#### January-22

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

School Days (20)

#### February-22

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

School Days (19)

#### March-22

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

School Days (19)

#### April-22

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

School Days (20)

#### May-22

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Days (21)

#### June-22

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

School Days (8 for TK-8)  
School Days (11 for 9th Grade)

**Lewis Center for Educational Research  
STAFF REPORT**

Date: April 11, 2022  
 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 <u>Objective:</u> At the end of the fiscal year, the Lewis Center and each school will maintain a balance of no less than 45 days of cash on hand (or 12.33%).	The Finance Team has been working to submit P2 attendance data to our authorizers and the County to support our funding for the current year. We also are quickly developing the new budget for the 2022/2023 fiscal year and are looking forward to presenting a positive budget once again and to show that our cash position continues to be strong and stable. The Exec Team is devoted to a strong budget that continues to provide the necessary resources for our students and staff.
1.2 <u>Objective:</u> Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to-actuals.	<p>The Finance Team continues to provide monthly financial reports to budget managers. The purchasing deadline for this school year is April 29th. Budget managers rely on their monthly reports to track their expenditures and remaining funds for the school year.</p> <p>Budget managers are currently meeting with the finance team to draft preliminary budgets for 2022-2023. These will be consolidated prior to a working budget development meeting on April 14th. The resulting budget draft will be taken to the Board/Executive Team Budget Workshop in May. Revisions will be made based upon the Governor’s May Revision.</p>
1.3 <u>Objective:</u> Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by the School Site Council.	We continue to receive new categorical funding and through communication with the Exec Team we are preparing for the best use of these funds and to provide added learning opportunities to our students. Our goal is to continue to support the students with the most appropriate use of funding that is provided to us.

<p>1.4 <u>Objective</u>: Develop and share with stakeholders a proposed 3-year financial plan in alignment with the LCAP engagement process (presented annually at the June board meeting).</p>	<p>Both schools held Town Halls prior to Spring Break. During the Town Hall meetings, AAE/NSLA Admin Teams and parents conducted a S.W.O.T. analysis and discussed school goals. The Executive Team attended to facilitate the table conversations. The feedback will be combined with other stakeholder engagement efforts such as PLCs, Academic Team meetings, School Site Council Meetings, and surveys to develop the LCAPs.</p> <p>The LCAP and three-year budget were approved at the regularly scheduled board meeting in June. We are presenting our Mid-Year LCAP review to represent where we are and how we are following the approved plan at each school.</p>
<p>1.5 <u>Objective</u>: Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.</p>	<p>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 are currently in the middle of Budget Development. Human Resources has completed an industry analysis to identify our position salaries in comparison to surrounding Districts. We believe that we will be able to present a positive budget with the opportunity to offer a COLA increase across all salary schedules to support our staff.</p>
<p>1.6 <u>Objective</u>: The Foundation Board will raise funds annually to support the identified needs of LCER schools and programs.</p>	<p>The Foundation has scheduled a spring fundraiser to be held in the Inland Empire. More details will be forthcoming.</p> <p>The Board Strategic Planning session will include the Foundation this year. The goal is to include the Foundation members in LCER goals and aligning their efforts to support those goals and any additional needs from the schools or programs.</p> <p>The Foundation continues to support the schools' needs. During 2021, the Foundation contributed the following funds:</p> <ul style="list-style-type: none"> <li>● \$8,500 for AAE Senior Scholarships</li> <li>● \$32,900 for Additional Shade Structures at AAE</li> <li>● \$11,100 for LCER, AAE and NSLA Community Engagement and Outreach</li> <li>● \$7,400 for the Lewis Center Employee Recognition Program</li> </ul>
<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. We have received the formal release of obligation from the San Bernardino County Real Estate Department.</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.</p> <p>LCER is constructing a gymnasium on the NSLA campus with the expected completion date in September 2022 for the new school year. We anticipate breaking ground this month.</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 deferred maintenance plan has been completed and will be continually monitored. The spreadsheet will be forwarded to the board via email.</p> <p>These plans will be used to budget capital improvements for the out years at both schools.</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 Teams and Facilities to identify necessary Capital Improvements at both campuses.</p> <p>SB 130, the TK-12 trailer bill, has laid out a plan for universal transitional kindergarten (TK) by school year 2025-26. Both schools only currently offer 1 TK class. Next year, both schools will add one TK class. This will require AAE to add a portable classroom. Staff is working with Near Cal Corporation to complete that project. Staff members from both schools will be attending a workshop series hosted by the County to assist with the development of the community plan required by SB 130.</p> <p>With brand new construction for Norton, the current need is the completion of the Gym and the addition of an elementary playground.</p> <p>Due to projected decreases in revenue, AAE is planning to place some of its planned capital improvements on hold. These projects include moving school administration offices to B Bldg and redesigning special education and science classroom spaces. The School Administration with support from Facilities</p>

	continues to work and receive quotes for new shade structures throughout the campus. This project is funded through the ESSER plans previously approved by the Board.
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**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.**

<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>Data is continuously reviewed to analyze the effectiveness of the content and strategies being used in mathematics at all grade levels. The NSLA principal and vice-principals will use their classroom visits to focus on mathematics instruction. Before conducting walkthroughs, the administrative team will review data to determine a target (focus area) to observe and provide feedback. Focus areas may include the following:</p> <ul style="list-style-type: none"> <li>● Math talks</li> <li>● Whole group instruction</li> <li>● Differentiation</li> <li>● Math during Universal Access</li> <li>● GLAD strategies used during math instruction</li> <li>● Basic math Facts review</li> </ul> <p>Our goal at NSLA is to provide the best professional development opportunities for staff to improve math instruction resulting in improved math performance. We also want to make sure that the content used for students is the best to meet the current needs of our scholars.</p>
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<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>MTSS (Multi-Tiered Systems of Supports) teams continue to hold weekly planning meetings to discuss the overall socioemotional, behavioral and academic needs of students at both school sites. ATM teams are also consulted in terms of the overall trends and direction adopted to support SEL/Academic/Behavioral needs and accomplish our different objectives. School-wide interventions are discussed and programmed to meet Tier 1 and Tier 2 SEL/Academic/Behavioral needs. ATM and MTSS teams work collaboratively to determine needs and properly allocate support and resources to meet students' needs.</p> <p>Counselors and school psychologists continue to provide immediate counseling, socio-emotional, and behavioral supports as needed at both school sites. Students receive immediate crisis support and interventions. If additional referrals are needed, outside agencies (e.g. SBCSS, CCRT, DBH) are contacted to complete the treatment continuum. Recent increases in suicidal ideations and planning have prompted school-based counselors to work closely with other agencies to ensure students and families receive appropriate care and treatment. Parents, students and staff can make appointments with a Counseling Team member and receive direct services in person or virtually.</p>
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	<p>Counselors and school psychologists continue to support teachers with promoting SEL curriculum. In addition to SEL support, during staff meetings, counselors share wellness activities and review students' lessons with teachers in order to support SEL curriculum implementation. Toni Preciado promotes school-wide mindfulness activities daily. Staff can join her Mindful Mornings sessions from both schools via zoom. These are practical examples of the emphasis placed on mental health and wellness LCER-wide.</p> <p>An important feature of counseling support services this year, Care Solace is fully operational and collecting referrals from staff and parents.</p> <p>The NSLA/AAE student support services team (counselors, school psychologist, director of student services) continues to support the NSLA/AAE teaching team with a variety of professional development/training geared to support students' Social Emotional learning Needs. The focus of the most current professional development is:</p> <ul style="list-style-type: none"> <li>● <b>Love and Logic (Toni Preciado)</b></li> <li>● <b>SEL strategies (Artie Aragon, Toni Preciado, Kristy Wilson)</b></li> <li>● <b>San Bernardino Sheriff Department "Latest Trends Among the Young"</b></li> <li>● <b>Mindwise Suicidal Prevention curriculum (Artie Aragon, Kristy Wilson)</b></li> </ul> <p>Throughout the year, ATM and MTSS teams have developed a plan to deliver workshops to mitigate the increase in discipline incidents as student enrollment has increased. In addition, NSLA and AAE administrators have started to use a discipline matrix to maintain consistent systems when supporting students with discipline issues. This tool has effectively aligned practices and made the best decisions for students experiencing behavioral problems.</p> <p>The AAE and NSLA teams have recently implemented STOPIt. STOPIt empowers students with an easy app to safely and anonymously report anything of concern to school officials – from cyberbullying to threats of violence or self-harm. STOPIt empowers students to stand up for themselves and others while giving our schools the insight we need to keep students safe.</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>Both schools conducted professional development on the digital citizenship curriculum, Common Sense, on February 2nd. This curriculum will support the responsible use of technology and will be implemented in grades K-12 with additional and ongoing support for families. More information can be found at: <a href="https://www.commonsense.org/education/digital-citizenship">https://www.commonsense.org/education/digital-citizenship</a></p>



	<p>AAE allocated \$17,000 of the ESSER II funding to launch an eSports program. The goal is to do a soft launch this school year with broader implementation next school year. AAE will also begin offering AP Computer Science Principles next school year. AAE robotics teams are forming and will begin competing soon.</p> <p>AAE STEM instructor, Devan Lee, will be holding after school, hands-on workshops for middle and high school students. The first week was all about the International Space Station and astronauts as a follow-up to our ARISS contact. Students can join him Wednesdays from 2:30-4 in the Gym Conference Room.</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><b>NSLA LOTE Enrollment (updated 2/2/22):</b>  NSLA LOTE Enrollment:  Spanish III – Native Speakers – 9<sup>th</sup> grade  22 students  Spanish II – Native Speakers – 9<sup>th</sup> grade  18 students  Mandarin I – Grades 6<sup>th</sup>-9<sup>th</sup>  80 Students  Spanish Language Arts - Grades 6<sup>th</sup>-8<sup>th</sup>  258 Students  Spanish Social Studies - Grades 6<sup>th</sup>-8<sup>th</sup>  212 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 continues to recruit and post positions through Edjoin, social media, job boards, etc. With the global staff shortage, substitute and classified positions continue to be a challenge to fill. Both schools continue to keep resident substitutes on staff daily to be readily available for daily and long term vacancies. In addition, classified staff are working supplemental hours filling in for others who are out ill, on quarantine, etc. Secondary teachers are subbing during their prep periods to cover for their colleagues who are ill or quarantined. Both NSLA and AAE have onboarded several new classified and certificated substitutes during the month of March.</p> <p>We are excited to introduce AAE’s new principal for the 2022-2023 school year– Chet Richards! Chet is currently employed in the Helendale School District as principal of Academy of Careers and Exploration (ACE) and Riverview Middle School (RMS). He has 26 years of experience in</p>

	<p>education. His past positions include dean of students (2013-2017) and mathematics teacher (1996-2013) at Serrano High School.</p> <p>Chet has been a resident of Apple Valley since 1986 and is a Class of 1990 Apple Valley High School graduate. His wife, Jeannie, is already a member of the AAE staff family, working as the aide in Transitional Kindergarten.</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, with most recent vaccine mandates for staff/students, changes to COVID leaves (federal and state), OSHA/CalOSHA temporary standards changes, etc. The Board Task Force and Executive Team will resume long/short term executive succession planning in the coming months. Board task force, HR Director and CEO will begin reviewing the CEO employment agreement and evaluation process.</p> <p>Interviews were held and an offer has been extended to the new AAE Principal for 2022-2023. The plan is to provide the new principal significant overlap time with Mrs. Andreasen to support a smooth transition.</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 continue to minimize non-essential, in-person professional development due to a lack of substitutes at both schools. The process of short-term study for students on quarantines has been streamlined to reduce the burden on staff. Our coordinators have continued to provide training and support for certificated and classified staff on independent study. LCER business staff and school site administrative assistants have been meeting monthly to continue streamlining processes across the organization. Also, have reinstated the weekly LCER executive/management meetings.</p>
<p>4.4 <u>Objective</u>: As measured annually, LCER will increase and/or maintain organizational staff retention rates.</p>	<p>We continuously analyze ways to not only attract people to work for the Lewis Center, but to also retain them. Staff retention remains low across all the state due to many pandemic stressors. We have recently spent a great deal of time evaluating the new COVID masking guidelines for staff and students, from CDC, CDPH and SBCDPH and CalOSHA. In addition, we continue to monitor the vaccine mandate as it goes through the legal process and are analyzing the impact it will have on the organization if passed. Intent to return forms were sent out to staff to help determine salary/assignment</p>

	<p>changes, retirements, etc. which is assisting with budget development.</p> <p>In an effort to add another layer of safety and security for our employees, students and families, the Lewis Center continues offering COVID-19 testing for staff, students and families. This assists with identifying positive cases immediately who are symptomatic, as well as helps to bring back staff/students from quarantine/isolation much sooner.</p>
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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>The Lewis Center launched a Digital Citizenship curriculum for all students in TK-12 at both AAE and NSLA. Parents were invited to check out online resources in early February.</p> <p>Our NSLA Robotics teams competed in their first major event during the first weekend of February. We have two robotics teams for grades 6-9 led by Mr. Brophy and Mr. Lara. There were 22 teams at the event. Robot Mafia, our 9th grade team, finished in 10<sup>th</sup> place and Jolly Irises, our middle school team, placed in 19th. Robot Mafia made it to the playoff rounds by being selected by the 4<sup>th</sup> seed alliance. Their alliance was eliminated in the semi-finals by the #1 seed alliance.</p> <p>Lisa Lamb was awarded the Victor Valley College (VVC) Foundation’s Distinguished Service in Education Award and will be admitted in VVC’s Hall of Fame.</p> <p>NSLA held its very first Engineer’s Day in partnership with American Society of Civil Engineers (ASCE), Women in Transportation (WTS), the Girl Scouts of America, and many more. Students from grades 6-9 participated in a variety of STEM and engineering lessons and activities geared to teaching them how they can apply this knowledge in a career or work setting.</p> <p>AAE students, Kurt Edlauer and Kylie Klopping, were recognized for their pieces that have made it into the YOUNG ARTIST GALLERY 2022. This is a huge honor as their work was accepted over thousands of other pieces from students all over the Inland Empire.</p> <p>AAE seniors, Noah Vega, Tyler Izadi, Eyad Salman, Isaac Jimenez, and Santiago Nuno were nominated for the American Legion Boys State.</p> <p>The San Bernardino Sheriff’s Department is hosting the second virtual Parent Workshop for our parents, “Latest Drug Trends</p>
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	<p>among the Young”, presented by Clark Morrow. The last workshop had over 70 parents attending, and we received positive feedback over the topics discussed. We hope that this session is as well received.</p>
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<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
Amazon Grant	\$		Awarded

The High Desert Partnership in Academic Excellence Foundation, Inc.  
 Check/Voucher Register - Board Report - 10K  
 From 3/1/2022 Through 3/31/2022

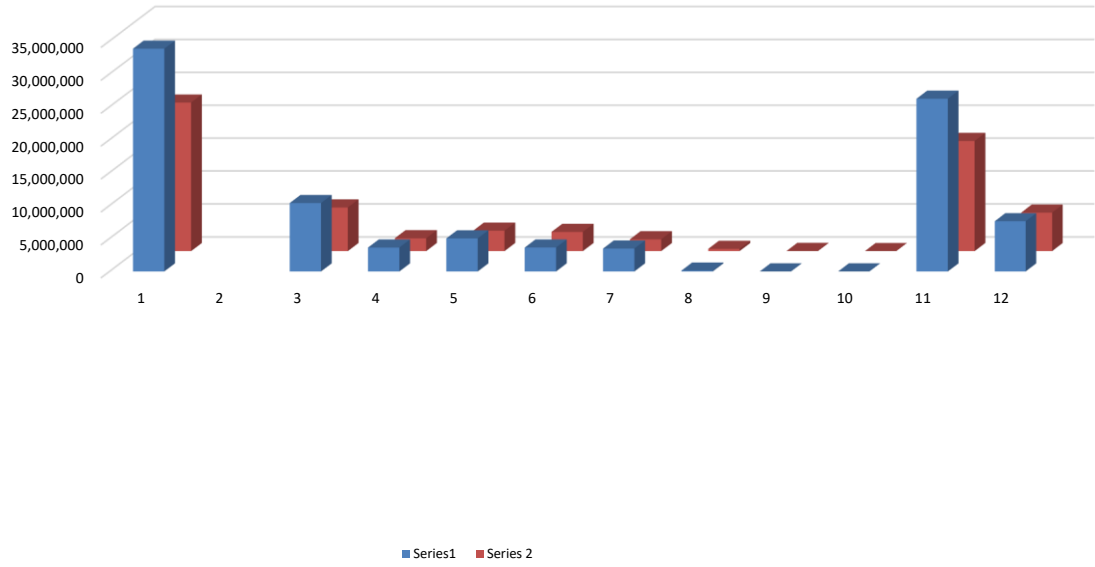
Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
3/4/2022	46961	SBCSS	43,590.82	NSAA PERS contributions for February 2022
3/4/2022		SBCSS	91,042.24	LCER/AE - PERS contributions for February 22
3/4/2022	46962	SchoolsFirst Federal Credit	10,222.90	Employee TSA contributions - February 15, 2022
3/4/2022	46963	CharterSAFE	52,277.00	Insurance premium pymt for February
3/4/2022	46964	SBCSS	106,469.73	NSAA STRS contributions for February 22
3/4/2022		SBCSS	154,448.33	LCER/AE - STRS contributions for February 22
3/4/2022	46965	SchoolsFirst Federal Credit	10,222.90	Employee TSA contributions - February 28, 2022
3/9/2022	46977	CDW Government, Inc.	14,136.58	PO# 2122-0512-NSLA
3/9/2022	46982	Cintas	10,226.61	Supplies for AAE
3/9/2022	46986	Dean Howard Heat & Air Inc.	65,000.00	PO# 2122-0524-AAE
3/9/2022	46991	Domino's Pizza	14,049.00	NSLA Dominos Pizza from 10/22/21-1/25/22
3/9/2022	47019	Preferred Meal Systems, Inc	11,732.10	AAE Cafeteria Food 2/14/22
3/9/2022		Preferred Meal Systems, Inc	11,829.80	AAE Cafeteria Food
3/9/2022		Preferred Meal Systems, Inc	12,712.88	AAE Cafeteria Meals 1/31/22
3/9/2022	47026	Southern California Edison	17,083.46	Acct# 700119778270
3/10/2022	47051	Preferred Meal Systems, Inc	10,605.58	NSLA Cafeteria Food
3/15/2022	078		238,557.78	Group: Payroll; Pay Date: 3/15/2022
3/15/2022	079		260,335.21	Group: 11mo Payroll; Pay Date: 3/15/2022
3/15/2022	47082	SchoolsFirst Federal Credit	10,222.90	Employee TSA contributions - March 15, 2022
3/15/2022	47083	SISC	226,403.30	Health Coverage for March 2022
3/17/2022	47097	Disneyland Resort	18,795.00	AAE Grad Nite Tickets for 2022
3/17/2022	47112	YMCA - Metropolitan LA Car	20,800.00	2022 AFJROTC Leadership Camp
3/31/2022	083		262,300.87	Group: Payroll; Pay Date: 3/31/2022
3/31/2022	084		258,272.85	Group: 11mo Payroll; Pay Date: 3/31/2022
Report Total			<u>1,931,337.84</u>	

The High Desert Partnership in Academic Excellence Foundation, Inc.  
Check/Voucher Register - Board Report - 10K  
From 3/1/2022 Through 3/31/2022



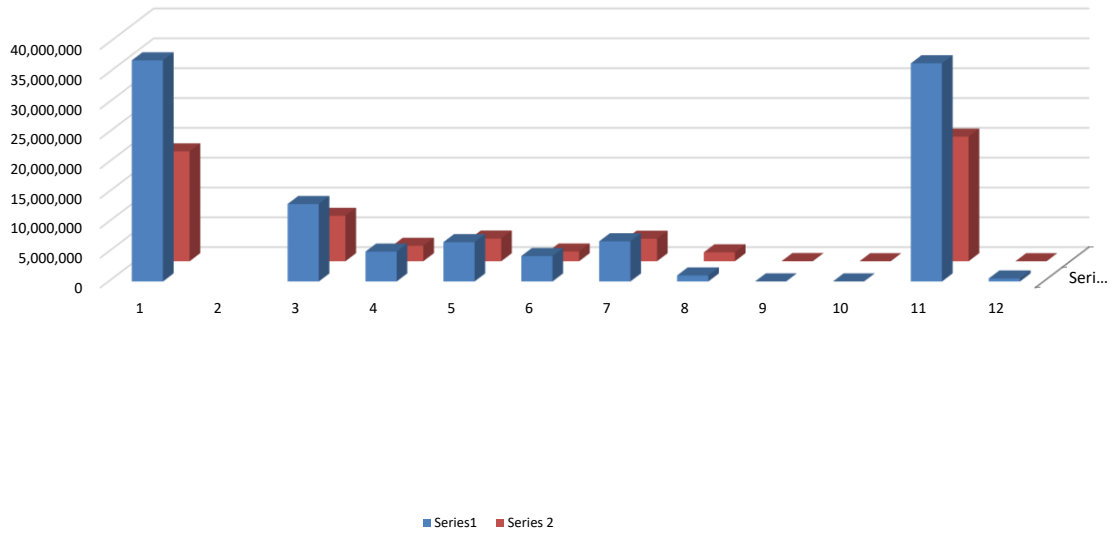


2020-21



Series1 Series 2

2020-21



Series1 Series 2

**Foundation Savings - 4100005285**

**2020-21**

**As of 2/28/22**

<b>Description</b>	<b>Beginning Balance</b>	<b>Debit</b>	<b>Credit</b>	<b>Interest</b>	<b>Ending Balance</b>
AAE Captial Campaign	\$83,025.40	\$24,547.22	\$15,179.80	217.99	\$73,875.97
NSLA Capital Campaign	\$45,517.82		\$20,380.61	79.93	\$65,978.36
Davis Scholarship Endowment	\$11,543.99			29.06	\$11,573.05
Global Exchange Programs	\$12,963.85			29.06	\$12,992.91
HiDAS Endowment	\$63,890.02			138.07	\$64,028.09
Scholarships	\$31,813.89		\$5,970.00	58.14	\$37,842.03
Unrestricted	\$74,462.07	\$24,872.75	\$85,900.35	174.40	\$135,664.07
<b>TOTAL</b>					<b>\$401,954.48</b>

<b>Restricted Scholarship Funds</b>					
AAE Ambassadors Scholarship	(\$500.00)		\$500.00		\$0.00
AAE PTC Scholarship	\$0.00				\$0.00
AAE Staff Scholarship	(\$320.00)	\$500.00	\$335.00		-\$485.00
Bud Biggs Memorial Scholarship	\$599.29				\$599.29
Edison Scholarship	\$0.00				\$0.00
John Phan Scholarship	\$5,000.00				\$5,000.00
Mike Mangold Scholarship	\$3,250.00				\$3,250.00
San Manuel Scholarship	\$0.00				\$0.00
Sandra Perea Scholarship	\$8,300.00		\$135.00		\$8,435.00
SLT Scholarship	\$0.00				\$0.00
<b>Total Unrestricted Scholarship Funds</b>					<b>\$21,042.74</b>

<b>Restricted AAE Capital Campaign Funds</b>					
High Desert Turtle and Tortoise Club	\$2,500.00				\$2,500.00
AAE Gym Weight Room	\$2,150.00				\$2,150.00
Watertower, Gristmill, Shade Structures	\$43,239.48	\$18,179.09			\$25,060.39
AAE Shade Fundraiser	\$0.00		\$499.19		\$499.19
<b>Total Unrestricted AAE Capital Campaign</b>					<b>\$43,666.39</b>

<b>Restricted NSLA Capital Campaign Funds</b>					
Playground	\$5,000.00				\$5,000.00

**LEWIS CENTER FOUNDATION  
COMBINED BALANCE SHEET AND INCOME STATEMENT  
February 1 - February 28, 2022**

**CHECKING (LEWIS CENTER FOUNDATION)**

<b>Beginning Balance</b>		<b>\$11,512.09</b>
<b>Revenue</b>		
Online Donations to AAE Shade Fundraiser	\$ 489.27	
Transfer from Savings - AAE Capital Campaign - Branding	\$ 6,368.13	
Interest	\$ 0.30	
<i>Total</i>	\$ 6,857.70	
<b>Expenditure</b>		
Transfer to Savings - AAE Shade Fundraiser Donations	\$ 499.19	
Visa	\$ 93.59	
Science on a Sphere Workshop Replacement Check	\$ 100.00	
BSN Sports - AAE Campus Branding	\$ 6,386.13	
<i>Total</i>	\$ 7,078.91	
<b>Ending Balance</b>	<i>Total</i>	<b>\$11,290.88</b>

**SAVINGS (LEWIS CENTER FOUNDATION)**

<b>Beginning Balance</b>		
Restricted Funds - AAE Capital Campaign		\$79,717.09
Restricted Funds- NSLA Capital Campaign		\$65,968.16
Restricted Funds - Davis Endowment		\$11,569.34
Restricted Funds - Global Exchange Programs		\$12,989.20
Restricted Funds - HiDAS Endowment		\$64,010.47
Restricted Funds - Scholarships		\$37,834.61
Unrestricted Funds		\$135,641.81
		<b>\$407,730.68</b>
<b>Revenue</b>		
Transfer from Checking - AAE Shade Fundraiser	\$ 499.19	
Interest	\$ 92.74	
<i>Total</i>	\$ 591.93	
<b>Expenditure</b>		
Transfer to Checking - AAE Capital Campaign - BSN Sports Branding	\$ 6,368.13	
<i>Total</i>	\$ 6,368.13	
<b>Ending Balance</b>		
Restricted Funds - AAE Capital Campaign	\$ 73,875.97	
Restricted Funds - NSLA Capital Campaign	\$ 65,978.36	
Restricted Funds - Davis Endowment	\$ 11,573.05	
Restricted Funds - Global Exchange Programs	\$ 12,992.91	
Restricted Funds - HiDAS Endowment	\$ 64,028.09	
Restricted Funds - Scholarships	\$ 37,842.03	
Unrestricted Funds	\$ 135,664.07	
	\$ 401,954.48	
	<i>Total</i>	<b>\$ 401,954.48</b>
<b><i>Total Checking and Savings</i></b>		<b>\$413,245.36</b>

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

Date of meeting: April 11, 2022

Title: AAE Consolidated Application and Reporting System ~ Winter Release

Presentation:  Consent:  Action:  Discussion:  Information:

Background: The organization is required to submit the Consolidated Application and Reporting System (“CARS”) Winter Release reports according to the reporting requirements set forth by the Department of Education. We are required to report any allocation reservations as well as any funds transferred to other Federal Programs.

Fiscal Implications (if any): None

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

Recommendation:

Submitted by: Veronica Calderon, *Finance Administrator, Categorical Programs*

**2021-22 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
 Kevin Donnelly, Rural Education and Student Support Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2021-22 Title II, Part A allocation	\$36,825
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$36,825

**Title IV, Part A Transfers**

2021-22 Title IV, Part A allocation	\$11,999
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2021-22 Title IV, Part A allocation after transfers out	\$11,999

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

### 2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$189,282
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$189,282

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$1,901
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$1,000

**Authorized Reservations**

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	5.48%
Indirect cost reservation	\$9,834
Administrative reservation	\$18,558

**Reservation Summary**

Total LEA required and authorized reservations	\$29,392
School parent and family engagement reservation	\$1,901
Amount available for Title I, Part A school allocations	\$157,989

**\*\*\*Warning\*\*\***

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**2021-22 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2021-22 Title II, Part A allocation	\$36,825
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$36,825
Repayment of funds	\$0
2021-22 Total allocation	\$36,825
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title II, Part A adjusted allocation	\$36,825

**\*\*\*Warning\*\*\***

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**2021-22 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$11,999
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2021-22 Title IV, Part A LEA available allocation	\$11,999
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title IV, Part A LEA adjusted allocation	\$11,999

**\*\*\*Warning\*\*\***

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**2021-22 Consolidation of Administrative Funds**

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

**\*\*\*Warning\*\*\***

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2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Academy for Academic Excellence	3631207	K	12	3	1,466	567

\*\*\*Warning\*\*\*

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2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Title I Policy, Program, and Support Office , [TitleI@cde.ca.gov](mailto:TitleI@cde.ca.gov), -  
Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM

Ranking Schools Highest to Lowest Within the LEA

LEA-wide low income % 38.68%

Available Title I, Part A school allocations \$157,989

Available parent and family engagement reservation \$1,901

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Academy for Academic Excellence	3631207	3	1466	567	38.68	*	*	1	278.64	157988.88	\$24,571	\$1,901	184460.88	

\*\*\*Warning\*\*\*  
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2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

\*\*\*Warning\*\*\*

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2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Title I Policy, Program, and Support Office , [TitleI@cde.ca.gov](mailto:TitleI@cde.ca.gov), -  
Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Academy for Academic Excellence	3631207	Y	32%	06/10/2019	06/10/2019	

\*\*\*Warning\*\*\*

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**2020-21 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
 Kevin Donnelly, Rural Education and Student Support Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2020-21 Title II, Part A allocation	\$34,512
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2020-21 Title II, Part A allocation after transfers out	\$34,512

**Title IV, Part A Transfers**

2020-21 Title IV, Part A allocation	\$12,451
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2020-21 Title IV, Part A allocation after transfers out	\$12,451

**\*\*\*Warning\*\*\***

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**2020–21 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Title I Policy, Program, and Support Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$163,941
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$163,941

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$1,702
LEA parent and family engagement	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$1,000

**Authorized Reservations**

Public school Choice transportation	\$0
Other authorized activities	\$0
2020–21 Approved indirect cost rate	5.00%
Indirect cost reservation	\$0
Administrative reservation	\$0

**Reservation Summary**

Total LEA required and authorized reservations	\$1,000
School parent and family engagement reservation	\$1,702
Amount available for Title I, Part A school allocations	\$161,239

**\*\*\*Warning\*\*\***

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**2020-21 Title I, Part A LEA Carryover**

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

**Carryover Calculation**

2020-21 Title I, Part A LEA allocation	\$163,941
Transferred-in amount	\$0
2020-21 Title I, Part A LEA available allocation	\$163,941
Expenditures and obligations through September 30, 2021	\$108,567
Carryover as of September 30, 2021	\$55,374
Carryover percent as of September 30, 2021	33.78%
2020-21 Allowable carryover amount (15% of LEA available allocation)	\$24,591
Amount of 2020-21 carryover funds above the allowable 15 percent	\$30,783

**Waiver Request**

Due to the COVID-19 Federal Funding Flexibility Waiver, approved on September 10, 2021, LEAs with a FY 2020-21 carryover amount greater than 15 percent as of September 30, 2021, may apply for a waiver even if the LEA was granted a carryover waiver within the last three years.

<p>Provide the reasonable and necessary justification - describe how the LEA plans to expend or obligate the carryover funds</p> <p>(Maximum 1,700 characters)</p>	<p>In the 2020-21 school year, Title I funding was not fully utilized as intended due to the school site operating for the majority of the school year following a distance learning model. Our school is utilizing the carryover funds to support the learning loss by providing before and after school tutoring and assessing the needs of the students. Funds are being re-allocated to be utilized to support student learning loss in addition to creating positions that will help serve our low income families.</p>
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**2020-21 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Arianna Bobadilla (Fiscal), Division Support Office, [ABobadilla@cde.ca.gov](mailto:ABobadilla@cde.ca.gov), 916-319-0208  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2020-21 Title II, Part A allocation	\$34,512
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$34,512
Repayment of funds	\$0
2020-21 Total allocation	\$34,512
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title II, Part A adjusted allocation	\$34,512

**\*\*\*Warning\*\*\***

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**2020-21 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$12,451
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2020-21 Title IV, Part A LEA available allocation	\$12,451
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$12,451

**\*\*\*Warning\*\*\***

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### 2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$12,451
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2020-21 Title IV, Part A LEA available allocation	\$12,451

**Expenditures**

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$12,248
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$203
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$0

**\*\*\*Warning\*\*\***

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2020-21 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, LZhou@cde.ca.gov, 916-319-0956  
Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	38.59%
Available Title I, Part A school allocations	\$161,239
Available parent and family engagement reservation	\$1,702

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2019-20 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Academy for Academic Excellence	3631207	3	1433	553	38.59	*	*	1	291.57	161238.21	\$0	\$1,702	162940.21	

\*\*\*Warning\*\*\*  
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**2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2018-19 Title II, Part A allocation	\$34,038
2018-19 Title II, Part A total apportionment issued	\$34,038
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$34,038

**Professional Development Expenditures**

Professional development for teachers	\$20,068
Professional development for administrators	\$2,877
All other professional development expenditures	\$85

**Recruitment, Training, and Retention Expenditures**

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$11,008

**Miscellaneous Expenditures**

Class size reduction	\$0
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$34,038
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.	

**\*\*\*Warning\*\*\***

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

Date of meeting: April 11, 2022

Title: NSLA Consolidated Application and Reporting System ~ Winter Release

Presentation:  Consent:  Action:  Discussion:  Information:

Background: The organization is required to submit the Consolidated Application and Reporting System (“CARS”) Winter Release reports according to the reporting requirements set forth by the Department of Education. We are required to report any allocation reservations as well as any funds transferred to other Federal Programs.

Fiscal Implications (if any): None

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

Recommendation:

Submitted by: Veronica Calderon, *Finance Administrator, Categorical Programs*

**2021-22 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
 Kevin Donnelly, Rural Education and Student Support Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2021-22 Title II, Part A allocation	\$38,452
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$38,452

**Title IV, Part A Transfers**

2021-22 Title IV, Part A allocation	\$17,175
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2021-22 Title IV, Part A allocation after transfers out	\$17,175

**\*\*\*Warning\*\*\***

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**2021-22 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$270,882
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$270,882

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$2,705
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$1,000

**Authorized Reservations**

Public school Choice transportation	\$0
Other authorized activities	\$0
2021-22 Approved indirect cost rate	5.48%
Indirect cost reservation	\$14,073
Administrative reservation	\$26,559

**Reservation Summary**

Total LEA required and authorized reservations	\$41,632
School parent and family engagement reservation	\$2,705
Amount available for Title I, Part A school allocations	\$226,545

**\*\*\*Warning\*\*\***

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**2021-22 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2021-22 Title II, Part A allocation	\$38,452
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$38,452
Repayment of funds	\$0
2021-22 Total allocation	\$38,452
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title II, Part A adjusted allocation	\$38,452

**\*\*\*Warning\*\*\***

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### 2021-22 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for the Title III English Learner (EL) student program and to report required reservations.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Total Allocation**

2021-22 Title III EL student program allocation	\$30,420
Transferred-in amount	\$0
Repayment of funds	\$0
2021-22 Total allocation	\$30,420

**Allocation Reservations**

Professional development activities	\$0
Program and other authorized activities	\$30,420
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total allocation reservations	\$30,420

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

### 2021-22 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through December 31, 2021.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Required and authorized Title III English Learner (EL) student program activities**

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2021-22 Title III EL student program allocation	\$30,420
Transferred-in amount	\$0
2021-22 Total allocation	\$30,420
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$0
2021-22 Unspent funds	\$30,420

**\*\*\*Warning\*\*\***

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**2021-22 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$17,175
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2021-22 Title IV, Part A LEA available allocation	\$17,175
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2021-22 Title IV, Part A LEA adjusted allocation	\$17,175

**\*\*\*Warning\*\*\***

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**2021-22 Consolidation of Administrative Funds**

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

**\*\*\*Warning\*\*\***

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### 2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

### Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

**Note:** The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Norton Science and Language Academy	0115808	K	9	2	825	567

**\*\*\*Warning\*\*\***

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**2021-22 Title I, Part A School Allocations**

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

**CDE Program Contact:**

Title I Policy, Program, and Support Office , [TitleI@cde.ca.gov](mailto:TitleI@cde.ca.gov), -  
 Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

**LEA meets small LEA criteria.**

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

**Allowable Discretion Codes**

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM  
 Ranking Schools Highest to Lowest Within the LEA  
 LEA-wide low income % 68.73%  
 Available Title I, Part A school allocations \$226,545  
 Available parent and family engagement reservation \$2,705

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2020-21 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Norton Science and Language Academy	0115808	2	825	567	68.73	*	*	1	399.55	226544.85	\$4,615	\$2,705	233864.85	

**\*\*\*Warning\*\*\***

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2021-22 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

\*\*\*Warning\*\*\*

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**2020–21 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Title I Policy, Program, and Support Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$234,668
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$234,668

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$2,401
LEA parent and family engagement	\$1,000
Direct or indirect services to homeless children, regardless of their school of attendance	\$2,000

**Authorized Reservations**

Public school Choice transportation	\$0
Other authorized activities	\$0
2020–21 Approved indirect cost rate	5.00%
Indirect cost reservation	\$11,025
Administrative reservation	\$23,705

**Reservation Summary**

Total LEA required and authorized reservations	\$37,730
School parent and family engagement reservation	\$2,401
Amount available for Title I, Part A school allocations	\$194,537

**\*\*\*Warning\*\*\***

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**2020-21 Title I, Part A LEA Carryover**

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over.

**CDE Program Contact:**

Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

**Carryover Calculation**

2020-21 Title I, Part A LEA allocation	\$245,912
Transferred-in amount	\$0
2020-21 Title I, Part A LEA available allocation	\$245,912
Expenditures and obligations through September 30, 2021	\$241,297
Carryover as of September 30, 2021	\$4,615
Carryover percent as of September 30, 2021	1.88%

**\*\*\*Warning\*\*\***

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**2020-21 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Arianna Bobadilla (Fiscal), Division Support Office, [ABobadilla@cde.ca.gov](mailto:ABobadilla@cde.ca.gov), 916-319-0208  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2020-21 Title II, Part A allocation	\$32,918
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$32,918
Repayment of funds	\$0
2020-21 Total allocation	\$32,918
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title II, Part A adjusted allocation	\$32,918

**\*\*\*Warning\*\*\***

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### 2020-21 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for Title III English Learner (EL) student program, and to report required reservations.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Total Allocation**

2020-21 Title III EL student program allocation	\$31,356
Transferred-in amount	\$0
Repayment of funds	\$0
2020-21 Total allocation	\$31,356

**Allocation Reservations**

Professional development activities	\$31,356
Program and other authorized activities	\$0
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total allocation reservations	\$31,356

**\*\*\*Warning\*\*\***

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### 2020-21 Title III English Learner YTD Expenditure Report, 18 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through December 31, 2021.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Required and authorized Title III English Learner (EL) student program activities**

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2020-21 Title III EL student program allocation	\$31,356
Transferred-in amount	\$0
2020-21 Total allocation	\$31,356
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$13,258
3000-3999 Employee benefits	\$4,558
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$9,132
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$26,948
2020-21 Unspent funds	\$4,408

**\*\*\*Warning\*\*\***

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**2020-21 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$18,127
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2020-21 Title IV, Part A LEA available allocation	\$18,127
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$18,127

**\*\*\*Warning\*\*\***

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**2020-21 Title IV, Part A LEA Use of Funds and Carryover**

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$18,127
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2020-21 Title IV, Part A LEA available allocation	\$18,127

**Expenditures**

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$13,196
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$4,931

**\*\*\*Warning\*\*\***

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2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Title I Policy, Program, and Support Office , [TitleI@cde.ca.gov](mailto:TitleI@cde.ca.gov), -  
Rina DeRose, Title I Policy, Program, and Support Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Norton Science and Language Academy	0115808	Y	73%	06/08/2009		01/16/2013

\*\*\*Warning\*\*\*

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**2020–21 Title I, Part A School Allocations**

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

**CDE Program Contact:**

Lana Zhou, Title I Policy, Program, and Support Office, [LZhou@cde.ca.gov](mailto:LZhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

**LEA meets small LEA criteria.**

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

**Allowable Discretion Codes**

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	73.57%
Available Title I, Part A school allocations	\$194,537
Available parent and family engagement reservation	\$2,401

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2019–20 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Norton Science and Language Academy	0115808	1	821	604	73.57	*	*	1	322.08	194536.32	\$0	\$2,401	196937.32	

**\*\*\*Warning\*\*\***

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## 2019-20 Title III English Learner YTD Expenditure Report, 27 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2019 through September 30, 2021.

**Note:** The period of availability of 2019-20 funds has been extended until September 30, 2022.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

### Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2019-20 Title III EL student program allocation	\$32,336
Transferred-in amount	\$0
2019-20 Total allocation	\$32,336
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$20,998
3000-3999 Employee benefits	\$4,932
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$6,406
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$32,336
2019-20 Unspent funds	\$0
Note: LEAs have until September 30, 2022 to spend 2019-20 funds and to file a closeout report thereafter.	

**\*\*\*Warning\*\*\***

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**2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through September 30, 2021.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2018-19 Title II, Part A allocation	\$32,328
2018-19 Title II, Part A total apportionment issued	\$32,328
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$32,328

**Professional Development Expenditures**

Professional development for teachers	\$17,809
Professional development for administrators	\$1,816
All other professional development expenditures	\$140

**Recruitment, Training, and Retention Expenditures**

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$12,563

**Miscellaneous Expenditures**

Class size reduction	\$0
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$32,328
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation.	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2018-19 Title III English Learner YTD Expenditure Report, 39 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2018 through September 30, 2021.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Required and authorized Title III English Learner (EL) student program activities**

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2018-19 Title III EL student program allocation	\$24,462
2018-19 Title III EL total apportionment issued amount	\$24,462
Transferred-in amount	\$0
2018-19 Total allocation	\$24,462
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$5,695
3000-3999 Employee benefits	\$1,795
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$16,972
Direct administrative costs (amount cannot exceed 2% of the total apportionment issued amount plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$24,462
2018-19 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2018-19 total allocation	

**\*\*\*Warning\*\*\***

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United States Department of Education  
Civil Rights Data Collection

Coversheet Creation Date: 3/11/2022 6:32:16 PM EDT

**LEA Identification**

LEA Name: **Academy for Academic Excellence District**  
LEA ID: **0601911**  
Submission Status: **Certified**  
School Year: **2020-2021**  
Superintendent: **Lisa Lamb**

**LEA Certifier Identification**

Certifier's Name: **Veronica Calderon**  
Certifier's Title: **Finance Administrator**  
Certifier's Email Address: **vcalderon@lcer.org**  
Certifier's Phone Number: **760-946-5414 ext 229**

**CERTIFICATION**

**I am authorized to submit the LEA's forms for certification because I am designated by the LEA Superintendent to certify**

**I certify that the information provided is true and correct to the best of my knowledge and belief.**

**A willfully false statement is punishable by law. (18 U.S. C. §1001.)**

**Certifier: Veronica Calderon Date: 3/11/2022**

Previously the CRDC collected disaggregated data on graduates with a regular diploma and graduates with another credential. The CRDC also collected data on students with disabilities by disability category. Your LEA also reports this data to your state education agency, which reports it to ED(EDFacts DG 306 and EDFacts DG 74). To reduce burden, the CRDC will no longer collect this data directly from LEAs. Instead, the data that your LEA provides to the state education agency will become part of your LEA's CRDC submission. Your LEA's certification of its CRDC data includes verifying the accuracy of the data that your LEA submitted to the state education agency.

# Academy for Academic Excellence District

Data submitted as of 3/11/2022 6:33 PM EDT. This PDF contains the entire LEA form with all questions and data elements shown, whether submitted or not. Data elements that have yet to be submitted are shown as "NS" for Not Submitted, while data elements that are skipped by the system display as "N/A" for Not Applicable. For purposes of calculated table totals, both "NS" and "N/A" are counted as 0.

## SSPR: Students, Schools, & Programs

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### SSPR-1: Count of Students

#### Instructions:

- Enter the overall student enrollment count for the LEA.
- Include students who are the responsibility of the LEA, who are served in LEA facilities and non-LEA facilities.
- Include students in private schools if (and only if) they were placed there by the LEA for the purpose of providing free appropriate public education (FAPE).
- Non-LEA facilities may be public or private.

For the Fall 2020 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, and who were being served in LEA facilities, non-LEA facilities, and both.

- Count of Students:

### SSPR-2: Count of Students Served in Non-LEA Facilities

#### Instructions:

- Non-LEA facilities may be public or private.

For the Fall 2020 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, and who were being served in non-LEA facilities.

- Count of Students Served in Non-LEA Facilities: Students served in Non-LEA facilities:

### SSPR-3: Count of Schools

#### Instructions:

- Include all facilities where students attend.
- Include charter schools that were under the governance of the LEA.
- Include justice facilities where educational services were provided by the LEA.

For the Fall 2020 snapshot date, enter the number of public schools that were under the governance of the LEA.

- Count of Public Schools in the LEA:

### SSPR-4: Preschool Program Provided by the LEA Indicator

#### Instructions:

- Include preschool programs and services for IDEA or non-IDEA children ages 3 through 5.

For the Fall 2020 snapshot date, was the LEA providing one or more preschool services, in either LEA or non-LEA facilities, to children ages 3 through 5?

- Preschool Program Provided by the LEA Indicator: Does the LEA provide preschool services or programs that serve children ages 3 through 5?:

### SSPR-5: Preschool Children Served

#### Instructions:

- Include children who are the responsibility of the LEA, who are served in preschool in LEA facilities and non-LEA facilities. The LEA may provide preschool programs or services in LEA facilities, non-LEA facilities, or both.
- Children must be the specified age as of the snapshot date.
- For the children age 2 years served category, include only children who are 2 years of age who are allowed to be served in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.
- Include IDEA and Non-IDEA children.

For the Fall 2020 snapshot date, enter the number of 2, 3, 4 and 5-year old students who were being served in the LEA's preschool service(s) or program(s), either in LEA or non-LEA facilities.

	Number
Children age 2 years served	N/A
Children age 3 years served	N/A
Children age 4 years served	N/A
Children age 5 years served	N/A

### CRCO: Civil Rights Coordinator/Desegregation Plan

#### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### CRCO-1: Civil Rights Coordinators Indicator

#### Instructions:

- Indicate whether the LEA had appointed one or more responsible employees to coordinate efforts to comply with and carry out its responsibilities under federal law prohibiting discrimination against students and others on the basis of sex, race/color/nation origin, and/or disability.
- Civil rights coordinators may be part-time or full-time.

For the Fall 2020 snapshot date, indicate whether the LEA had one or more responsible employees (either part-time or full-time) acting as civil rights coordinator(s). Please select "yes" or "no" for each option.

	Yes/No
Sex (Title IX)	YES
Race, color, or national origin (Title VI)	YES
Disability ( <u>Section 504</u> and/or Title II)	YES

### CRCO-2: Civil Rights Coordinators Contact Information

Enter the contact information (name, email address, and phone number) for the civil rights coordinator(s) that were identified in CRCO-1. If the LEA has more than one coordinator for a specific civil rights law, provide the contact information for the lead coordinator.

	First Name	Last Name	Phone	Email
Sex (Title IX)	STACY	NEWMAN	760-946-5414	SNEWMAN@LCER.ORG
Race, color, or national origin (Title VI)	STACY	NEWMAN	760-946-5414	SNEWMAN@LCER.ORG
Disability (Section 504 and/or Title II)	STACY	NEWMAN	760-946-5414	SNEWMAN@LCER.ORG

### CRCO-3: Desegregation Order or Plan

For the Fall 2020 snapshot date, was the LEA covered by a desegregation order or plan?

For the Fall 2020 snapshot date, was the LEA covered by a desegregation order or plan:

- Desegregation Order or Plan: Is the LEA covered by a desegregation order or plan?:

## HIBD: Harassment & Bullying

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### HIBD-1: Harassment or Bullying Policy Indicator

#### Instructions:

- Written policy (or policies) must be for ALL basis categories.

For the Fall 2020 snapshot date, did the LEA have a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability?

- Harassment or Bullying Policy Indicator:

### HIBD-2: Harassment or Bullying Policy Web Link

Enter the web link to the LEA's written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability.

- Harassment or Bullying Policy Web Link: Web Link:

## DSED: Distance Education

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### DSED-1: Distance Education Enrollment Indicator

Did the LEA have any students in GRADES K-12 (or the ungraded equivalent) who were enrolled in any distance education courses during the 2020-21 school year?

- Distance Education Enrollment Indicator: Does the LEA have any students enrolled in any distance educational courses?:

### DSED-2: Distance Education Enrollment

Enter the number of students in GRADES K-12 (or the ungraded equivalent) who were enrolled in at least one distance education course during the 2020-21 school year, by their race/ethnicity, EL, and IDEA status.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who were enrolled in a distance education course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0



Education Course:								
Females who were enrolled in a distance education course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who were enrolled in a distance education course:	0	0	0	0	0	0	0	0

Distance Education Enrollment - EL

	EL
EL males who were enrolled in a distance education course:	N/A
EL females who were enrolled in a distance education course:	N/A
Total number of EL students who were enrolled in a distance education course:	0

Distance Education Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who were enrolled in a distance education course:	N/A
Females with disabilities who were enrolled in a distance education course:	N/A
Total students with disabilities (IDEA) who were enrolled in a distance education course:	0

## HSEE: High School Equivalency Exam

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### HSEE-1: High School Equivalency Exam Preparation Program Provided by the LEA Indicator

#### Instructions:

- Indicate whether the LEA provided one or more high school equivalency exam preparation programs for students ages 16 through 19. The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.

Did the LEA provide a high school equivalency exam preparation program, either in LEA or non-LEA facilities, for students ages 16 through 19 during the 2020-21 school year?

- High School Equivalency Exam Preparation Program Provided by the LEA Indicator: Does the LEA operate a high school equivalency exam preparation program for students ages 16-19?:

### HSEE-2: High School Equivalency Exam Preparation Program Student Participation

#### Instructions:

- Do NOT include students who participated in a high school equivalency exam preparation program that was not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided program.

Number of students ages 16-19 who participated in LEA-operated high school equivalency exam preparation program (disaggregated by race, sex, disability-IDEA, EL)

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males who participated in high school equivalency exam	N/A	N/A	N/A	05	N/A	N/A	N/A	0

equivalency exam preparation program:									
Females who participated in high school equivalency exam preparation program:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who participated in high school equivalency exam preparation program:	0	0	0	0	0	0	0	0	0

Participation in the LEA-Operated High School Equivalency Exam Preparation Program - EL

	EL
EL males who participated in high school equivalency exam preparation program:	N/A
EL females who participated in high school equivalency exam preparation program:	N/A
Total number of EL students who participated in high school equivalency exam preparation program:	0

Participation in the LEA-Operated High School Equivalency Exam Preparation Program - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who participated in high school equivalency exam preparation program:	N/A
Females with disabilities who participated in high school equivalency exam preparation program:	N/A
Total students with disabilities (IDEA) who participated in high school equivalency exam preparation program:	0

Applied Form Reason Codes:

Rule ID	Reason Code	Comment
ALL_ERRS102	NHB (No students were harassed or bullied.)	No students were harassed or bullied according to our records.
ALL_ERRS125	NSOF (There were no documented incidents or offenses this school year.)	There were no documented incidents or offenses this school year.
ALL_ERRS126	NSRS (No students were restrained or secluded during this school year.)	No students were restrained or secluded during this school year.

# Academy for Academic Excellence

Data submitted as of 3/11/2022 6:33 PM EDT. This PDF contains the entire school form with all questions and data elements shown, whether submitted or not. Data elements that have yet to be submitted are shown as "NS" for Not Submitted, while data elements that are skipped by the system display as "N/A" for Not Applicable. For purposes of calculated table totals, both "NS" and "N/A" are counted as 0.

## DIND: COVID-related Directional Indicators

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### DIND-1: Directional Indicator - Instruction Type

(A.) We offered only in-person instruction with additional safety precautions because of the coronavirus pandemic. (B.) We offered only virtual instruction because of the coronavirus pandemic. (C.) We offered a hybrid of in-person and virtual instruction (e.g., some students received in-person instruction while others received virtual instruction) because of the coronavirus pandemic. (D.) There was no effect on the instruction we offered because of the coronavirus pandemic.

- COVID Directional Indicator for Instruction Type:

### DIND-2: Directional Indicator - Virtual Instruction

Which of the following best describes your virtual instruction setting? (A.) Students were physically in the school setting, while teachers, who provided these students virtual instruction, were in a remote location. (B.) Students were not physically in the school setting (e.g., students were at home or another remote location). (C.) A and B.

- COVID Directional Indicator for Virtual Instruction:

## SCHR: School Characteristics

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### SCHR-1: Grades with Students Enrolled

#### Instructions:

- Students must be counted in the school where they physically attend for more than 50% of the school day.
- Check ungraded if that applies. You may check grades and also check ungraded if some students are classified by grade

and others are not.

For the Fall 2020 snapshot date, indicate whether this school had at least one student enrolled in each grade in the table. Please select "Yes" or "No" for each grade.

	Yes/No
<u>Preschool</u>	NO
Kindergarten	YES
Grade 1	YES
Grade 2	YES
Grade 3	YES
Grade 4	YES
Grade 5	YES
Grade 6	YES
Grade 7	YES
Grade 8	YES
Grade 9	YES
Grade 10	YES
Grade 11	YES
Grade 12	YES
<u>Ungraded</u>	NO

### SCHR-2: Ungraded Detail

#### Instructions:

- The information you provide in this table will reduce the number of tables you need to fill out by allowing us to ask you only for information that is most relevant to the students in your school.
- If the school had a combination of mainly middle and high school students or mainly elementary and middle school students, mark "Yes" for both grade levels.
- If the school had about equal amounts of students in all grades, mark "Yes" for all three.

For the Fall 2020 Snapshot date, indicate whether the ungraded school had mainly elementary, middle, or high school-age students.

	Yes (Mainly)/No (Just a few or none)
School had mainly elementary school age students? (about ages 3-10)	N/A
School had mainly middle school age students? (about ages 11-13)	N/A
School had mainly high school age students? (about ages 14 or older)	N/A

### SCHR-3: School Characteristics

#### Instructions:

- For magnet schools and programs, count only programs or schools that have a written mission statement with the explicit aim of preventing minority group isolation.

For the 2020-21 school year, indicate whether this school can be characterized as one of the following types of school. Please select "Yes" or "No" for each option.

	Yes/No
Is this school a <u>special education school</u> ?	NO
Is this school either a <u>magnet school</u> or a school operating a magnet program within the school?	NO
Is this school a <u>charter school</u> ?	YES
Is this school an <u>alternative school</u> ?	NO

### SCHR-4: Magnet School Detail

#### Instructions:

- Count only magnet programs or magnet schools that have a written mission statement with the explicit aim of preventing minority group isolation.

For the Fall 2020 snapshot date, was the entire school population participating in the magnet program at your school?

- Magnet School Detail:

### SCHR-5: Alternative School Detail

#### Instructions:

- If a school serves both students with academic difficulties and students with discipline problems, select "Both"

- If a school serves both students with academic difficulties and students with discipline problems, select **Both**.

For the Fall 2020 snapshot date, indicate the type(s) of students the alternative school served.

- Alternative School Detail:

## PSCH: Preschool

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

## PSCH-1: Preschool Enrollment

### Instructions:

- Enter enrollment of children in preschool programs or services for children ages 3 through 5.
- Include children who are 2 years of age who are allowed to enroll in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.

For the Fall 2020 snapshot date, enter the number of students enrolled in preschool (ages 3 to 5) programs and services.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in preschool:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in preschool:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in preschool:	0	0	0	0	0	0	0	0

### Preschool Student Enrollment - EL

	EL
EL males enrolled in preschool:	N/A
EL females enrolled in preschool:	N/A
Total number of EL students enrolled in preschool:	0

### Preschool Student Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in preschool:	N/A
Females with disabilities enrolled in preschool:	N/A
Total students with disabilities (IDEA) enrolled in preschool:	0

## ENRL: Enrollment

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**ENRL-1: Overall Student Enrollment**

**Instructions:**

- Students must be counted in the school where they physically attend for more than 50% of the school day.
- Note: Overall enrollment will also be used for skip logic within tables. For example, if a school reports zero male Asian students, subsequent tables with the same reporting period will not require data to be entered for male Asian students.

For the Fall 2020 snapshot date, enter overall enrollment. Enter the number of students who were enrolled in preschool and grades K-12 (or the ungraded equivalent).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled at this school:	297	6	40	1	19	343	52	758
Females enrolled at this school:	290	2	38	0	21	292	65	708
Total students enrolled at this school:	587	8	78	1	40	635	117	1466

Overall Student Enrollment - EL

	EL
EL males enrolled at this school:	24
EL females enrolled at this school:	19
Total EL Students enrolled at this school:	43

Overall Student Enrollment - Disabilities

	IDEA	Section 504 Only
Males with disabilities enrolled at this school:	0	10
Females with disabilities enrolled at this school:	1	8
Total students with disabilities enrolled at this school:	1	18

**ENRL-2a: Enrollment of English Learners (EL) - All EL Students**

**Instructions:**

- Include all English Learners (EL) students, regardless of whether they were enrolled in EL programs.

For the Fall 2020 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were English Learners (EL).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males who were EL:	16	0	3	0	0	5	0	24
Females who were EL:	14	0	2	0	1	2	0	19
Total number of students who were EL:	30	0	5	0	1	7	0	43

**ENRL-2b: Enrollment of English Learners (EL) - EL Students in Programs**

**Instructions:**

- Include students served through ESEA Title III and students who received EL services through other programs designed for EL students.
- Data reported in this table is a subset of the students who are EL as reported in table 2a. Select 'Show Reference Data' to view data from table 2a.

For the Fall 2020 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were ENROLLED in EL programs.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in EL programs:	16	0	3	0	0	5	0	24
Females enrolled in EL programs:	14	0	2	0	1	2	0	19
Total number of students who are enrolled in EL:	30	0	5	0	1	7	0	43

### ENRL-3a: Enrollment of Students with Disabilities - IDEA

#### Instructions:

- Include students with disabilities served under the Individuals with Disabilities Education Act (IDEA). Students with disabilities served under IDEA may or may not also be served under Section 504 of the Rehabilitation Act of 1973.
- Do not include students with disabilities served only under Section 504 of the Rehabilitation Act of 1973.
- Count of students with disabilities (IDEA) should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).

For the Fall 2020 snapshot date, enter the number of students with disabilities served under the Individuals with Disabilities Act (IDEA) who were enrolled in preschool and grades K-12 (or the ungraded equivalent) at this school.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males with disabilities served under IDEA:	0	0	0	0	0	0	0	0
Females with disabilities served under IDEA:	0	0	0	0	0	1	0	1
Total number of students with disabilities served under IDEA:	0	0	0	0	0	1	0	1

#### IDEA Enrollment - EL

	EL
EL males with disabilities served under IDEA:	0
EL females with disabilities served under IDEA:	0
Total EL students with disabilities served under IDEA:	0

### ENRL-3b: Enrollment of Students with Disabilities - Section 504

#### Instructions:

- Do not include students served under Individuals with Disabilities Act (IDEA).

For the Fall 2020 snapshot date, enter the number of students with disabilities served under Section 504 of the Rehabilitation Act of 1973 (Section 504 Only) who were enrolled in preschool and grades K-12 (or the ungraded equivalent) at this school.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males with disabilities served under Section 504 only:	4	0	0	0	0	5	1	10
Females with disabilities served under Section 504 only:	0	0	0	0	0	0	0	0
Total number of students with disabilities served under Section 504 only:	4	0	0	0	0	5	1	10

disabilities served under Section 504 only:	2	0	0	0	1	4	1	8
Total number of students with disabilities served under Section 504 only:	6	0	0	0	1	9	2	18

Section 504 Only Enrollment - EL

	EL
EL males with disabilities served under Section 504 only:	0
EL females with disabilities served under Section 504 only:	0
Total EL students with disabilities served under Section 504 only:	0

**PENR: Program Enrollment (Gifted & Talented, Dual Enrollment)**

**DATES**

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**PENR-1: Gifted and Talented Programs Indicator**

**Instructions:**

- Indicate whether the school had any students enrolled in one or more gifted and talented programs.
- Include programs that provide special education opportunities including accelerated promotion through grades and classes and an enriched curriculum.
- Gifted and talented programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

For the Fall 2020 snapshot date, did this school have any students who were enrolled in a gifted and talented program either in this school or another building?

- Gifted and Talented Education Program Indicator:

**PENR-2: Gifted and Talented Student Enrollment**

**Instructions:**

- Gifted and talented programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.
- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the Fall 2020 snapshot date, enter the number of students in preschool and in grades K-12 (or the ungraded equivalent) who were enrolled in gifted and talented programs.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in gifted and talented:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in gifted and talented:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in	0	0	12	0	0	0	0	0



Students enrolled in gifted and talented:									
---	--	--	--	--	--	--	--	--	--

Gifted and Talented Student Enrollment - EL

	EL
EL males enrolled in gifted and talented:	N/A
EL females enrolled in gifted and talented:	N/A
Total EL Students enrolled in gifted and talented:	0

Gifted and Talented Student Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in gifted and talented:	N/A
Females with disabilities enrolled in gifted and talented:	N/A
Total students with disabilities enrolled in gifted and talented:	0

**PENR-3: Dual Enrollment Program Indicator**

**Instructions:**

- Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

For the Fall 2020 snapshot date, did this school have any students enrolled in a dual enrollment or dual credit program?

- Dual Enrollment Program Indicator: Does this school have any students enrolled in a dual enrollment/dual credit program?:

**PENR-4: Student Enrollment in Dual Enrollment Programs**

**Instructions:**

- Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one dual enrollment/dual credit program.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Dual Programs:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Dual Programs:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Dual Programs:	0	0	0	0	0	0	0	0

Dual Enrollment - EL

	EL
EL males enrolled in Dual Programs:	N/A
EL females enrolled in Dual Programs:	N/A
Total EL students enrolled in Dual Programs:	0

Dual Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Dual Programs:	N/A
Females with disabilities enrolled in Dual Programs:	N/A
Total students with disabilities enrolled in Dual Programs:	0

**COUR: Courses & Classes**

**DATES**

Report data from the 2020-21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

The count of students (middle school and high school) who passed Algebra I should be those who passed by the end of the

The count of students (middle school and high school) who passed Algebra I should be those who passed by the end of the 2020-21 regular school year, not including intersession or summer.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### COUR-1a: Grade 7/8 Algebra I Classes

#### Instructions:

- Report CLASSES that cover the content of Algebra I, even if the name of the course or CLASS is not Algebra I.
- Independent study does not count as a CLASS.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of Algebra I CLASSES for students in grades 7-8 (or the ungraded equivalent) enrolled in this school.

- Classes in Algebra I Courses in Middle School (7-8, UG Middle School):

### COUR-1b: Grade 7/8 Algebra I Classes Taught by Certified Teachers

#### Instructions:

- Report CLASSES that cover the content of Algebra I, even if the name of the course or CLASS is not Algebra I.
- Independent study does not count as a CLASS.
- Teachers are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of Algebra I CLASSES for students in GRADES 7-8 (or the ungraded equivalent) taught by teachers certified in mathematics.

- Classes Taught By Certified Teachers in Algebra I Courses in Middle School (7-8, UG Middle School):

### COUR-2a: Grade 7 Algebra I Enrollment Indicator

For the Fall 2020 snapshot date, indicate whether the school had any students in grade 7 enrolled in Algebra I. Please select "Yes" or "No."

- Grade 7 Algebra I Enrollment Indicator:

### COUR-2b: Grade 8 Algebra I Enrollment Indicator

For the Fall 2020 snapshot date, indicate whether the school had any students in grade 8 (or the ungraded equivalent) enrolled in Algebra I. Please select "Yes" or "No."

- Grade 8 Algebra I Enrollment Indicator:

### COUR-3a: Student Enrollment in Algebra I in Grade 7

#### Instructions:

- Enter the number of students in grade 7 enrolled in Algebra I. Do not count students scheduled to take the Algebra I course, but not yet enrolled. For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year. For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in GRADE 7 enrolled in Algebra I.

- Total Student Enrollment in Grade 7 Algebra I:

### COUR-3b: Student Enrollment in Algebra I in Grade 8

#### Instructions:

- Enter the number of students in grade 8 enrolled in Algebra I. Include ungraded middle school age students enrolled in Algebra I in the count. Do not count students scheduled to take the Algebra I course, but not yet enrolled. For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year. For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter a breakdown of the number of students in GRADE 8 (or the ungraded equivalent) enrolled in Algebra I.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Algebra I:	0	0	0	0	0	0	0	0

Grade 8 Algebra I Enrolled - EL

	EL
EL males enrolled in Algebra I:	N/A
EL females enrolled in Algebra I:	N/A
Total EL students enrolled in Algebra I:	0

Grade 8 Algebra I Enrolled - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra I:	N/A
Females with disabilities enrolled in Algebra I:	N/A
Total students with disabilities enrolled in Algebra I:	0

**COUR-4a: Grade 7 Students who Passed Algebra I**

**Instructions:**

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-3a.

Enter the number of students in GRADE 7 who were reported as enrolled in Algebra I in COUR-3a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2020-21 school year, not including intersession or summer.

- Students who passed Grade 7 Algebra I:

**COUR-4b: Grade 8 Students who Passed Algebra I**

**Instructions:**

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-3b.

Enter the number of students in GRADE 8 (or the ungraded equivalent) who were reported as enrolled in Algebra I in COUR-3b, who successfully completed (i.e., passed) Algebra I by the end of the regular 2020-21 school year, not including intersession or summer.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who passed:	0	0	0	0	0	0	0	0

Algebra I Passed - EL

	EL
EL males who passed:	N/A
EL females who passed:	N/A
Total EL students who passed:	0

Algebra I Passed - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who passed:	N/A

Females with disabilities who passed:	N/A
Total students with disabilities who passed:	0

**COUR-5a: Grade 8 Geometry Enrollment Indicator**

For the Fall 2020 snapshot date, indicate whether the school had any students in grade 8 (or the ungraded equivalent) enrolled in Geometry. Please select "Yes" or "No."

- Grade 8 Geometry Enrollment Indicator:

**COUR-5b: Student Enrollment in Geometry in Grade 8**

**Instructions:**

- Enter the number of students in grade 8 enrolled in Geometry. Include ungraded middle school age students enrolled in Geometry in the count. Do not count students scheduled to take the Geometry course, but not yet enrolled.

For the Fall 2020 snapshot date, enter the number of students in GRADE 8 (or the ungraded equivalent) enrolled in Geometry.

- Total Student Enrollment in Grade 8 Geometry:

**COUR-6a: High School Student Enrollment in Algebra I - Grades 9 & 10**

**Instructions:**

- Enter the number of students in grade 9 or 10 enrolled in Algebra I. Do not count students scheduled to take the Algebra I course, but not yet enrolled. For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year. For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in GRADES 9-10 who were enrolled in Algebra I.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Algebra I:	35	1	4	0	2	22	6	70
Females enrolled in Algebra I:	29	1	5	0	2	27	3	67
Total number of students enrolled in Algebra I:	64	2	9	0	4	49	9	137

**Algebra I Enrollment - EL**

	EL
EL males enrolled in Algebra I:	0
EL females enrolled in Algebra I:	0
Total EL students enrolled in Algebra I:	0

**Algebra I Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra I:	0
Females with disabilities enrolled in Algebra I:	0
Total students with disabilities enrolled in Algebra I:	0

**COUR-6b: High School Student Enrollment in Algebra I - Grades 11 & 12**

**Instructions:**

- Enter the number of students in grade 11 or 12 enrolled in Algebra I. Include ungraded high school age students enrolled in Algebra I in the count. Do not count students scheduled to take the Algebra I course, but not yet enrolled. For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year. For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in GRADES 11-12 (or the ungraded equivalent) who were enrolled in Algebra I.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in				116				



		Native		Isldr			racas	
Males who passed:	3	0	0	0	0	1	0	4
Females who passed:	3	0	0	0	1	1	0	5
Total number of students who passed:	6	0	0	0	1	2	0	9

#### Algebra I Passed - EL

	EL
EL males who passed:	0
EL females who passed:	0
Total EL students who passed:	0

#### Algebra I Passed - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who passed:	0
Females with disabilities who passed:	0
Total students with disabilities who passed:	0

### COUR-8: Classes in Mathematics Courses in High School

#### Instructions:

- Report CLASSES that cover the content of mathematics courses outlined in the definition below, even if the name of the course or CLASS is not Geometry, Algebra I, Algebra II, Advanced Mathematics, or Calculus.
- Independent study does not count as a CLASS.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of CLASSES for students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in this school for each mathematics course.

	Number of Classes
<u>Geometry</u>	4
<u>Algebra I</u>	9
<u>Algebra II</u>	6
<u>Advanced Mathematics</u>	1
<u>Calculus</u>	1

### COUR-9: Classes in Mathematics Courses in High School Taught by Teachers with a Mathematics Certification

#### Instructions:

- Report CLASSES that cover the content of mathematics courses outlined in the definition below, even if the name of the course or CLASS is not Geometry, Algebra I, Algebra II, Advanced Mathematics, or Calculus.
- Independent study does not count as a CLASS.
- Teachers are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of CLASSES for students in GRADES 9-12 (or the ungraded equivalent) taught by teachers certified in mathematics.

	Number of Classes
<u>Geometry</u>	4
<u>Algebra I</u>	9
<u>Algebra II</u>	6
<u>Advanced Mathematics</u>	1
<u>Calculus</u>	1

### COUR-9a: Student Enrollment in Mathematics Courses in High School - Algebra II

#### Instructions:

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student MAY be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in

**Algebra II:**

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Algebra II:	18	2	5	0	2	15	6	48
Females enrolled in Algebra II:	15	0	2	0	2	16	4	39
Total number of students enrolled in Algebra II:	33	2	7	0	4	31	10	87

**Algebra II Enrollment - EL**

	EL
EL males enrolled in Algebra II:	0
EL females enrolled in Algebra II:	0
Total EL students enrolled in Algebra II:	0

**Algebra II Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra II:	0
Females with disabilities enrolled in Algebra II:	0
Total students with disabilities enrolled in Algebra II:	0

**COUR-9b: Student Enrollment in Mathematics Courses in High School - Advanced Mathematics****Instructions:**

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student MAY be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- A student enrolled in two or more advanced mathematics courses (e.g., Trigonometry and Precalculus) should be counted only once.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in advanced mathematics.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in advanced mathematics:	1	0	1	0	0	5	1	8
Females enrolled in advanced mathematics:	3	0	0	0	0	2	1	6
Total number of students enrolled in advanced mathematics:	4	0	1	0	0	7	2	14

**Advanced Mathematics Enrollment - EL**

	EL
EL males enrolled in advanced mathematics:	0
EL females enrolled in advanced mathematics:	0
Total EL students enrolled in advanced mathematics:	0

**Advanced Mathematics Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in advanced mathematics:	0
Females with disabilities enrolled in advanced mathematics:	0
Total students with disabilities enrolled in advanced mathematics:	0

**COUR-9c: Student Enrollment in Mathematics Courses in High School - Calculus**

**Instructions:**

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student MAY be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Calculus.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Calculus:	3	0	3	0	0	2	3	11
Females enrolled in Calculus:	1	0	4	0	0	1	0	6
Total number of students enrolled in Calculus:	4	0	7	0	0	3	3	17

**Calculus Enrollment - EL**

	EL
EL males enrolled in Calculus:	0
EL females enrolled in Calculus:	0
Total EL students enrolled in Calculus:	0

**Calculus Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Calculus:	0
Females with disabilities enrolled in Calculus:	0
Total students with disabilities enrolled in Calculus:	0

**COUR-9d: Student Enrollment in Mathematics Courses in High School - Geometry****Instructions:**

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student MAY be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Geometry.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Geometry:	16	0	4	0	0	17	1	38
Females enrolled in Geometry:	16	0	1	0	2	18	5	42
Total number of students enrolled in Geometry:	32	0	5	0	2	35	6	80

**Geometry Enrollment - EL**

	EL
EL males enrolled in Geometry:	0
EL females enrolled in Geometry:	0
Total EL students enrolled in Geometry	0

**Geometry Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Geometry:	120
Females with disabilities enrolled in Geometry:	0



Females with disabilities enrolled in Geometry:	0
Total students with disabilities enrolled in Geometry	0

### COUR-10: Classes in Science Courses

#### Instructions:

- Report classes that cover the content of science courses outlined in the definitions, regardless of the course name.
- Science courses are college-preparatory courses that are considered introductory or advanced.
- Science courses include Advanced Placement Biology, Chemistry, and Physics courses, and International Baccalaureate Diploma Programme Biology, Chemistry, and Physics courses.
- Independent study does not count as a class.

This table is about classes. For the Fall 2020 snapshot date, enter the number of classes for students in GRADES 9-12 (or the ungraded equivalent) enrolled in this school for each science course.

	Number of Classes
Biology	0
Chemistry	8
Physics	0

### COUR-11a: Student Enrollment in Science Courses - Biology

#### Instructions:

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Biology courses (e.g., Botany and Genetics) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Biology courses, and International Baccalaureate Diploma Programme Biology courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Biology.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Biology:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Biology:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Biology:	0	0	0	0	0	0	0	0

#### Biology Enrollment - EL

	EL
EL males enrolled in Biology:	N/A
EL females enrolled in Biology:	N/A
Total EL students enrolled in Biology:	0

#### Biology Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Biology:	N/A
Females with disabilities enrolled in Biology:	N/A
Total students with disabilities enrolled in Biology:	0

### COUR-11b: Student Enrollment in Science Courses - Chemistry

#### Instructions:

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Chemistry courses (e.g., Organic Chemistry and Physical Chemistry) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these

courses.

- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Chemistry courses, and International Baccalaureate Diploma Programme Chemistry courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Chemistry.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Chemistry:	22	0	5	0	2	18	8	55
Females enrolled in Chemistry:	16	0	3	0	3	20	6	48
Total number of students enrolled in Chemistry:	38	0	8	0	5	38	14	103

#### Chemistry Enrollment - EL

	EL
EL males enrolled in Chemistry:	0
EL females enrolled in Chemistry:	0
Total EL students enrolled in Chemistry:	0

#### Chemistry Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Chemistry:	0
Females with disabilities enrolled in Chemistry:	0
Total students with disabilities enrolled in Chemistry:	0

### **COUR-11c: Student Enrollment in Science Courses - Physics**

#### **Instructions:**

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Physics courses (e.g., Physical Science and Conceptual Physics) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Physics courses, and International Baccalaureate Diploma Programme Physics courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Physics.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Physics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Physics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Physics:	0	0	0	0	0	0	0	0

#### Physics Enrollment -EL

	EL
EL males enrolled in Physics:	N/A
EL females enrolled in Physics:	N/A
Total EL students enrolled in Physics:	0

Physics Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Physics:	N/A
Females with disabilities enrolled in Physics:	N/A
Total students with disabilities enrolled in Physics:	0

**COUR-12: Single-Sex Academic Classes Indicator**

**Instructions:**

- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- If the school has single-sex students who receive all of their academic instruction from one teacher in one classroom, then each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- A physical education class is not considered an academic class.
- Independent study is not considered a single-sex class.

For the Fall 2020 snapshot date, did this school have any students enrolled in one or more male only or female only classes?

- Single Sex Academic Classes Indicator:

**COUR-13: Single-Sex Academic Classes Detail**

**Instructions:**

- Report classes that cover the content of the courses outlined in the definitions, regardless of the course name.
- Count classes, not courses.
- Enter the total count of classes, not the enrollment of students in those classes.
- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- Include classes in Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- If the school has single-sex students who receive all of their academic instruction from one teacher in one classroom, then each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- Elementary schools with single-sex math classes should report those classes as other mathematics.
- A physical education class is not considered an academic class.
- Independent study is not considered a single-sex class.

This table is about classes. For the Fall 2020 snapshot date, enter the number of male only or female only academic classes in each course or subject area which had one or more students in GRADES K-12 (or the ungraded equivalent) enrolled.

	Number of classes for Males only	Number of classes for Females only	Total Single-Sex Classes
<u>Algebra I, Geometry, Algebra II</u>	N/A	N/A	0
<u>Other Mathematics</u>	N/A	N/A	0
<u>Science</u>	N/A	N/A	0
<u>English/Reading/Language Arts</u>	N/A	N/A	0
<u>Other academic subjects</u>	N/A	N/A	0

**COUR-14: Classes in Science Courses in High School Taught by Teachers with a Science Certification**

**Instructions:**

- Science courses include introductory and advanced courses.
- Independent study does not count as a class.
- Teachers are considered certified in science if they have received a teaching certificate/license/endorsement in science (general or subject-specific) from the state.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of CLASSES in each of the listed courses for students in GRADES 9-12 (or the ungraded equivalent) taught by teachers certified in science.

	Number of Classes Taught by Teachers Certified in Science
<u>Biology</u>	N/A
<u>Chemistry</u>	8
<u>Physics</u>	N/A
Total Number of Science Classes in Grades 9-12	8

**COUR-15: Classes in Computer Science Courses**

**Instructions:**

- Report classes that cover the content of computer science courses outlined in the definition, regardless of the course name.
- Computer science courses include introductory and advanced courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- Independent study does not count as a class.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of classes for students in grades 9-12 (or the ungraded equivalent) enrolled in this school for the computer science courses.

- Classes in Mathematics Courses in High School (9-12, UG High School Age): Computer Science:

**COUR-16: Classes in Computer Science in High School Taught by Teachers with a Computer Science Certification**

**Instructions:**

- Report classes that cover the content of computer science courses outlined in the definition, regardless of the course name.
- Computer science courses include introductory and advanced courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- Independent study does not count as a class.
- Teachers are considered certified in computer science if they have received a teaching certificate/license/endorsement in computer science (general or subject-specific) from the state.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of classes for the computer science courses for students in grades 9-12 (or the ungraded equivalent) taught by teachers certified in computer science.

- Classes in Computer Science in High School Taught by Teachers with a Computer Science Certification:

**COUR-17: Student Enrollment in Computer Science Courses**

**Instructions:**

- Do not count students scheduled to take a computer science course, but who are not yet enrolled.
- A student enrolled in two or more computer science courses (e.g., Computer Science Principles and Exploring Computer Science) should be counted only once.
- Computer science courses include introductory and advanced courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2020 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one computer science course.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in computer science:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in computer science:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in computer science:	0	0	0	0	0	0	0	0

	EL
EL males enrolled in computer science:	N/A
EL females enrolled in computer science:	N/A
Total EL students enrolled in computer science:	0

Computer Science Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in computer science:	N/A
Females with disabilities enrolled in computer science:	N/A
Total students with disabilities enrolled in computer science:	0

**APIB: Advanced Placement (AP) & International Baccalaureate Diploma Programme (IB) Enrollment**

**DATES**

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**APIB-1: International Baccalaureate (IB) Diploma Programme**

For the Fall 2020 snapshot date, did this school have any students in GRADES 9-12 (or the ungraded equivalent) enrolled in the International Baccalaureate (IB) programme?

- International Baccalaureate Diploma Programme Indicator:

**APIB-2: Student Enrollment in the International Baccalaureate (IB) Programme**

**Instructions:**

- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in the International Baccalaureate (IB) Programme.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in the IB Programme:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in the IB Programme:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in the IB Programme:	0	0	0	0	0	0	0	0

International Baccalaureate (IB) Programme - EL

	EL
EL males enrolled in the IB Programme:	N/A
EL females enrolled in the IB Programme:	N/A
Total EL students enrolled in the IB Programme:	0

International Baccalaureate (IB) Programme - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in the IB Programme:	N/A
Females with disabilities enrolled in the IB Programme:	N/A
Total students with disabilities enrolled in the IB Programme:	0

International Baccalaureate (IB) Programme - 504

	Students With Disabilities (Section 504 Only)
Males with disabilities enrolled in the IB Programme:	N/A
Females with disabilities enrolled in the IB Programme:	N/A
Total Section-504 students with disabilities enrolled in the IB Programme:	0

**APIB-3: Advanced Placement (AP) Program Indicator**

For the Fall 2020 snapshot date, did this school have any students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Advanced Placement (AP) courses?

- Advanced Placement (AP) Program Indicator: Does this school have any students enrolled in Advanced Placement (AP) courses? :

**APIB-4: Different Advanced Placement (AP) Courses**

**Instructions:**

- Count each course separately. For example, AP Biology and AP Chemistry are different courses; AP Calculus AB and AP Calculus BC are different courses, but multiple classes in AP Calculus AB are not different courses. For a list of AP courses, go to <https://apstudent.collegeboard.org/apcourse>

For the Fall 2020 snapshot date, enter the number of Advanced Placement (AP) courses that were offered at this school.

- Different Advanced Placement (AP) Courses: How many different AP courses does the school provide? :

**APIB-5: Advanced Placement (AP) Course Self-Selection**

During the 2020-21 school year, were students in GRADES 9-12 (or the ungraded equivalent) allowed to enroll in ALL Advanced Placement (AP) courses offered at this school via self-selection?

- Advanced Placement (AP) Course Self-Selection :

**APIB-6: Advanced Placement (AP) Student Enrollment**

**Instructions:**

- Include students enrolled in the school that are enrolled in online or virtual AP courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in one or more AP courses.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in AP:	24	0	10	0	3	30	7	74
Females enrolled in AP:	24	0	10	0	1	31	4	70
Total number of students enrolled in AP:	48	0	20	0	4	61	11	144

Advanced Placement Student Enrollment - EL

	EL
EL males enrolled in AP:	0
EL females enrolled in AP:	0
Total EL students enrolled in AP:	0

Advanced Placement Student Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in AP:	0
Females with disabilities enrolled in AP:	0
Total students with disabilities enrolled in AP:	0

Advanced Placement Student Enrollment - 504

	Students with Disabilities (504)

Males with disabilities enrolled in AP:	0
Females with disabilities enrolled in AP:	0
Total Section-504 students with disabilities enrolled in AP:	0

**APIB-7: Advanced Placement (AP) Mathematics Enrollment Indicator**

**Instructions:**

- AP mathematics courses include Calculus (AB and BC) and Statistics.

For the Fall 2020 snapshot date, were any students at this school enrolled in an AP Mathematics course?

- Advanced Placement (AP) Mathematics Enrollment Indicator: Are any students at this school enrolled in AP mathematics?:

**APIB-8: Student Enrollment in Advanced Placement (AP) Mathematics**

**Instructions:**

- AP mathematics courses include Calculus (AB and BC) and Statistics.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one AP mathematics course.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in at least one AP mathematics course:	2	0	4	0	1	6	1	14
Females enrolled in at least one AP mathematics course:	3	0	4	0	0	2	0	9
Total number of students enrolled in at least one AP mathematics course:	5	0	8	0	1	8	1	23

Student Enrollment in AP Mathematics - EL

	EL
EL males enrolled in at least one AP mathematics course:	0
EL females enrolled in at least one AP mathematics course:	0
Total EL students enrolled in at least one AP mathematics course:	0

Student Enrollment in AP Mathematics - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in at least one AP mathematics course:	0
Females with disabilities enrolled in at least one AP mathematics course:	0
Total students with disabilities enrolled in at least one AP mathematics course:	0

**APIB-9: Advanced Placement (AP) Science Enrollment Indicator**

**Instructions:**

- AP science courses include Biology, Chemistry, Physics, and Environmental Science.

For the Fall 2020 snapshot date, did this school have any students in grades 9-12 (or the ungraded equivalent) who were enrolled in an AP Science course?

- Advanced Placement (AP) Science Enrollment Indicator: Are any students at this school enrolled in AP Science?:

**APIB-10: Student Enrollment in Advanced Placement (AP) Science**

**Instructions:**

- AP science courses include Biology, Chemistry, Physics, and Environmental Science.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one AP science course.

	Hispanic	Amer. Indian / Alaska	Asian	Native Hawaiian / Pacific	Black	White	Two or more races	Total
				127				

		Native		Isldr				
Males enrolled in at least one AP science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in at least one AP science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in at least one AP science course:	0	0	0	0	0	0	0	0

Student Enrollment in AP Science - EL

	EL
EL males enrolled in at least one AP science course:	N/A
EL females enrolled in at least one AP science course:	N/A
Total EL students enrolled in at least one AP science course:	0

Student Enrollment in AP Science - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in at least one AP science course:	N/A
Females with disabilities enrolled in at least one AP science course:	N/A
Total students with disabilities enrolled in at least one AP science course:	0

**APIB-11: Advanced Placement (AP) Computer Science Enrollment Indicator**

**Instructions:**

- AP computer science courses include Computer Science A and Computer Science Principles.

For the Fall 2020 snapshot date, did this school have any students in grades 9-12 (or the ungraded equivalent) who were enrolled in one or more AP computer science courses?

- Advanced Placement (AP) Computer Science Enrollment Indicator: Are any students at this school enrolled in AP computer science?:

**APIB-12: Student Enrollment in Advanced Placement (AP) Computer Science**

**Instructions:**

- A student enrolled in two or more AP computer science courses should be counted only once.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one AP Computer science course.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in at least one AP computer science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in at least one AP computer science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in at least one AP computer science course:	0	0	0	0	0	0	0	0



	EL
EL males enrolled in at least one AP computer science course:	N/A
EL females enrolled in at least one AP computer science course:	N/A
Total EL students enrolled in at least one AP computer science course:	0

Student Enrollment in AP Computer Science - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in at least one AP computer science course:	N/A
Females with disabilities enrolled in at least one AP computer science course:	N/A
Total students with disabilities enrolled in at least one AP computer science course:	0

EXAM: SAT/ACT

**DATES**

Report cumulative counts of students from the start of the 2020-21 school year, including summer, up to one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**EXAM-1: Student Participation in the SAT Reasoning Test or ACT**

**Instructions:**

- Include all students who participated, regardless of whether the student received a valid score on the test.

From the start of the 2020-21 school year, including summer, up to one day prior to the 2021-22 school year, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT, or both.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males who participated:	1	0	1	0	0	6	0	8
Females who participated:	1	0	1	0	1	1	0	4
Total number of students who participated:	2	0	2	0	1	7	0	12

SAT Reasoning Test, ACT, or Both Participation - EL

	EL
EL males who participated:	0
EL females who participated:	0
Total EL students who participated:	0

SAT Reasoning Test, ACT, or Both Participation - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who participated:	0
Females with disabilities who participated:	0
Total students with disabilities who participated:	0

**DATES**

Count should be cumulative based on the entire regular school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**STAF-1: Teachers - FTE Count and Certification****Instructions:**

- Enter the total number of FTE teachers. Include all teachers, regardless of whether they meet state licensing/certification requirements.
- Enter the number of FTE certified teachers (i.e., who meet all state licensing/certification requirements).
- Enter the number of FTE non-certified teachers (i.e., who did not meet all state licensing/certification requirements). Teachers working toward certification by way of alternative routes, or teachers with an emergency, temporary, or provisional credential are not considered to have met state requirements.
- Include teachers regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

For the regular 2020-21 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) teachers in preschool and grades K-12 (or the ungraded equivalent) overall and by their certification status.

	FTE
TOTAL number of full-time equivalent (FTE) teachers:	67.01
Number of FTE teachers who were certified:	61.01
Number of FTE teachers who were not certified:	6.00

**STAF-2: School Counselors Number FTE****Instructions:**

- Include school counselors regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

For the regular 2020-21 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) school counselors in preschool and grades K-12 (or the ungraded equivalent).

- School Counselors: Number of FTE school counselors:

**STAF-3: Support Services Staff Number FTE****Instructions:**

- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only staff who served students who are in the educational program offered at the justice facility during the regular school year.

For the regular 2020-21 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) support services staff (including nurses, psychologists, and social workers) in preschool and grades K-12 (or the ungraded equivalent) who were employed at this school.

	FTE
Number of FTE nurses:	1.00
Number of FTE psychologists:	1.00
Number of FTE social workers:	0.00

**SECR: School Security Staff****DATES**

Count should be cumulative based on the entire 2020-21 regular school year, not including intersession or summer.

Count should be cumulative based on the entire 2020-21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**SECR-1: Security Staff**

**Instructions:**

- Enter the number of FTE security staff present at the school, at least once a week, to perform his/her duties.
- Include only staff who were present at the school during normal school hours or during times when school activities/events were in session.
- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds or funds from another entity).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

For the regular 2020-21 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) security staff (including sworn law enforcement officers and security guards) for preschool and grades K-12 (or the ungraded equivalent) that were assigned, as specified.

	FTE
Number of FTE sworn law enforcement officers:	0.00
Number of FTE security guards:	0.00

**RETN: Retention**

**DATES**

Unless otherwise noted, report a cumulative count for the period beginning at the start of the 2020-21 school year and ending one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**RETN-1: Student Retention Indicator**

**Instructions:**

- Respond yes if a student was not promoted to the next grade prior to the beginning of the 2021-22 school year.

For each grade listed in the table, indicate whether ANY students were retained at the end of the 2020-21 school year (not promoted to the next grade). Please select "Yes" or "No" in the table below.

	Yes/No
Kindergarten	NO
Grade 1	NO
Grade 2	NO
Grade 3	NO
Grade 4	NO
Grade 5	NO
Grade 6	NO
Grade 7	NO
Grade 8	NO

Grade 9	NO
Grade 10	NO
Grade 11	NO
Grade 12	NO

**RETN-2 GRK: Retention of Students in Kindergarten**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in Kindergarten who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Kindergarten - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Kindergarten - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR1: Retention of Students in Grade 1**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 1 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 1 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 1 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	132	N/A

Total students with disabilities retained:	0	0
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**RETN-2 GR2: Retention of Students in Grade 2**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 2 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 2 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 2 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR3: Retention of Students in Grade 3**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 3 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 3 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 3 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR4: Retention of Students in Grade 4**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 4 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 4 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 4 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR5: Retention of Students in Grade 5****Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 5 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 5 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 5 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR6: Retention of Students in Grade 6****Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.



	Hispanic	American Indian / Alaska Native	Asian	Hawaiian / Pacific Islander	Black	White	more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 8 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 8 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR9: Retention of Students in Grade 9**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 9 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islander	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 9 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 9 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR10: Retention of Students in Grade 10**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 10 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islander	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0



Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 10 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 10 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR11: Retention of Students in Grade 11**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 11 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 11 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 11 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR12: Retention of Students in Grade 12**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 12 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

### Retention of Students in Grade 12 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

### Retention of Students in Grade 12 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

## ATHL: Single-Sex Interscholastic Athletics

### DATES

Unless otherwise noted, report a cumulative count for the period beginning at the start of the 2020-21 school year and ending one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### ATHL-1: Single-Sex Interscholastic Athletics Indicator

#### Instructions:

- Include only interscholastic athletics in which only males or only females participate.
- Include all students who participated in male only or female only interscholastic athletics, beginning from the start of the 2020-21 school year, up to one day before the start of the 2021-22 school year.

For the regular 2020-21 school year, not including intersession or summer, did this school have any students in GRADES 9-12 (or the ungraded equivalent) who participated in male only or female only interscholastic athletics?

- Single-Sex Interscholastic Athletics Indicator:

### ATHL-2: Single-Sex Interscholastic Athletics Sports, Teams and Participants

#### Instructions:

- A STUDENT should be counted multiple times for each team he or she participated on (e.g., a female student who participated on the female basketball junior varsity team and the female soccer varsity team would be counted twice).

For the regular 2020-21 school year, not including intersession or summer, enter the number of active interscholastic SPORTS and TEAMS that were male only or female only and the number of STUDENTS in GRADES 9-12 (or the ungraded equivalent) who participated in those sports and teams.

	Male Only	Female Only	Total
Number of sports:	5	5	10
Number of teams:	8	8	16
Number of participants:	63	58	121

## DISC: Student Discipline (Suspension, Expulsion, Corporal Punishment)

### DATES

Report a cumulative count based on the entire 2020-21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

unknown, if the data are not collected, or if the data do not apply to the LEA.

**NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES**

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**DISC-1a: Preschool Suspensions and Expulsions - One or More Out-of-School Suspension**

**Instructions:**

- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.
- The definition of preschool out-of-school suspension and preschool expulsion is different from K-12.

For the regular 2020-21 school year, not including intersession or summer, enter the number of preschool children who received ONE OR MORE preschool out-of-school suspension.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

**Preschool Suspensions - EL**

	EL
EL males:	N/A
EL females:	N/A
Total EL Students:	0

**Preschool Suspensions - IDEA**

	Students With Disabilities (IDEA)
Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

**DISC-1b: Preschool Suspensions and Expulsions - Expulsions**

**Instructions:**

- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.
- The definition of preschool out-of-school suspension and preschool expulsion is different from K-12.

For the regular 2020-21 school year, not including intersession or summer, enter the number of preschool children who received an EXPULSION.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

**Preschool Expulsions - EL**

	EL
EL males:	N/A
EL females:	N/A
Total EL Students:	0

**Preschool Expulsions - IDEA**

	Students With Disabilities (IDEA)
	0

Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

**DISC-2: Preschool Instances of Suspension**

**Instructions:**

- Report the number of INSTANCES of out-of-school suspensions, not the number of children who received out-of-school suspensions.
- A preschool child may be counted more than once in the table if the child was involved in multiple offenses and received an out-of-school suspension more than once.

For the regular 2020-21 school year, not including intersession or summer, enter the number of instances of out-of-school suspension for all preschool children and for preschool children with disabilities (IDEA).

	All Preschool Children	Preschool Children With Disabilities (IDEA)
Number of instances of out-of-school suspension:	N/A	N/A

**DISC-3: Corporal Punishment**

During the regular 2020-21 school year, not including intersession or summer, did this school use corporal punishment to discipline students in preschool and/or grades K-12 (or the ungraded equivalent)?

- Corporal Punishment Indicator: Does this school use corporal punishment to discipline students? :

**DISC-4: Preschool Corporal Punishment**

For the regular 2020-21 school year, not including intersession or summer, enter the number of preschool children who received corporal punishment.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

Preschool Corporal Punishment - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL Students:	0

Preschool Corporal Punishment - IDEA

	Students With Disabilities (IDEA)
Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

**DISC-5: Preschool Instances of Corporal Punishment**

**Instructions:**

- Report the number of INSTANCES of corporal punishment, not the number of children who received corporal punishment.
- A preschool child may be counted more than once in the table if the child was involved in multiple offenses and received corporal punishment more than once.

For the regular 2020-21 school year, not including intersession or summer, enter the number of instances of corporal punishment for all preschool children and for preschool children with disabilities (IDEA).

	All Preschool Children	Preschool Children With Disabilities (IDEA)
Number of instances of corporal punishment:	N/A	N/A

**DISC-6: Instances of Corporal Punishment**

**Instructions:**

- Report the number of INSTANCES of corporal punishment, not the number of children who received corporal punishment.
- A student may be counted more than once in the table if the student was involved in multiple offenses and received corporal punishment more than once.



		Native		Isidr				Disabilities
Males:	1	0	0	0	0	3	0	4
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	1	0	0	0	0	3	0	4

Out-Of-School Suspensions - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-7d: Discipline of Students without Disabilities - MORE THAN ONE Out-of-School Suspension**

**Instructions:**

- A student may NOT be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received MORE THAN ONE OUT-OF-SCHOOL SUSPENSION.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Out-Of-School Suspensions - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-7e: Discipline of Students without Disabilities - Expulsions WITH Educational Services**

**Instructions:**

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received EXPULSIONS WITH EDUCATIONAL SERVICES.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Expulsions With Educational Services - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-7f: Discipline of Students without Disabilities - Expulsions WITHOUT Educational Services**

**Instructions:**

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

EDUCATIONAL SERVICES TABLE

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received EXPULSIONS WITHOUT EDUCATIONAL SERVICES.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Expulsions without Educational Services - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-7g: Discipline of Students without Disabilities - Expulsions Under Zero-Tolerance Policies**

**Instructions:**

- A student MAY be counted as expelled under zero tolerance policies and one of the other expulsion tables about educational services.
- Expulsion under zero tolerance policies is a subset of expulsion with educational services and expulsion without educational services. Therefore, a student counted in the "expulsion under zero tolerance policies" table should also be counted in the "expulsion with educational services" table or the "expulsion without educational services" table, depending on which of the two types of expulsion the student received.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received an EXPULSION UNDER ZERO TOLERANCE policies.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Expulsions Under Zero Tolerance Policies - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-8a: Transfer to Alternative School for Students without Disabilities**

**Instructions:**

- Transfer to an alternative school for disciplinary reasons is a subset of expulsion with educational services (i.e., the students who were reported in DISC-7e).
- Include only students who were transferred due to disciplinary reasons as decided by the school.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who were transferred to an ALTERNATIVE SCHOOL for DISCIPLINARY REASONS.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who were transferred:	0	0	0	0	0	0	0	0
Females who were transferred:	0	0	0	0	0	0	0	0
Total Number of				143				

Students Who Were Transferred:	0	0	0	0	0	0	0	0
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Transfer to an Alternative School - EL

	EL Students Without Disabilities
EL males who were transferred:	0
EL females who were transferred:	0
Total EL Students Who Were Transferred:	0

**DISC-9a: Discipline of Students with Disabilities - Corporal Punishment**

**Instructions:**

- Report the number of students receiving corporal punishment, not the instances of corporal punishment.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received corporal punishment.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females (IDEA only):	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Corporal Punishment - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	N/A
EL Females (IDEA or Section 504):	N/A
Total EL Students:	0

Corporal Punishment - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	N/A
Females (Section 504):	N/A
Total Students With Disabilities:	0

**DISC-9b: Discipline of Students with Disabilities - One or More In-School Suspension**

**Instructions:**

- Report the number of students receiving one or more in-school suspensions, not the instances of in-school suspension.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received one or more IN-SCHOOL SUSPENSIONS.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

In-School Suspensions - EL



	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

In-School Suspensions - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-9c: Discipline of Students with Disabilities - ONLY ONE Out-of-School Suspension**

**Instructions:**

- A student may NOT be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received ONLY ONE OUT-OF-SCHOOL SUSPENSION.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Out-Of-School Suspensions - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Out-Of-School Suspensions - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-9d: Discipline of Students with Disabilities - MORE THAN ONE Out-of-School Suspension**

**Instructions:**

- A student may NOT be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received MORE THAN ONE OUT-OF-SCHOOL SUSPENSION.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	45	0	0	0	0

Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Out-Of-School Suspensions - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Out-Of-School Suspensions - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-9e: Discipline of Students with Disabilities -Expulsions WITH Educational Services**

**Instructions:**

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received EXPULSIONS WITH EDUCATIONAL SERVICES.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Expulsions With Educational Services - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Expulsions With Educational Services - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-9f: Discipline of Students with Disabilities - Expulsions WITHOUT Educational Services**

**Instructions:**

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received EXPULSIONS WITHOUT EDUCATIONAL SERVICES.

	Amer.	146	Native			Two or	Total
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	Hispanic (IDEA Only)	Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Expulsions without Educational Services - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Expulsions without Educational Services - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-9g: Discipline of Students with Disabilities - Expulsions Under Zero-Tolerance Policies**

**Instructions:**

- A student MAY be counted as expelled under zero tolerance policies and one of the other expulsion tables about educational services.
- Expulsion under zero tolerance policies is a subset of expulsion with educational services and expulsion without educational services. Therefore, a student counted in the "expulsion under zero tolerance policies" table should also be counted in the "expulsion with educational services" table or the "expulsion without educational services" table, depending on which of the two types of expulsion the student received.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received an EXPULSION UNDER ZERO TOLERANCE.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Expulsion Under Zero Tolerance Policies - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Expulsion Under Zero Tolerance Policies - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-10: Transfer to Alternative School for Students with Disabilities**

**Instructions:**

- Transfer to an alternative school for disciplinary reasons is a subset of expulsion with educational services (i.e., the students who were reported in DISC-9e).
- Include only students who were transferred due to disciplinary reasons as decided by the school.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who were transferred to an ALTERNATIVE SCHOOL for DISCIPLINARY REASONS.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Islr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total (IDEA Only)
Males who were transferred:	0	0	0	0	0	0	0	0
Females who were transferred:	0	0	0	0	0	0	0	0
Total Number of Students Who Were Transferred:	0	0	0	0	0	0	0	0

Transfer to an Alternative School - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL males who were transferred:	0
EL females who were transferred:	0
Total EL Students Who Were Transferred:	0

Transfer to an Alternative School - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males With Disabilities were transferred:	0
Females With Disabilities who were transferred:	0
Total Students With Disabilities Who Were Transferred:	0

**DISC-11: Instances of Suspension**

**Instructions:**

- Report the number of INSTANCES of out-of-school suspensions, not the number of children who received out-of-school suspensions.
- A student may be counted more than once in the table if the student was involved in multiple offenses and received an out-of-school suspension more than once.

For the regular 2020-21 school year, not including intersession or summer, enter the number of instances of out-of-school suspension for all students in GRADES K-12 (or the ungraded equivalent).

	Students Without Disabilities	Students With Disabilities (IDEA)	Students With Disabilities (Section 504 Only)
Number of instances of out-of-school suspensions for K-12 students (or the ungraded equivalent)	4	0	0

**DISC-12: School Days Missed Due to Out-of-School Suspension**

**Instructions:**

- Count days when students were dismissed early from school, but school staff were not, as full days.
- Do NOT count days when school staff were required to be present at school but students were not.

For the regular 2020-21 school year, not including intersession or summer, enter the total number of school DAYS that were missed by students in GRADES K-12 (or the ungraded equivalent) who received one or more out-of-school suspensions.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Days missed by males:	1	0	448	0	0	3	0	4

Days missed by males:	0	0	0	0	0	0	0	0
Days missed by females:	0	0	0	0	0	0	0	0
Days Missed By All Students:	1	0	0	0	0	3	0	4

School Days Missed - EL

	EL
Days missed by EL males:	0
Days missed by EL females:	0
Days Missed By All EL Students:	0

School Days Missed - Disabilities

	Students With Disabilities (IDEA)	Students With Disabilities (Section 504 Only)
Days missed by males With Disabilities:	0	0
Days missed by females With Disabilities:	0	0
Days Missed By All Students With Disabilities:	0	0

**ARRS: Student Discipline (Referrals to Law Enforcement & School-Related Arrests)**

**DATES**

Report a cumulative count based on the entire 2020-21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**ARRS-1a: Discipline of Students Without Disabilities - Referred to Law Enforcement Agency**

**Instructions:**

- Report the number of students referred to law enforcement not the instances of referrals.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who were REFERRED TO A LAW ENFORCEMENT AGENCY OR OFFICIAL.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Referred to a Law Enforcement Agency or Official - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**ARRS-1b: Discipline of Students Without Disabilities - School-Related Arrest**

**Instructions:**

- Report the number of students receiving school-related arrests, not the instances of arrests.

- Report the number of students receiving school-related arrests, not the instances of arrests.
- School-related arrest is a subset of referral to law enforcement. Therefore, a student counted in the "school-related arrest" table should also be counted in the "referred to law enforcement agency" table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received a SCHOOL-RELATED ARREST.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Received a School-Related Arrest - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**ARRS-2a: Discipline of Students With Disabilities - Referred to Law Enforcement Agency**

**Instructions:**

- Report the number of students referred to law enforcement not the instances of referrals.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent), by IDEA, EL or Section 504 status as specified, who were REFERRED TO A LAW ENFORCEMENT AGENCY OR OFFICIAL.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Referred to a Law Enforcement Agency or Official - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Referred to a Law Enforcement Agency or Official - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**ARRS-2b: Discipline of Students With Disabilities - School-Related Arrest**

**Instructions:**

- Report the number of students receiving school-related arrests, not the instances of arrests.
- School-related arrest is a subset of referral to law enforcement. Therefore, a student counted in the "school-related arrest" table should also be counted in the "referred to law enforcement agency" table.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in

GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received a SCHOOL-RELATED ARREST.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Received a School-Related Arrest - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Received a School-Related Arrest - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

## OFFN: Offenses

### **DATES**

Report a cumulative count based on the entire 2020-21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### **OFFN-1: Offenses - Number of Incidents**

#### **Instructions:**

- Incidents at the school refer to incidents that occurred in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
- Count all incidents that occurred before, during, or after normal school hours.
- Count incidents regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.
- Incidents that could be classified in multiple categories should be reported in the most egregious category.

For the regular 2020-21 school year, not including intersession or summer, enter the number of documented incidents of offenses shown in the table that occurred AT school.

	Number of Incidents
Incidents of <u>rape</u> or attempted rape	0
Incidents of <u>sexual assault</u> (other than rape)	0
Incidents of <u>robbery with a weapon</u>	0
Incidents of <u>robbery without a weapon</u>	0
Incidents of <u>physical attack or fight with a weapon</u>	0
Incidents of <u>physical attack or fight without a weapon</u>	0
Incidents of <u>threats of physical attack with a weapon</u>	151

Incidents of <u>threats of physical attack without a weapon</u>	0
Incidents of possession of a firearm or explosive device	0

## OFFN-2: Offenses - Firearm Use

### Instructions:

- Include those incidents that occurred at school, regardless of whether a student or non-student used the firearm or explosive device.

For the regular 2020-21 school year, not including intersession or summer, was there at least one incident at the school that involved a shooting (regardless of whether anyone was hurt)?

- Firearm Use:

## OFFN-3: Offenses - Homicide

For the regular 2020-21 school year, not including intersession or summer, did any of the school's students, faculty, or staff die as a result of a homicide committed at your school?

- Homicide Indicator:

## OFFN-4: Offenses - Number of Incidents Committed By Student

For the regular 2020-21 school year, not including intersession or summer, did any of the school's students commit rape or attempted rape offenses?

- Number of documented incidents of rape or attempted rape offenses committed by a student that occurred at school.:

For the regular 2020-21 school year, not including intersession or summer, did any of the school's students commit sexual assault (other than rape) offenses?

- Number of documented incidents of sexual assault (other than rape) offenses committed by a student that occurred at school.:

## OFFN-5: Offenses - Number of Incidents Committed By School Staff

For the regular 2020-21 school year, not including intersession or summer, did any of the school's staff members commit rape or attempted rape offenses?

- Number of documented incidents of rape or attempted rape offenses committed by a school staff member that occurred at school.:

For the regular 2020-21 school year, not including intersession or summer, did any of the school's staff members commit sexual assault (other than rape) offenses?

- Number of documented incidents of sexual assault (other than rape) offenses committed by a school staff member that occurred at school.:

## OFFN-6: Offenses -Allegations Against School Staff (Resignation or Retirement)

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which were followed by a resignation or retirement prior to final discipline or termination.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape)?

- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which were followed by a resignation or retirement prior to final discipline or termination.:

## OFFN-7: Offenses -Allegations Against School Staff (Determined Responsible)

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape which were followed by a determination that the school staff member was responsible for the offense?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which were followed by a determination that the school staff member was responsible for the offense.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape) which were followed by a determination that the school staff member was responsible for the offense?

- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which were followed by a determination that the school staff member was responsible for the offense.:

## OFFN-8: Offenses -Allegations Against School Staff (Determined Not Responsible)

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape which were followed by a determination that the school staff member was not responsible for the offense?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which were followed by a determination that the school staff member was not responsible for the offense.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape) which were followed by a determination that the school staff member was not responsible for the offense?



- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which were followed by a determination that the school staff member was not responsible for the offense.:

**OFFN-9: Offenses -Allegations Against School Staff (Determination Pending)**

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape which had a determination that remained pending?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which had a determination that remained pending.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape) which had a determination that remained pending?

- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which had a determination that remained pending.:

**OFFN-10: Offenses -Allegations Against School Staff (Duty Reassignment)**

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape which were followed by a duty reassignment prior to final discipline or termination?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which were followed by a duty reassignment prior to final discipline or termination.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape) which were followed by a duty reassignment prior to final discipline or termination?

- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which were followed by a duty reassignment prior to final discipline or termination.:

**HIBS: Harassment & Bullying**

**DATES**

Report a cumulative count based on the entire 2020-21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**HIBS-1a: Allegations of Harassment or Bullying - Sex, Race, Color, National Origin, and Disability**

**Instructions:**

- Count an allegation only once, even if it involves more than one student. A student MAY be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in EACH applicable category. For example, an allegation that involves both sex and disability should be reported in both the sex count and the disability count.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

For the regular 2020-21 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in GRADES K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sex; race; color; or national origin; and disability.

	Number of Allegations
Allegations of harassment or bullying on the basis of SEX	0
Allegations of harassment or bullying on the basis of RACE, COLOR, OR NATIONAL ORIGIN	0
Allegations of harassment or bullying on the basis of DISABILITY	0

**HIBS-1b: Allegations of Harassment or Bullying - Sexual Orientation and Religion**

**Instructions:**

- Count an allegation only once, even if it involves more than one student. A student MAY be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in EACH applicable category. For example, an allegation that involves both sexual orientation and religion should be reported in both the sexual orientation count and the religion count.

- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

For the regular 2020-21 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in GRADES K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sexual orientation and religion.

	Number of Allegations
Allegations of harassment or bullying on the basis of SEXUAL ORIENTATION	0
Allegations of harassment or bullying on the basis of RELIGION	0

### HIBS-1c: Allegations of Harassment or Bullying - By Religion Type

#### Instructions:

- Count an allegation only once, even if it involves more than one student. A student MAY be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in EACH applicable category. For example, an allegation that involves both sexual orientation and religion should be reported in both the sexual orientation count and the religion count.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

For the regular 2020-21 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in GRADES K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sexual orientation and religion.

	Number of Allegations
Atheist / Agnostic:	0
Buddhist:	0
Catholic:	0
Eastern Orthodox:	0
Hindu:	0
Islamic (Muslim):	0
Jehovah's Witness:	0
Jewish:	0
Mormon:	0
Multiple Religions, Group:	0
Other Christian:	0
Other Religion:	0
Protestant:	0
Sikh:	0

### HIBS-2a: Students Reported as Harassed or Bullied - Sex

#### Instructions:

- A student reported as harassed or bullied on the basis of multiple categories should be counted in EACH applicable category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim

For the regular 2020-21 school year, not including intersession or summer, enter the number of students in GRADES K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of sex to a responsible school employee (such as a teacher or administrator).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total number of students:	0	0	0	0	0	0	0	0

### Harassment or Bullying on the Basis of Sex - EL

EL
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students disciplined:									
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Disciplined for Harassment or Bullying on the Basis of Race, Color, or National Origin - EL

	EL
EL Males disciplined:	0
EL Females disciplined:	0
Total EL students disciplined:	0

Disciplined for Harassment or Bullying on the Basis of Race, Color, or National Origin - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities disciplined:	0	0
Females with disabilities disciplined:	0	0
Total students with disabilities disciplined:	0	0

**HIBS-3c: Students Disciplined for Harassment or Bullying - Disability**

**Instructions:**

- A student disciplined for engaging in harassment or bullying on the basis of multiple categories should be counted in EACH applicable category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students in GRADES K-12 (or the ungraded equivalent) who were DISCIPLINED for harassment or bullying on the basis of disability.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males disciplined:	0	0	0	0	0	0	0	0
Females disciplined:	0	0	0	0	0	0	0	0
Total number of students disciplined:	0	0	0	0	0	0	0	0

Disciplined for Harassment or Bullying on the Basis of Disability - EL

	EL
EL Males disciplined:	0
EL Females disciplined:	0
Total EL students disciplined:	0

Discipline for Harassment or Bullying on the Basis of Disability - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities disciplined:	0	0
Females with disabilities disciplined:	0	0
Total students with disabilities disciplined:	0	0

**RSTR: Restraint & Seclusion**

**DATES**

Report a cumulative count based on the entire 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**RSTR-1a: Non-IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint**

**Instructions:**

- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of non-IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to mechanical restraint.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	0	0	0	0
Females non-IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to mechanical restraint:	0	0	0	0	0	0	0	0

Mechanical Restraint - EL

	EL
EL Males:	0
EL Females:	0
Total EL students subjected to mechanical restraint:	0

Mechanical Restraint - Section 504 Only

	Students with Disabilities (Section 504 Only)
Males with disabilities:	0
Females with disabilities:	0
Total students with disabilities subjected to mechanical restraint:	0

**RSTR-1b: Non-IDEA Students Subjected to Restraint or Seclusion - Physical Restraint**

**Instructions:**

- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of non-IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to physical restraint.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	0	0	0	0
Females non-IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to physical restraint:	0	0	0	0	0	0	0	0

Physical Restraint - EL

	EL
EL Males:	0
EL Females:	0
Total EL students subjected to physical restraint:	0

Physical Restraint - Section 504 Only

	Students with Disabilities (Section 504 Only)
Males with disabilities:	0
Females with disabilities:	0
Total students with disabilities subjected to physical restraint:	0

**RSTR-1c: Non-IDEA Students Subjected to Restraint or Seclusion - Seclusion**

**Instructions:**

- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of non-IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to seclusion.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	0	0	0	0
Females non-IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to seclusion:	0	0	0	0	0	0	0	0

**Seclusion - EL**

	EL
EL Males:	0
EL Females:	0
Total EL students subjected to seclusion	0

**Seclusion - Section 504 Only**

	Students with Disabilities (Section 504 Only)
Males with disabilities:	0
Females with disabilities:	0
Total students with disabilities subjected to seclusion:	0

**RSTR-2a: IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint**

**Instructions:**

- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to mechanical restraint.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total Students With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	0	0	0
Females IDEA:	0	0	0	0	0	0	0	0
Total number of IDEA students subjected to mechanical restraint:	0	0	0	0	0	0	0	0

**Mechanical Restraint - EL**

	EL Students with Disabilities (IDEA)
EL Males:	0
EL Females:	0
Total EL students subjected to mechanical restraint:	0

**RSTR-2b: IDEA Students Subjected to Restraint or Seclusion - Physical Restraint**

**Instructions:**

- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to physical restraint during the 2020-21 school year.

	Amer.	Native	Two or	Total Students
		159		

	Hispanic	Indian / Alaska Native	Asian	Hawaiian / Pacific Islr	Black	White	Two or more races	With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	0	0	0
Females IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to physical restraint:	0	0	0	0	0	0	0	0

Physical Restraint - EL

	EL Students with Disabilities (IDEA)
EL Males:	0
EL Females:	0
Total EL students subjected to physical restraint:	0

**RSTR-2c: IDEA Students Subjected to Restraint or Seclusion - Seclusion**

**Instructions:**

- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to seclusion during the 2020-21 school year.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total Students With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	0	0	0
Females IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to seclusion:	0	0	0	0	0	0	0	0

Seclusion - EL

	EL Students with Disabilities (IDEA)
EL Males:	0
EL Females:	0
Total EL students subjected to seclusion	0

**RSTR-3: Instances of Restraint or Seclusion**

**Instructions:**

- Report the number of INSTANCES of mechanical restraint, physical restraint, and seclusion for students in grades K-12 (or the ungraded equivalent), not the number of students who were subjected to restraint or seclusion.
- A student may be counted more than once in the table if the student has been subjected to mechanical restraint, physical restraint, and/or seclusion more than once, even if it was in response to the same incident.
- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.

For the regular 2020-21 school year, not including intersession or summer, enter the number of instances of mechanical restraint, physical restraint, or seclusion for students in GRADES K-12 (or the ungraded equivalent).

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Number of instances of mechanical restraint	0	0	0
Number of instances of physical restraint	0	0	0
Number of instances of seclusion	0	0	0

**JUST: Justice Facilities**



**DATES**

Report a cumulative count based on the entire 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**JUST-1: Justice Facility Type**

For the regular 2020-21 school year, not including intersession or summer, indicate if your justice facility was best described as pre-adjudication, post-adjudication, or both.

- Justice Facility Type :

**JUST-2: Days in Regular School Year at Justice Facility****Instructions:**

- Value should be entered as a whole number.

For the regular 2020-21 school year, not including intersession or summer, enter the number of days that the regular educational program operated at this justice facility.

- Days in Regular School Year at Justice Facility: Days in the regular school year:

**JUST-3: Justice Facility Educational Program Hours per Week****Instructions:**

- Value should be entered as a whole number.

For the regular 2020-21 school year, not including intersession or summer, enter the number of hours per week that the regular educational program was offered to students at this justice facility.

- Justice Facility Educational Program Hours per Week :

**JUST-4: Justice Facility Educational Program Participants****Instructions:**

- A student may NOT be counted in more than one row.

For the regular 2020-21 school year, not including intersession or summer, enter the number of elementary, middle, and high school age students who participated in the regular educational program for the length of time specified.

	Number of Students
Less than 15 days	N/A
15 days to 30 days	N/A
31 days to 90 days	N/A
91 days to 180 days	N/A
More than 180 days	N/A

**INET: Internet Access and Devices****DATES**

Report data from the 2020–21 school year. Report data based on October 1 (or the closest school day to October 1).

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**INET-1: Internet Access and Devices**

**Instructions:**

- "Students" refers to those in preschool and grades K-12 (or the ungraded equivalent).
- For schools that report offering virtual instruction only (Option B for DIND-1) AND describe the virtual instruction setting as having students that were not physically in the school setting (Option B for DIND-2), then the "student-owned devices" item below does not apply.

For the Fall 2020 snapshot date, please select 'Yes' or 'No' for each item.

	Permitted Values: Yes or No
Is this school connected to <u>Internet</u> through a <u>fiber-optic connection</u> ?	YES
Does this school have <u>Wi-Fi</u> access in every classroom?	YES
Does this school allow students to take home school-issued <u>devices</u> that can be used to access the <u>Internet</u> for <u>student learning</u> ?	YES
Does this school allow students to bring to school student-owned <u>devices</u> that can be used to access the <u>Internet</u> for classroom or <u>student learning</u> ?	YES

**INET-2: Wi-Fi Enabled Devices**

**Instructions:**

- Wi-Fi enabled devices refer to devices that can connect to the Internet when there is a wireless local area network connection available.

For the Fall 2020 snapshot date, enter the number of Wi-Fi enabled devices provided by the school to students in preschool and grades K-12 (or the ungraded equivalent) for classroom or student learning use.

- Number of Wi-fi enabled devices provided by the school to students:

Applied Form Reason Codes:

Rule ID	Reason Code	Comment
SCH_ALGENR_GS0910__ERRF021__ERRF021	WRN (Warning)	Our charter school organization has transitioned from the traditional Algebra I, Geometry, & Algebra II to the Integrated Math Curriculum. These figures are pulled from the student information system including the students enrolled in Integrated Math I.
SCH_EXPULSIONS_K12__ERRF206	DCE (Data are correct as reported, because (please provide reason))	in 2020-2021 our school followed a distance learning & hybrid model. We did not experience major discipline issues which would warrant a student expulsion.
SCH_MATHENR_ALG2__ERRF021__ERRF021	WRN (Warning)	Our charter school organization has transitioned from the traditional Algebra I, & Algebra II to the Integrated Math Curriculum. These figures are pulled from the student information system including the students enrolled in Integrated Math II.



United States Department of Education  
Civil Rights Data Collection

Coversheet Creation Date: 3/11/2022 3:36:58 PM EDT

**LEA Identification**

LEA Name: **Norton Science and Language Academy District**  
LEA ID: **0601558**  
Submission Status: **Certified**  
School Year: **2020-2021**  
Superintendent: **Lisa Lamb**

**LEA Certifier Identification**

Certifier's Name: **Veronica Calderon**  
Certifier's Title: **Finance Administrator**  
Certifier's Email Address: **vcalderon@lcer.org**  
Certifier's Phone Number: **760-946-5414**

**CERTIFICATION**

**I am authorized to submit the LEA's forms for certification because I am designated by the LEA Superintendent to certify**

**I certify that the information provided is true and correct to the best of my knowledge and belief.**

**A willfully false statement is punishable by law. (18 U.S. C. §1001.)**

**Certifier: Veronica Calderon Date: 3/11/2022**

Previously the CRDC collected disaggregated data on graduates with a regular diploma and graduates with another credential. The CRDC also collected data on students with disabilities by disability category. Your LEA also reports this data to your state education agency, which reports it to ED(EDFacts DG 306 and EDFacts DG 74). To reduce burden, the CRDC will no longer collect this data directly from LEAs. Instead, the data that your LEA provides to the state education agency will become part of your LEA's CRDC submission. Your LEA's certification of its CRDC data includes verifying the accuracy of the data that your LEA submitted to the state education agency.

# Norton Science and Language Academy District

Data submitted as of 3/11/2022 3:38 PM EDT. This PDF contains the entire LEA form with all questions and data elements shown, whether submitted or not. Data elements that have yet to be submitted are shown as "NS" for Not Submitted, while data elements that are skipped by the system display as "N/A" for Not Applicable. For purposes of calculated table totals, both "NS" and "N/A" are counted as 0.

## SSPR: Students, Schools, & Programs

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### SSPR-1: Count of Students

#### Instructions:

- Enter the overall student enrollment count for the LEA.
- Include students who are the responsibility of the LEA, who are served in LEA facilities and non-LEA facilities.
- Include students in private schools if (and only if) they were placed there by the LEA for the purpose of providing free appropriate public education (FAPE).
- Non-LEA facilities may be public or private.

For the Fall 2020 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, and who were being served in LEA facilities, non-LEA facilities, and both.

- Count of Students:

### SSPR-2: Count of Students Served in Non-LEA Facilities

#### Instructions:

- Non-LEA facilities may be public or private.

For the Fall 2020 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, and who were being served in non-LEA facilities.

- Count of Students Served in Non-LEA Facilities: Students served in Non-LEA facilities:

### SSPR-3: Count of Schools

#### Instructions:

- Include all facilities where students attend.
- Include charter schools that were under the governance of the LEA.
- Include justice facilities where educational services were provided by the LEA.

For the Fall 2020 snapshot date, enter the number of public schools that were under the governance of the LEA.

- Count of Public Schools in the LEA:

### SSPR-4: Preschool Program Provided by the LEA Indicator

#### Instructions:

- Include preschool programs and services for IDEA or non-IDEA children ages 3 through 5.

For the Fall 2020 snapshot date, was the LEA providing one or more preschool services, in either LEA or non-LEA facilities, to children ages 3 through 5?

- Preschool Program Provided by the LEA Indicator: Does the LEA provide preschool services or programs that serve children ages 3 through 5?:

**SSPR-5: Preschool Children Served**

**Instructions:**

- Include children who are the responsibility of the LEA, who are served in preschool in LEA facilities and non-LEA facilities. The LEA may provide preschool programs or services in LEA facilities, non-LEA facilities, or both.
- Children must be the specified age as of the snapshot date.
- For the children age 2 years served category, include only children who are 2 years of age who are allowed to be served in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.
- Include IDEA and Non-IDEA children.

For the Fall 2020 snapshot date, enter the number of 2, 3, 4 and 5-year old students who were being served in the LEA's preschool service(s) or program(s), either in LEA or non-LEA facilities.

	Number
Children age 2 years served	N/A
Children age 3 years served	N/A
Children age 4 years served	N/A
Children age 5 years served	N/A

**CRCO: Civil Rights Coordinator/Desegregation Plan**

**DATES**

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**CRCO-1: Civil Rights Coordinators Indicator**

**Instructions:**

- Indicate whether the LEA had appointed one or more responsible employees to coordinate efforts to comply with and carry out its responsibilities under federal law prohibiting discrimination against students and others on the basis of sex, race/color/nation origin, and/or disability.
- Civil rights coordinators may be part-time or full-time.

For the Fall 2020 snapshot date, indicate whether the LEA had one or more responsible employees (either part-time or full-time) acting as civil rights coordinator(s). Please select "yes" or "no" for each option.

	Yes/No
Sex (Title IX)	YES
Race, color, or national origin (Title VI)	YES
Disability ( <u>Section 504</u> and/or Title II)	YES

**CRCO-2: Civil Rights Coordinators Contact Information**

Enter the contact information (name, email address, and phone number) for the civil rights coordinator(s) that were identified in CRCO-1. If the LEA has more than one coordinator for a specific civil rights law, provide the contact information for the lead coordinator.

	First Name	Last Name	Phone	Email
Sex (Title IX)	STACY	NEWMAN	760-946-5414 ext 220	snewman@cer.org
Race, color, or national origin (Title VI)	STACY	NEWMAN	760-946-5414 ext 220	snewman@cer.org
Disability (Section 504 and/or Title II)	STACY	NEWMAN	760-946-5414 ext 220	snewman@cer.org

**CRCO-3: Desegregation Order or Plan**

For the Fall 2020 snapshot date, was the LEA covered by a desegregation order or plan?

For the Fall 2020 snapshot date, was the LEA covered by a desegregation order or plan:

- Desegregation Order or Plan: Is the LEA covered by a desegregation order or plan?:

## HIBD: Harassment & Bullying

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### HIBD-1: Harassment or Bullying Policy Indicator

#### Instructions:

- Written policy (or policies) must be for ALL basis categories.

For the Fall 2020 snapshot date, did the LEA have a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability?

- Harassment or Bullying Policy Indicator:

### HIBD-2: Harassment or Bullying Policy Web Link

Enter the web link to the LEA's written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability.

- Harassment or Bullying Policy Web Link: Web Link:

## DSED: Distance Education

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### DSED-1: Distance Education Enrollment Indicator

Did the LEA have any students in GRADES K-12 (or the ungraded equivalent) who were enrolled in any distance education courses during the 2020-21 school year?

- Distance Education Enrollment Indicator: Does the LEA have any students enrolled in any distance educational courses?:

### DSED-2: Distance Education Enrollment

Enter the number of students in GRADES K-12 (or the ungraded equivalent) who were enrolled in at least one distance education course during the 2020-21 school year, by their race/ethnicity, EL, and IDEA status.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who were enrolled in a distance education course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0

Females who were enrolled in a distance education course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who were enrolled in a distance education course:	0	0	0	0	0	0	0	0

Distance Education Enrollment - EL

	EL
EL males who were enrolled in a distance education course:	N/A
EL females who were enrolled in a distance education course:	N/A
Total number of EL students who were enrolled in a distance education course:	0

Distance Education Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who were enrolled in a distance education course:	N/A
Females with disabilities who were enrolled in a distance education course:	N/A
Total students with disabilities (IDEA) who were enrolled in a distance education course:	0

HSEE: High School Equivalency Exam

**DATES**  
Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

**WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)**  
Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

**NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES**  
The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**HSEE-1: High School Equivalency Exam Preparation Program Provided by the LEA Indicator**

**Instructions:**

- Indicate whether the LEA provided one or more high school equivalency exam preparation programs for students ages 16 through 19. The LEA may provide high school equivalency exam preparation programs in LEA facilities, non-LEA facilities, or both.

Did the LEA provide a high school equivalency exam preparation program, either in LEA or non-LEA facilities, for students ages 16 through 19 during the 2020-21 school year?

- High School Equivalency Exam Preparation Program Provided by the LEA Indicator: Does the LEA operate a high school equivalency exam preparation program for students ages 16-19?:

**HSEE-2: High School Equivalency Exam Preparation Program Student Participation**

**Instructions:**

- Do NOT include students who participated in a high school equivalency exam preparation program that was not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided program.

Number of students ages 16-19 who participated in LEA-operated high school equivalency exam preparation program (disaggregated by race, sex, disability-IDEA, EL)

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males who participated in high school equivalency exam	N/A	N/A	N/A	167	N/A	N/A	N/A	0

equivalency exam preparation program:									
Females who participated in high school equivalency exam preparation program:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who participated in high school equivalency exam preparation program:	0	0	0	0	0	0	0	0	0

Participation in the LEA-Operated High School Equivalency Exam Preparation Program - EL

	EL
EL males who participated in high school equivalency exam preparation program:	N/A
EL females who participated in high school equivalency exam preparation program:	N/A
Total number of EL students who participated in high school equivalency exam preparation program:	0

Participation in the LEA-Operated High School Equivalency Exam Preparation Program - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who participated in high school equivalency exam preparation program:	N/A
Females with disabilities who participated in high school equivalency exam preparation program:	N/A
Total students with disabilities (IDEA) who participated in high school equivalency exam preparation program:	0

Applied Form Reason Codes:

Rule ID	Reason Code	Comment
ALL__ERRS102	NHB (No students were harassed or bullied.)	No students were reported as being harassed or bullied.
ALL__ERRS113	OIS (No students subjected to ISS or OSS.)	There were no ISS or OSS in the 2020-2021 school year.
ALL__ERRS125	NSOF (There were no documented incidents or offenses this school year.)	There were no documented incidents or major disciplinary issues in the 2020-2021 school year. We believe that due to students being in distance learning or hybrid learning, disciplinary issues were greatly reduced.
ALL__ERRS126	NSRS (No students were restrained or secluded during this school year.)	There were no incidences where a student had to be restrained or secluded in the 2020-2021 school year.



# Norton Science and Language Academy

Data submitted as of 3/11/2022 3:38 PM EDT. This PDF contains the entire school form with all questions and data elements shown, whether submitted or not. Data elements that have yet to be submitted are shown as "NS" for Not Submitted, while data elements that are skipped by the system display as "N/A" for Not Applicable. For purposes of calculated table totals, both "NS" and "N/A" are counted as 0.

## DIND: COVID-related Directional Indicators

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### DIND-1: Directional Indicator - Instruction Type

(A.) We offered only in-person instruction with additional safety precautions because of the coronavirus pandemic. (B.) We offered only virtual instruction because of the coronavirus pandemic. (C.) We offered a hybrid of in-person and virtual instruction (e.g., some students received in-person instruction while others received virtual instruction) because of the coronavirus pandemic. (D.) There was no effect on the instruction we offered because of the coronavirus pandemic.

- COVID Directional Indicator for Instruction Type:  C

### DIND-2: Directional Indicator - Virtual Instruction

Which of the following best describes your virtual instruction setting? (A.) Students were physically in the school setting, while teachers, who provided these students virtual instruction, were in a remote location. (B.) Students were not physically in the school setting (e.g., students were at home or another remote location). (C.) A and B.

- COVID Directional Indicator for Virtual Instruction:  B

## SCHR: School Characteristics

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### SCHR-1: Grades with Students Enrolled

#### Instructions:

- Students must be counted in the school where they physically attend for more than 50% of the school day.
- Check ungraded if that applies. You may check grades and also check ungraded if some students are classified by grade

and others are not.

For the Fall 2020 snapshot date, indicate whether this school had at least one student enrolled in each grade in the table. Please select "Yes" or "No" for each grade.

	Yes/No
<u>Preschool</u>	NO
Kindergarten	YES
Grade 1	YES
Grade 2	YES
Grade 3	YES
Grade 4	YES
Grade 5	YES
Grade 6	YES
Grade 7	YES
Grade 8	YES
Grade 9	NO
Grade 10	NO
Grade 11	NO
Grade 12	NO
<u>Ungraded</u>	NO

### SCHR-2: Ungraded Detail

#### Instructions:

- The information you provide in this table will reduce the number of tables you need to fill out by allowing us to ask you only for information that is most relevant to the students in your school.
- If the school had a combination of mainly middle and high school students or mainly elementary and middle school students, mark "Yes" for both grade levels.
- If the school had about equal amounts of students in all grades, mark "Yes" for all three.

For the Fall 2020 Snapshot date, indicate whether the ungraded school had mainly elementary, middle, or high school-age students.

	Yes (Mainly)/No (Just a few or none)
School had mainly elementary school age students? (about ages 3-10)	N/A
School had mainly middle school age students? (about ages 11-13)	N/A
School had mainly high school age students? (about ages 14 or older)	N/A

### SCHR-3: School Characteristics

#### Instructions:

- For magnet schools and programs, count only programs or schools that have a written mission statement with the explicit aim of preventing minority group isolation.

For the 2020-21 school year, indicate whether this school can be characterized as one of the following types of school. Please select "Yes" or "No" for each option.

	Yes/No
Is this school a <u>special education school</u> ?	NO
Is this school either a <u>magnet school</u> or a school operating a magnet program within the school?	NO
Is this school a <u>charter school</u> ?	YES
Is this school an <u>alternative school</u> ?	NO

### SCHR-4: Magnet School Detail

#### Instructions:

- Count only magnet programs or magnet schools that have a written mission statement with the explicit aim of preventing minority group isolation.

For the Fall 2020 snapshot date, was the entire school population participating in the magnet program at your school?

- Magnet School Detail:

### SCHR-5: Alternative School Detail

#### Instructions:

- If a school serves both students with academic difficulties and students with discipline problems, select "Both"

- If a school serves both students with academic difficulties and students with discipline problems, select **Both**.

For the Fall 2020 snapshot date, indicate the type(s) of students the alternative school served.

- Alternative School Detail:

## PSCH: Preschool

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

## PSCH-1: Preschool Enrollment

### Instructions:

- Enter enrollment of children in preschool programs or services for children ages 3 through 5.
- Include children who are 2 years of age who are allowed to enroll in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.

For the Fall 2020 snapshot date, enter the number of students enrolled in preschool (ages 3 to 5) programs and services.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in preschool:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in preschool:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in preschool:	0	0	0	0	0	0	0	0

### Preschool Student Enrollment - EL

	EL
EL males enrolled in preschool:	N/A
EL females enrolled in preschool:	N/A
Total number of EL students enrolled in preschool:	0

### Preschool Student Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in preschool:	N/A
Females with disabilities enrolled in preschool:	N/A
Total students with disabilities (IDEA) enrolled in preschool:	0

## ENRL: Enrollment

### DATES

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**ENRL-1: Overall Student Enrollment**

**Instructions:**

- Students must be counted in the school where they physically attend for more than 50% of the school day.
- Note: Overall enrollment will also be used for skip logic within tables. For example, if a school reports zero male Asian students, subsequent tables with the same reporting period will not require data to be entered for male Asian students.

For the Fall 2020 snapshot date, enter overall enrollment. Enter the number of students who were enrolled in preschool and grades K-12 (or the ungraded equivalent).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled at this school:	351	0	3	0	26	16	2	398
Females enrolled at this school:	374	0	7	0	23	20	2	426
Total students enrolled at this school:	725	0	10	0	49	36	4	824

Overall Student Enrollment - EL

	EL
EL males enrolled at this school:	137
EL females enrolled at this school:	121
Total EL Students enrolled at this school:	258

Overall Student Enrollment - Disabilities

	IDEA	Section 504 Only
Males with disabilities enrolled at this school:	68	4
Females with disabilities enrolled at this school:	36	0
Total students with disabilities enrolled at this school:	104	4

**ENRL-2a: Enrollment of English Learners (EL) - All EL Students**

**Instructions:**

- Include all English Learners (EL) students, regardless of whether they were enrolled in EL programs.

For the Fall 2020 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were English Learners (EL).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males who were EL:	134	0	2	0	0	1	0	137
Females who were EL:	117	0	2	0	0	2	0	121
Total number of students who were EL:	251	0	4	0	0	3	0	258

**ENRL-2b: Enrollment of English Learners (EL) - EL Students in Programs**

**Instructions:**

- Include students served through ESEA Title III and students who received EL services through other programs designed for EL students.
- Data reported in this table is a subset of the students who are EL as reported in table 2a. Select 'Show Reference Data' to view data from table 2a.

For the Fall 2020 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were ENROLLED in EL programs.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in EL programs:	134	0	2	0	0	1	0	137
Females enrolled in EL programs:	117	0	2	0	0	2	0	121
Total number of students who are enrolled in EL:	251	0	4	0	0	3	0	258

### ENRL-3a: Enrollment of Students with Disabilities - IDEA

#### Instructions:

- Include students with disabilities served under the Individuals with Disabilities Education Act (IDEA). Students with disabilities served under IDEA may or may not also be served under Section 504 of the Rehabilitation Act of 1973.
- Do not include students with disabilities served only under Section 504 of the Rehabilitation Act of 1973.
- Count of students with disabilities (IDEA) should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).

For the Fall 2020 snapshot date, enter the number of students with disabilities served under the Individuals with Disabilities Act (IDEA) who were enrolled in preschool and grades K-12 (or the ungraded equivalent) at this school.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males with disabilities served under IDEA:	62	0	0	0	5	1	0	68
Females with disabilities served under IDEA:	35	0	0	0	1	0	0	36
Total number of students with disabilities served under IDEA:	97	0	0	0	6	1	0	104

#### IDEA Enrollment - EL

	EL
EL males with disabilities served under IDEA:	28
EL females with disabilities served under IDEA:	19
Total EL students with disabilities served under IDEA:	47

### ENRL-3b: Enrollment of Students with Disabilities - Section 504

#### Instructions:

- Do not include students served under Individuals with Disabilities Act (IDEA).

For the Fall 2020 snapshot date, enter the number of students with disabilities served under Section 504 of the Rehabilitation Act of 1973 (Section 504 Only) who were enrolled in preschool and grades K-12 (or the ungraded equivalent) at this school.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males with disabilities served under Section 504 only:	3	0	0	0	0	1	0	4
Females with disabilities served under Section 504 only:	0	0	0	0	0	0	0	0
Total number of students with disabilities served under Section 504 only:	3	0	0	0	0	1	0	4

disabilities served under Section 504 only:	0	0	0	0	0	0	0	0
Total number of students with disabilities served under Section 504 only:	3	0	0	0	0	1	0	4

Section 504 Only Enrollment - EL

	EL
EL males with disabilities served under Section 504 only:	0
EL females with disabilities served under Section 504 only:	0
Total EL students with disabilities served under Section 504 only:	0

**PENR: Program Enrollment (Gifted & Talented, Dual Enrollment)**

**DATES**

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**PENR-1: Gifted and Talented Programs Indicator**

**Instructions:**

- Indicate whether the school had any students enrolled in one or more gifted and talented programs.
- Include programs that provide special education opportunities including accelerated promotion through grades and classes and an enriched curriculum.
- Gifted and talented programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

For the Fall 2020 snapshot date, did this school have any students who were enrolled in a gifted and talented program either in this school or another building?

- Gifted and Talented Education Program Indicator:

**PENR-2: Gifted and Talented Student Enrollment**

**Instructions:**

- Gifted and talented programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.
- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the Fall 2020 snapshot date, enter the number of students in preschool and in grades K-12 (or the ungraded equivalent) who were enrolled in gifted and talented programs.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in gifted and talented:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in gifted and talented:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in	0	0	174	0	0	0	0	0

Students enrolled in gifted and talented:									
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Gifted and Talented Student Enrollment - EL

	EL
EL males enrolled in gifted and talented:	N/A
EL females enrolled in gifted and talented:	N/A
Total EL Students enrolled in gifted and talented:	0

Gifted and Talented Student Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in gifted and talented:	N/A
Females with disabilities enrolled in gifted and talented:	N/A
Total students with disabilities enrolled in gifted and talented:	0

**PENR-3: Dual Enrollment Program Indicator**

**Instructions:**

- Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

For the Fall 2020 snapshot date, did this school have any students enrolled in a dual enrollment or dual credit program?

- Dual Enrollment Program Indicator: Does this school have any students enrolled in a dual enrollment/dual credit program?:

N/A

**PENR-4: Student Enrollment in Dual Enrollment Programs**

**Instructions:**

- Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one dual enrollment/dual credit program.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Dual Programs:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Dual Programs:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Dual Programs:	0	0	0	0	0	0	0	0

Dual Enrollment - EL

	EL
EL males enrolled in Dual Programs:	N/A
EL females enrolled in Dual Programs:	N/A
Total EL students enrolled in Dual Programs:	0

Dual Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Dual Programs:	N/A
Females with disabilities enrolled in Dual Programs:	N/A
Total students with disabilities enrolled in Dual Programs:	0

**COUR: Courses & Classes**

**DATES**

Report data from the 2020-21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

The count of students (middle school and high school) who passed Algebra I should be those who passed by the end of the

The count of students (middle school and high school) who passed Algebra I should be those who passed by the end of the 2020-21 regular school year, not including intersession or summer.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### COUR-1a: Grade 7/8 Algebra I Classes

#### Instructions:

- Report CLASSES that cover the content of Algebra I, even if the name of the course or CLASS is not Algebra I.
- Independent study does not count as a CLASS.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of Algebra I CLASSES for students in grades 7-8 (or the ungraded equivalent) enrolled in this school.

- Classes in Algebra I Courses in Middle School (7-8, UG Middle School):

### COUR-1b: Grade 7/8 Algebra I Classes Taught by Certified Teachers

#### Instructions:

- Report CLASSES that cover the content of Algebra I, even if the name of the course or CLASS is not Algebra I.
- Independent study does not count as a CLASS.
- Teachers are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of Algebra I CLASSES for students in GRADES 7-8 (or the ungraded equivalent) taught by teachers certified in mathematics.

- Classes Taught By Certified Teachers in Algebra I Courses in Middle School (7-8, UG Middle School):

### COUR-2a: Grade 7 Algebra I Enrollment Indicator

For the Fall 2020 snapshot date, indicate whether the school had any students in grade 7 enrolled in Algebra I. Please select "Yes" or "No."

- Grade 7 Algebra I Enrollment Indicator:

### COUR-2b: Grade 8 Algebra I Enrollment Indicator

For the Fall 2020 snapshot date, indicate whether the school had any students in grade 8 (or the ungraded equivalent) enrolled in Algebra I. Please select "Yes" or "No."

- Grade 8 Algebra I Enrollment Indicator:

### COUR-3a: Student Enrollment in Algebra I in Grade 7

#### Instructions:

- Enter the number of students in grade 7 enrolled in Algebra I. Do not count students scheduled to take the Algebra I course, but not yet enrolled. For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year. For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in GRADE 7 enrolled in Algebra I.

- Total Student Enrollment in Grade 7 Algebra I:

### COUR-3b: Student Enrollment in Algebra I in Grade 8

#### Instructions:

- Enter the number of students in grade 8 enrolled in Algebra I. Include ungraded middle school age students enrolled in Algebra I in the count. Do not count students scheduled to take the Algebra I course, but not yet enrolled. For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year. For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter a breakdown of the number of students in GRADE 8 (or the ungraded equivalent) enrolled in Algebra I.



	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Algebra I:	0	0	0	0	0	0	0	0

Grade 8 Algebra I Enrolled - EL

	EL
EL males enrolled in Algebra I:	N/A
EL females enrolled in Algebra I:	N/A
Total EL students enrolled in Algebra I:	0

Grade 8 Algebra I Enrolled - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra I:	N/A
Females with disabilities enrolled in Algebra I:	N/A
Total students with disabilities enrolled in Algebra I:	0

**COUR-4a: Grade 7 Students who Passed Algebra I**

**Instructions:**

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-3a.

Enter the number of students in GRADE 7 who were reported as enrolled in Algebra I in COUR-3a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2020-21 school year, not including intersession or summer.

- Students who passed Grade 7 Algebra I:

**COUR-4b: Grade 8 Students who Passed Algebra I**

**Instructions:**

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-3b.

Enter the number of students in GRADE 8 (or the ungraded equivalent) who were reported as enrolled in Algebra I in COUR-3b, who successfully completed (i.e., passed) Algebra I by the end of the regular 2020-21 school year, not including intersession or summer.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who passed:	0	0	0	0	0	0	0	0

Algebra I Passed - EL

	EL
EL males who passed:	N/A
EL females who passed:	N/A
Total EL students who passed:	0

Algebra I Passed - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who passed:	177 N/A

Females with disabilities who passed:	N/A
Total students with disabilities who passed:	0

**COUR-5a: Grade 8 Geometry Enrollment Indicator**

For the Fall 2020 snapshot date, indicate whether the school had any students in grade 8 (or the ungraded equivalent) enrolled in Geometry. Please select "Yes" or "No."

- Grade 8 Geometry Enrollment Indicator:

**COUR-5b: Student Enrollment in Geometry in Grade 8**

**Instructions:**

- Enter the number of students in grade 8 enrolled in Geometry. Include ungraded middle school age students enrolled in Geometry in the count. Do not count students scheduled to take the Geometry course, but not yet enrolled.

For the Fall 2020 snapshot date, enter the number of students in GRADE 8 (or the ungraded equivalent) enrolled in Geometry.

- Total Student Enrollment in Grade 8 Geometry:

**COUR-6a: High School Student Enrollment in Algebra I - Grades 9 & 10**

**Instructions:**

- Enter the number of students in grade 9 or 10 enrolled in Algebra I. Do not count students scheduled to take the Algebra I course, but not yet enrolled. For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year. For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in GRADES 9-10 who were enrolled in Algebra I.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Algebra I:	0	0	0	0	0	0	0	0

**Algebra I Enrollment - EL**

	EL
EL males enrolled in Algebra I:	N/A
EL females enrolled in Algebra I:	N/A
Total EL students enrolled in Algebra I:	0

**Algebra I Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra I:	N/A
Females with disabilities enrolled in Algebra I:	N/A
Total students with disabilities enrolled in Algebra I:	0

**COUR-6b: High School Student Enrollment in Algebra I - Grades 11 & 12**

**Instructions:**

- Enter the number of students in grade 11 or 12 enrolled in Algebra I. Include ungraded high school age students enrolled in Algebra I in the count. Do not count students scheduled to take the Algebra I course, but not yet enrolled. For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year. For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in GRADES 11-12 (or the ungraded equivalent) who were enrolled in Algebra I.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in			178					

Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Algebra I:	0	0	0	0	0	0	0	0

Algebra I Enrollment - EL

	EL
EL males enrolled in Algebra I:	N/A
EL females enrolled in Algebra I:	N/A
Total EL students enrolled in Algebra I:	0

Algebra I Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra I:	N/A
Females with disabilities enrolled in Algebra I:	N/A
Total students with disabilities enrolled in Algebra I:	0

**COUR-7a: High School Students who Passed Algebra I - Grades 9 & 10**

**Instructions:**

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-6a.

Enter the number of students in GRADES 9-10 who were reported as enrolled in Algebra I in COUR-6a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2020-21 school year, not including intersession or summer.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who passed:	0	0	0	0	0	0	0	0

Algebra I Passed - EL

	EL
EL males who passed:	N/A
EL females who passed:	N/A
Total EL students who passed:	0

Algebra I Passed - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who passed:	N/A
Females with disabilities who passed:	N/A
Total students with disabilities who passed:	0

**COUR-7b: High School Students who Passed Algebra I - Grades 11 & 12**

**Instructions:**

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-6b.

Enter the number of students in GRADES 11-12 (or the ungraded equivalent) who were reported as enrolled in Algebra I in COUR-6b, who successfully completed (i.e., passed) Algebra I by the end of the regular 2020-21 school year, not including intersession or summer.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific	Black	White	Two or more races	Total
				179				

		Native		Isldr			racess	
Males who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who passed:	0	0	0	0	0	0	0	0

Algebra I Passed - EL

	EL
EL males who passed:	N/A
EL females who passed:	N/A
Total EL students who passed:	0

Algebra I Passed - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who passed:	N/A
Females with disabilities who passed:	N/A
Total students with disabilities who passed:	0

**COUR-8: Classes in Mathematics Courses in High School**

**Instructions:**

- Report CLASSES that cover the content of mathematics courses outlined in the definition below, even if the name of the course or CLASS is not Geometry, Algebra I, Algebra II, Advanced Mathematics, or Calculus.
- Independent study does not count as a CLASS.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of CLASSES for students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in this school for each mathematics course.

	Number of Classes
<u>Geometry</u>	N/A
<u>Algebra I</u>	N/A
<u>Algebra II</u>	N/A
<u>Advanced Mathematics</u>	N/A
<u>Calculus</u>	N/A

**COUR-9: Classes in Mathematics Courses in High School Taught by Teachers with a Mathematics Certification**

**Instructions:**

- Report CLASSES that cover the content of mathematics courses outlined in the definition below, even if the name of the course or CLASS is not Geometry, Algebra I, Algebra II, Advanced Mathematics, or Calculus.
- Independent study does not count as a CLASS.
- Teachers are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of CLASSES for students in GRADES 9-12 (or the ungraded equivalent) taught by teachers certified in mathematics.

	Number of Classes
<u>Geometry</u>	N/A
<u>Algebra I</u>	N/A
<u>Algebra II</u>	N/A
<u>Advanced Mathematics</u>	N/A
<u>Calculus</u>	N/A

**COUR-9a: Student Enrollment in Mathematics Courses in High School - Algebra II**

**Instructions:**

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student MAY be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in

**Algebra II:**

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Algebra II:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Algebra II:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Algebra II:	0	0	0	0	0	0	0	0

**Algebra II Enrollment - EL**

	EL
EL males enrolled in Algebra II:	N/A
EL females enrolled in Algebra II:	N/A
Total EL students enrolled in Algebra II:	0

**Algebra II Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra II:	N/A
Females with disabilities enrolled in Algebra II:	N/A
Total students with disabilities enrolled in Algebra II:	0

**COUR-9b: Student Enrollment in Mathematics Courses in High School - Advanced Mathematics****Instructions:**

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student MAY be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- A student enrolled in two or more advanced mathematics courses (e.g., Trigonometry and Precalculus) should be counted only once.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in advanced mathematics.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in advanced mathematics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in advanced mathematics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in advanced mathematics:	0	0	0	0	0	0	0	0

**Advanced Mathematics Enrollment - EL**

	EL
EL males enrolled in advanced mathematics:	N/A
EL females enrolled in advanced mathematics:	N/A
Total EL students enrolled in advanced mathematics:	0

**Advanced Mathematics Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in advanced mathematics:	N/A
Females with disabilities enrolled in advanced mathematics:	N/A
Total students with disabilities enrolled in advanced mathematics:	0

**COUR-9c: Student Enrollment in Mathematics Courses in High School - Calculus**

**Instructions:**

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student MAY be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Calculus.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Calculus:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Calculus:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Calculus:	0	0	0	0	0	0	0	0

**Calculus Enrollment - EL**

	EL
EL males enrolled in Calculus:	N/A
EL females enrolled in Calculus:	N/A
Total EL students enrolled in Calculus:	0

**Calculus Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Calculus:	N/A
Females with disabilities enrolled in Calculus:	N/A
Total students with disabilities enrolled in Calculus:	0

**COUR-9d: Student Enrollment in Mathematics Courses in High School - Geometry****Instructions:**

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student MAY be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Geometry.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Geometry:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Geometry:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Geometry:	0	0	0	0	0	0	0	0

**Geometry Enrollment - EL**

	EL
EL males enrolled in Geometry:	N/A
EL females enrolled in Geometry:	N/A
Total EL students enrolled in Geometry	0

**Geometry Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Geometry:	182
	N/A

Females with disabilities enrolled in Geometry:	N/A
Total students with disabilities enrolled in Geometry	0

**COUR-10: Classes in Science Courses**

**Instructions:**

- Report classes that cover the content of science courses outlined in the definitions, regardless of the course name.
- Science courses are college-preparatory courses that are considered introductory or advanced.
- Science courses include Advanced Placement Biology, Chemistry, and Physics courses, and International Baccalaureate Diploma Programme Biology, Chemistry, and Physics courses.
- Independent study does not count as a class.

This table is about classes. For the Fall 2020 snapshot date, enter the number of classes for students in GRADES 9-12 (or the ungraded equivalent) enrolled in this school for each science course.

	Number of Classes
Biology	N/A
Chemistry	N/A
Physics	N/A

**COUR-11a: Student Enrollment in Science Courses - Biology**

**Instructions:**

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Biology courses (e.g., Botany and Genetics) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Biology courses, and International Baccalaureate Diploma Programme Biology courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Biology.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Biology:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Biology:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Biology:	0	0	0	0	0	0	0	0

**Biology Enrollment - EL**

	EL
EL males enrolled in Biology:	N/A
EL females enrolled in Biology:	N/A
Total EL students enrolled in Biology:	0

**Biology Enrollment - IDEA**

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Biology:	N/A
Females with disabilities enrolled in Biology:	N/A
Total students with disabilities enrolled in Biology:	0

**COUR-11b: Student Enrollment in Science Courses - Chemistry**

**Instructions:**

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Chemistry courses (e.g., Organic Chemistry and Physical Chemistry) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these

courses.

- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Chemistry courses, and International Baccalaureate Diploma Programme Chemistry courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Chemistry.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Chemistry:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Chemistry:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Chemistry:	0	0	0	0	0	0	0	0

#### Chemistry Enrollment - EL

	EL
EL males enrolled in Chemistry:	N/A
EL females enrolled in Chemistry:	N/A
Total EL students enrolled in Chemistry:	0

#### Chemistry Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Chemistry:	N/A
Females with disabilities enrolled in Chemistry:	N/A
Total students with disabilities enrolled in Chemistry:	0

### **COUR-11c: Student Enrollment in Science Courses - Physics**

#### **Instructions:**

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Physics courses (e.g., Physical Science and Conceptual Physics) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Physics courses, and International Baccalaureate Diploma Programme Physics courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Physics.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in Physics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Physics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Physics:	0	0	0	0	0	0	0	0

#### Physics Enrollment -EL

	EL
EL males enrolled in Physics:	N/A
EL females enrolled in Physics:	N/A
Total EL students enrolled in Physics:	0



Physics Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Physics:	N/A
Females with disabilities enrolled in Physics:	N/A
Total students with disabilities enrolled in Physics:	0

**COUR-12: Single-Sex Academic Classes Indicator**

**Instructions:**

- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- If the school has single-sex students who receive all of their academic instruction from one teacher in one classroom, then each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- A physical education class is not considered an academic class.
- Independent study is not considered a single-sex class.

For the Fall 2020 snapshot date, did this school have any students enrolled in one or more male only or female only classes?

- Single Sex Academic Classes Indicator:

**COUR-13: Single-Sex Academic Classes Detail**

**Instructions:**

- Report classes that cover the content of the courses outlined in the definitions, regardless of the course name.
- Count classes, not courses.
- Enter the total count of classes, not the enrollment of students in those classes.
- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- Include classes in Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- If the school has single-sex students who receive all of their academic instruction from one teacher in one classroom, then each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- Elementary schools with single-sex math classes should report those classes as other mathematics.
- A physical education class is not considered an academic class.
- Independent study is not considered a single-sex class.

This table is about classes. For the Fall 2020 snapshot date, enter the number of male only or female only academic classes in each course or subject area which had one or more students in GRADES K-12 (or the ungraded equivalent) enrolled.

	Number of classes for Males only	Number of classes for Females only	Total Single-Sex Classes
<u>Algebra I, Geometry, Algebra II</u>	N/A	N/A	0
<u>Other Mathematics</u>	N/A	N/A	0
<u>Science</u>	N/A	N/A	0
<u>English/Reading/Language Arts</u>	N/A	N/A	0
<u>Other academic subjects</u>	N/A	N/A	0

**COUR-14: Classes in Science Courses in High School Taught by Teachers with a Science Certification**

**Instructions:**

- Science courses include introductory and advanced courses.
- Independent study does not count as a class.
- Teachers are considered certified in science if they have received a teaching certificate/license/endorsement in science (general or subject-specific) from the state.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of CLASSES in each of the listed courses for students in GRADES 9-12 (or the ungraded equivalent) taught by teachers certified in science.

	Number of Classes Taught by Teachers Certified in Science
<u>Biology</u>	N/A
<u>Chemistry</u>	N/A
<u>Physics</u>	N/A
Total Number of Science Classes in Grades 9-12	0

**COUR-15: Classes in Computer Science Courses**

**Instructions:**

- Report classes that cover the content of computer science courses outlined in the definition, regardless of the course name.
- Computer science courses include introductory and advanced courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- Independent study does not count as a class.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of classes for students in grades 9-12 (or the ungraded equivalent) enrolled in this school for the computer science courses.

- Classes in Mathematics Courses in High School (9-12, UG High School Age): Computer Science: N/A

**COUR-16: Classes in Computer Science in High School Taught by Teachers with a Computer Science Certification**

**Instructions:**

- Report classes that cover the content of computer science courses outlined in the definition, regardless of the course name.
- Computer science courses include introductory and advanced courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- Independent study does not count as a class.
- Teachers are considered certified in computer science if they have received a teaching certificate/license/endorsement in computer science (general or subject-specific) from the state.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of classes for the computer science courses for students in grades 9-12 (or the ungraded equivalent) taught by teachers certified in computer science.

- Classes in Computer Science in High School Taught by Teachers with a Computer Science Certification: N/A

**COUR-17: Student Enrollment in Computer Science Courses**

**Instructions:**

- Do not count students scheduled to take a computer science course, but who are not yet enrolled.
- A student enrolled in two or more computer science courses (e.g., Computer Science Principles and Exploring Computer Science) should be counted only once.
- Computer science courses include introductory and advanced courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2020 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one computer science course.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in computer science:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in computer science:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in computer science:	0	0	0	0	0	0	0	0

	EL
EL males enrolled in computer science:	N/A
EL females enrolled in computer science:	N/A
Total EL students enrolled in computer science:	0

Computer Science Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in computer science:	N/A
Females with disabilities enrolled in computer science:	N/A
Total students with disabilities enrolled in computer science:	0

**APIB: Advanced Placement (AP) & International Baccalaureate Diploma Programme (IB) Enrollment**

**DATES**

Report data from the 2020–21 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**APIB-1: International Baccalaureate (IB) Diploma Programme**

For the Fall 2020 snapshot date, did this school have any students in GRADES 9-12 (or the ungraded equivalent) enrolled in the International Baccalaureate (IB) programme?

- International Baccalaureate Diploma Programme Indicator:

**APIB-2: Student Enrollment in the International Baccalaureate (IB) Programme**

**Instructions:**

- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in the International Baccalaureate (IB) Programme.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in the IB Programme:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in the IB Programme:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in the IB Programme:	0	0	0	0	0	0	0	0

International Baccalaureate (IB) Programme - EL

	EL
EL males enrolled in the IB Programme:	N/A
EL females enrolled in the IB Programme:	N/A
Total EL students enrolled in the IB Programme:	0

International Baccalaureate (IB) Programme - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in the IB Programme:	N/A
Females with disabilities enrolled in the IB Programme:	N/A
Total students with disabilities enrolled in the IB Programme:	0

International Baccalaureate (IB) Programme - 504

	Students With Disabilities (Section 504 Only)
Males with disabilities enrolled in the IB Programme:	N/A
Females with disabilities enrolled in the IB Programme:	N/A
Total Section-504 students with disabilities enrolled in the IB Programme:	0

**APIB-3: Advanced Placement (AP) Program Indicator**

For the Fall 2020 snapshot date, did this school have any students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Advanced Placement (AP) courses?

- Advanced Placement (AP) Program Indicator: Does this school have any students enrolled in Advanced Placement (AP) courses? :

**APIB-4: Different Advanced Placement (AP) Courses**

**Instructions:**

- Count each course separately. For example, AP Biology and AP Chemistry are different courses; AP Calculus AB and AP Calculus BC are different courses, but multiple classes in AP Calculus AB are not different courses. For a list of AP courses, go to <https://apstudent.collegeboard.org/apcourse>

For the Fall 2020 snapshot date, enter the number of Advanced Placement (AP) courses that were offered at this school.

- Different Advanced Placement (AP) Courses: How many different AP courses does the school provide? :

**APIB-5: Advanced Placement (AP) Course Self-Selection**

During the 2020-21 school year, were students in GRADES 9-12 (or the ungraded equivalent) allowed to enroll in ALL Advanced Placement (AP) courses offered at this school via self-selection?

- Advanced Placement (AP) Course Self-Selection :

**APIB-6: Advanced Placement (AP) Student Enrollment**

**Instructions:**

- Include students enrolled in the school that are enrolled in online or virtual AP courses.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in one or more AP courses.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in AP:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in AP:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in AP:	0	0	0	0	0	0	0	0

Advanced Placement Student Enrollment - EL

	EL
EL males enrolled in AP:	N/A
EL females enrolled in AP:	N/A
Total EL students enrolled in AP:	0

Advanced Placement Student Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in AP:	N/A
Females with disabilities enrolled in AP:	N/A
Total students with disabilities enrolled in AP:	0

Advanced Placement Student Enrollment - 504

	Students with Disabilities (504)
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Males with disabilities enrolled in AP:	N/A
Females with disabilities enrolled in AP:	N/A
Total Section-504 students with disabilities enrolled in AP:	0

**APIB-7: Advanced Placement (AP) Mathematics Enrollment Indicator**

**Instructions:**

- AP mathematics courses include Calculus (AB and BC) and Statistics.

For the Fall 2020 snapshot date, were any students at this school enrolled in an AP Mathematics course?

- Advanced Placement (AP) Mathematics Enrollment Indicator: Are any students at this school enrolled in AP mathematics?:

N/A

**APIB-8: Student Enrollment in Advanced Placement (AP) Mathematics**

**Instructions:**

- AP mathematics courses include Calculus (AB and BC) and Statistics.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one AP mathematics course.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males enrolled in at least one AP mathematics course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in at least one AP mathematics course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in at least one AP mathematics course:	0	0	0	0	0	0	0	0

Student Enrollment in AP Mathematics - EL

	EL
EL males enrolled in at least one AP mathematics course:	N/A
EL females enrolled in at least one AP mathematics course:	N/A
Total EL students enrolled in at least one AP mathematics course:	0

Student Enrollment in AP Mathematics - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in at least one AP mathematics course:	N/A
Females with disabilities enrolled in at least one AP mathematics course:	N/A
Total students with disabilities enrolled in at least one AP mathematics course:	0

**APIB-9: Advanced Placement (AP) Science Enrollment Indicator**

**Instructions:**

- AP science courses include Biology, Chemistry, Physics, and Environmental Science.

For the Fall 2020 snapshot date, did this school have any students in grades 9-12 (or the ungraded equivalent) who were enrolled in an AP Science course?

- Advanced Placement (AP) Science Enrollment Indicator: Are any students at this school enrolled in AP Science?:

N/A

**APIB-10: Student Enrollment in Advanced Placement (AP) Science**

**Instructions:**

- AP science courses include Biology, Chemistry, Physics, and Environmental Science.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one AP science course.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific	Black	White	Two or more races	Total
				189				

		Native		Isldr				
Males enrolled in at least one AP science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in at least one AP science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in at least one AP science course:	0	0	0	0	0	0	0	0

Student Enrollment in AP Science - EL

	EL
EL males enrolled in at least one AP science course:	N/A
EL females enrolled in at least one AP science course:	N/A
Total EL students enrolled in at least one AP science course:	0

Student Enrollment in AP Science - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in at least one AP science course:	N/A
Females with disabilities enrolled in at least one AP science course:	N/A
Total students with disabilities enrolled in at least one AP science course:	0

**APIB-11: Advanced Placement (AP) Computer Science Enrollment Indicator**

**Instructions:**

- AP computer science courses include Computer Science A and Computer Science Principles.

For the Fall 2020 snapshot date, did this school have any students in grades 9-12 (or the ungraded equivalent) who were enrolled in one or more AP computer science courses?

- Advanced Placement (AP) Computer Science Enrollment Indicator: Are any students at this school enrolled in AP computer science?:

**APIB-12: Student Enrollment in Advanced Placement (AP) Computer Science**

**Instructions:**

- A student enrolled in two or more AP computer science courses should be counted only once.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2020 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one AP Computer science course.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in at least one AP computer science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in at least one AP computer science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in at least one AP computer science course:	0	0	0	0	0	0	0	0

	EL
EL males enrolled in at least one AP computer science course:	N/A
EL females enrolled in at least one AP computer science course:	N/A
Total EL students enrolled in at least one AP computer science course:	0

Student Enrollment in AP Computer Science - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in at least one AP computer science course:	N/A
Females with disabilities enrolled in at least one AP computer science course:	N/A
Total students with disabilities enrolled in at least one AP computer science course:	0

EXAM: SAT/ACT

**DATES**

Report cumulative counts of students from the start of the 2020-21 school year, including summer, up to one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**EXAM-1: Student Participation in the SAT Reasoning Test or ACT**

**Instructions:**

- Include all students who participated, regardless of whether the student received a valid score on the test.

From the start of the 2020-21 school year, including summer, up to one day prior to the 2021-22 school year, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT, or both.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males who participated:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who participated:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who participated:	0	0	0	0	0	0	0	0

SAT Reasoning Test, ACT, or Both Participation - EL

	EL
EL males who participated:	N/A
EL females who participated:	N/A
Total EL students who participated:	0

SAT Reasoning Test, ACT, or Both Participation - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who participated:	N/A
Females with disabilities who participated:	N/A
Total students with disabilities who participated:	0

**DATES**

Count should be cumulative based on the entire regular school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**STAF-1: Teachers - FTE Count and Certification****Instructions:**

- Enter the total number of FTE teachers. Include all teachers, regardless of whether they meet state licensing/certification requirements.
- Enter the number of FTE certified teachers (i.e., who meet all state licensing/certification requirements).
- Enter the number of FTE non-certified teachers (i.e., who did not meet all state licensing/certification requirements). Teachers working toward certification by way of alternative routes, or teachers with an emergency, temporary, or provisional credential are not considered to have met state requirements.
- Include teachers regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

For the regular 2020-21 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) teachers in preschool and grades K-12 (or the ungraded equivalent) overall and by their certification status.

	FTE
TOTAL number of full-time equivalent (FTE) teachers:	36.00
Number of FTE teachers who were certified:	32.00
Number of FTE teachers who were not certified:	4.00

**STAF-2: School Counselors Number FTE****Instructions:**

- Include school counselors regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

For the regular 2020-21 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) school counselors in preschool and grades K-12 (or the ungraded equivalent).

- School Counselors: Number of FTE school counselors:

**STAF-3: Support Services Staff Number FTE****Instructions:**

- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only staff who served students who are in the educational program offered at the justice facility during the regular school year.

For the regular 2020-21 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) support services staff (including nurses, psychologists, and social workers) in preschool and grades K-12 (or the ungraded equivalent) who were employed at this school.

	FTE
Number of FTE nurses:	1.00
Number of FTE psychologists:	1.00
Number of FTE social workers:	0.00

**SECR: School Security Staff****DATES**

Count should be cumulative based on the entire 2020-21 regular school year, not including intersession or summer.



Count should be cumulative based on the entire 2020-21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**SECR-1: Security Staff**

**Instructions:**

- Enter the number of FTE security staff present at the school, at least once a week, to perform his/her duties.
- Include only staff who were present at the school during normal school hours or during times when school activities/events were in session.
- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds or funds from another entity).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

For the regular 2020-21 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) security staff (including sworn law enforcement officers and security guards) for preschool and grades K-12 (or the ungraded equivalent) that were assigned, as specified.

	FTE
Number of FTE sworn law enforcement officers:	0.00
Number of FTE security guards:	0.00

**RETN: Retention**

**DATES**

Unless otherwise noted, report a cumulative count for the period beginning at the start of the 2020-21 school year and ending one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**RETN-1: Student Retention Indicator**

**Instructions:**

- Respond yes if a student was not promoted to the next grade prior to the beginning of the 2021-22 school year.

For each grade listed in the table, indicate whether ANY students were retained at the end of the 2020-21 school year (not promoted to the next grade). Please select "Yes" or "No" in the table below.

	Yes/No
Kindergarten	NO
Grade 1	NO
Grade 2	NO
Grade 3	NO
Grade 4	NO
Grade 5	NO
Grade 6	NO
Grade 7	NO
Grade 8	NO

Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A

**RETN-2 GRK: Retention of Students in Kindergarten**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in Kindergarten who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Kindergarten - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Kindergarten - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR1: Retention of Students in Grade 1**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 1 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 1 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 1 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	194	N/A

Total students with disabilities retained:	0	0
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**RETN-2 GR2: Retention of Students in Grade 2**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 2 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 2 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 2 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR3: Retention of Students in Grade 3**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 3 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 3 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 3 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR4: Retention of Students in Grade 4**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 4 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 4 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 4 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR5: Retention of Students in Grade 5****Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 5 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 5 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 5 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR6: Retention of Students in Grade 6****Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.



	Hispanic	American Indian / Alaska Native	Asian	Hawaiian / Pacific Islander	Black	White	more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 8 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 8 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR9: Retention of Students in Grade 9**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 9 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islander	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 9 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 9 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR10: Retention of Students in Grade 10**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 10 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islander	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0

Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 10 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 10 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR11: Retention of Students in Grade 11**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 11 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 11 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

Retention of Students in Grade 11 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

**RETN-2 GR12: Retention of Students in Grade 12**

**Instructions:**

- Report a cumulative count, beginning from the start of the 2020-21 school year and through the summer, up to one day before the start of the 2021-22 school year.

Enter the number of students in GRADE 12 who were retained at the end of the 2020-21 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

### Retention of Students in Grade 12 - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL students retained:	0

### Retention of Students in Grade 12 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

## ATHL: Single-Sex Interscholastic Athletics

### DATES

Unless otherwise noted, report a cumulative count for the period beginning at the start of the 2020-21 school year and ending one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### ATHL-1: Single-Sex Interscholastic Athletics Indicator

#### Instructions:

- Include only interscholastic athletics in which only males or only females participate.
- Include all students who participated in male only or female only interscholastic athletics, beginning from the start of the 2020-21 school year, up to one day before the start of the 2021-22 school year.

For the regular 2020-21 school year, not including intersession or summer, did this school have any students in GRADES 9-12 (or the ungraded equivalent) who participated in male only or female only interscholastic athletics?

- Single-Sex Interscholastic Athletics Indicator:

### ATHL-2: Single-Sex Interscholastic Athletics Sports, Teams and Participants

#### Instructions:

- A STUDENT should be counted multiple times for each team he or she participated on (e.g., a female student who participated on the female basketball junior varsity team and the female soccer varsity team would be counted twice).

For the regular 2020-21 school year, not including intersession or summer, enter the number of active interscholastic SPORTS and TEAMS that were male only or female only and the number of STUDENTS in GRADES 9-12 (or the ungraded equivalent) who participated in those sports and teams.

	Male Only	Female Only	Total
Number of sports:	N/A	N/A	0
Number of teams:	N/A	N/A	0
Number of participants:	N/A	N/A	0

## DISC: Student Discipline (Suspension, Expulsion, Corporal Punishment)

### DATES

Report a cumulative count based on the entire 2020-21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.



unknown, if the data are not collected, or if the data do not apply to the LEA.

**NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES**

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**DISC-1a: Preschool Suspensions and Expulsions - One or More Out-of-School Suspension**

**Instructions:**

- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.
- The definition of preschool out-of-school suspension and preschool expulsion is different from K-12.

For the regular 2020-21 school year, not including intersession or summer, enter the number of preschool children who received ONE OR MORE preschool out-of-school suspension.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

**Preschool Suspensions - EL**

	EL
EL males:	N/A
EL females:	N/A
Total EL Students:	0

**Preschool Suspensions - IDEA**

	Students With Disabilities (IDEA)
Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

**DISC-1b: Preschool Suspensions and Expulsions - Expulsions**

**Instructions:**

- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.
- The definition of preschool out-of-school suspension and preschool expulsion is different from K-12.

For the regular 2020-21 school year, not including intersession or summer, enter the number of preschool children who received an EXPULSION.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

**Preschool Expulsions - EL**

	EL
EL males:	N/A
EL females:	N/A
Total EL Students:	0

**Preschool Expulsions - IDEA**

	Students With Disabilities (IDEA)
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Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

### DISC-2: Preschool Instances of Suspension

#### Instructions:

- Report the number of INSTANCES of out-of-school suspensions, not the number of children who received out-of-school suspensions.
- A preschool child may be counted more than once in the table if the child was involved in multiple offenses and received an out-of-school suspension more than once.

For the regular 2020-21 school year, not including intersession or summer, enter the number of instances of out-of-school suspension for all preschool children and for preschool children with disabilities (IDEA).

	All Preschool Children	Preschool Children With Disabilities (IDEA)
Number of instances of out-of-school suspension:	N/A	N/A

### DISC-3: Corporal Punishment

During the regular 2020-21 school year, not including intersession or summer, did this school use corporal punishment to discipline students in preschool and/or grades K-12 (or the ungraded equivalent)?

- Corporal Punishment Indicator: Does this school use corporal punishment to discipline students? :

### DISC-4: Preschool Corporal Punishment

For the regular 2020-21 school year, not including intersession or summer, enter the number of preschool children who received corporal punishment.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

#### Preschool Corporal Punishment - EL

	EL
EL males:	N/A
EL females:	N/A
Total EL Students:	0

#### Preschool Corporal Punishment - IDEA

	Students With Disabilities (IDEA)
Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

### DISC-5: Preschool Instances of Corporal Punishment

#### Instructions:

- Report the number of INSTANCES of corporal punishment, not the number of children who received corporal punishment.
- A preschool child may be counted more than once in the table if the child was involved in multiple offenses and received corporal punishment more than once.

For the regular 2020-21 school year, not including intersession or summer, enter the number of instances of corporal punishment for all preschool children and for preschool children with disabilities (IDEA).

	All Preschool Children	Preschool Children With Disabilities (IDEA)
Number of instances of corporal punishment:	N/A	N/A

### DISC-6: Instances of Corporal Punishment

#### Instructions:

- Report the number of INSTANCES of corporal punishment, not the number of children who received corporal punishment.
- A student may be counted more than once in the table if the student was involved in multiple offenses and received corporal punishment more than once.



		Native		Isldr				Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Out-Of-School Suspensions - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-7d: Discipline of Students without Disabilities - MORE THAN ONE Out-of-School Suspension**

**Instructions:**

- A student may NOT be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received MORE THAN ONE OUT-OF-SCHOOL SUSPENSION.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Out-Of-School Suspensions - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-7e: Discipline of Students without Disabilities - Expulsions WITH Educational Services**

**Instructions:**

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received EXPULSIONS WITH EDUCATIONAL SERVICES.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Expulsions With Educational Services - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-7f: Discipline of Students without Disabilities - Expulsions WITHOUT Educational Services**

**Instructions:**

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

EDUCATIONAL SERVICES TABLE

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received EXPULSIONS WITHOUT EDUCATIONAL SERVICES.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Expulsions without Educational Services - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-7g: Discipline of Students without Disabilities - Expulsions Under Zero-Tolerance Policies**

**Instructions:**

- A student MAY be counted as expelled under zero tolerance policies and one of the other expulsion tables about educational services.
- Expulsion under zero tolerance policies is a subset of expulsion with educational services and expulsion without educational services. Therefore, a student counted in the "expulsion under zero tolerance policies" table should also be counted in the "expulsion with educational services" table or the "expulsion without educational services" table, depending on which of the two types of expulsion the student received.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received an EXPULSION UNDER ZERO TOLERANCE policies.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Expulsions Under Zero Tolerance Policies - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**DISC-8a: Transfer to Alternative School for Students without Disabilities**

**Instructions:**

- Transfer to an alternative school for disciplinary reasons is a subset of expulsion with educational services (i.e., the students who were reported in DISC-7e).
- Include only students who were transferred due to disciplinary reasons as decided by the school.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who were transferred to an ALTERNATIVE SCHOOL for DISCIPLINARY REASONS.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who were transferred:	0	0	0	0	0	0	0	0
Females who were transferred:	0	0	0	0	0	0	0	0
Total Number of				205				

Students Who Were Transferred:	0	0	0	0	0	0	0	0
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Transfer to an Alternative School - EL

	EL Students Without Disabilities
EL males who were transferred:	0
EL females who were transferred:	0
Total EL Students Who Were Transferred:	0

**DISC-9a: Discipline of Students with Disabilities - Corporal Punishment**

**Instructions:**

- Report the number of students receiving corporal punishment, not the instances of corporal punishment.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received corporal punishment.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females (IDEA only):	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Corporal Punishment - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	N/A
EL Females (IDEA or Section 504):	N/A
Total EL Students:	0

Corporal Punishment - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	N/A
Females (Section 504):	N/A
Total Students With Disabilities:	0

**DISC-9b: Discipline of Students with Disabilities - One or More In-School Suspension**

**Instructions:**

- Report the number of students receiving one or more in-school suspensions, not the instances of in-school suspension.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received one or more IN-SCHOOL SUSPENSIONS.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0



Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Out-Of-School Suspensions - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Out-Of-School Suspensions - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-9e: Discipline of Students with Disabilities -Expulsions WITH Educational Services**

**Instructions:**

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received EXPULSIONS WITH EDUCATIONAL SERVICES.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Expulsions With Educational Services - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Expulsions With Educational Services - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-9f: Discipline of Students with Disabilities - Expulsions WITHOUT Educational Services**

**Instructions:**

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received EXPULSIONS WITHOUT EDUCATIONAL SERVICES.

	Amer.	Native	Two or	Total
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	Hispanic (IDEA Only)	Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Expulsions without Educational Services - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Expulsions without Educational Services - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-9g: Discipline of Students with Disabilities - Expulsions Under Zero-Tolerance Policies**

**Instructions:**

- A student MAY be counted as expelled under zero tolerance policies and one of the other expulsion tables about educational services.
- Expulsion under zero tolerance policies is a subset of expulsion with educational services and expulsion without educational services. Therefore, a student counted in the "expulsion under zero tolerance policies" table should also be counted in the "expulsion with educational services" table or the "expulsion without educational services" table, depending on which of the two types of expulsion the student received.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received an EXPULSION UNDER ZERO TOLERANCE.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Expulsion Under Zero Tolerance Policies - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Expulsion Under Zero Tolerance Policies - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**DISC-10: Transfer to Alternative School for Students with Disabilities**

**Instructions:**

- Transfer to an alternative school for disciplinary reasons is a subset of expulsion with educational services (i.e., the students who were reported in DISC-9e).
- Include only students who were transferred due to disciplinary reasons as decided by the school.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who were transferred to an ALTERNATIVE SCHOOL for DISCIPLINARY REASONS.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Islr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total (IDEA Only)
Males who were transferred:	0	0	0	0	0	0	0	0
Females who were transferred:	0	0	0	0	0	0	0	0
Total Number of Students Who Were Transferred:	0	0	0	0	0	0	0	0

Transfer to an Alternative School - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL males who were transferred:	0
EL females who were transferred:	0
Total EL Students Who Were Transferred:	0

Transfer to an Alternative School - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males With Disabilities were transferred:	0
Females With Disabilities who were transferred:	0
Total Students With Disabilities Who Were Transferred:	0

**DISC-11: Instances of Suspension**

**Instructions:**

- Report the number of INSTANCES of out-of-school suspensions, not the number of children who received out-of-school suspensions.
- A student may be counted more than once in the table if the student was involved in multiple offenses and received an out-of-school suspension more than once.

For the regular 2020-21 school year, not including intersession or summer, enter the number of instances of out-of-school suspension for all students in GRADES K-12 (or the ungraded equivalent).

	Students Without Disabilities	Students With Disabilities (IDEA)	Students With Disabilities (Section 504 Only)
Number of instances of out-of-school suspensions for K-12 students (or the ungraded equivalent)	0	0	0

**DISC-12: School Days Missed Due to Out-of-School Suspension**

**Instructions:**

- Count days when students were dismissed early from school, but school staff were not, as full days.
- Do NOT count days when school staff were required to be present at school but students were not.

For the regular 2020-21 school year, not including intersession or summer, enter the total number of school DAYS that were missed by students in GRADES K-12 (or the ungraded equivalent) who received one or more out-of-school suspensions.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Days missed by males:	0	0	210	0	0	0	0	0

Days missed by males:	0	0	0	0	0	0	0	0
Days Missed By All Students:	0	0	0	0	0	0	0	0

School Days Missed - EL

	EL
Days missed by EL males:	0
Days missed by EL females:	0
Days Missed By All EL Students:	0

School Days Missed - Disabilities

	Students With Disabilities (IDEA)	Students With Disabilities (Section 504 Only)
Days missed by males With Disabilities:	0	0
Days missed by females With Disabilities:	0	0
Days Missed By All Students With Disabilities:	0	0

**ARRS: Student Discipline (Referrals to Law Enforcement & School-Related Arrests)**

**DATES**

Report a cumulative count based on the entire 2020-21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**ARRS-1a: Discipline of Students Without Disabilities - Referred to Law Enforcement Agency**

**Instructions:**

- Report the number of students referred to law enforcement not the instances of referrals.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who were REFERRED TO A LAW ENFORCEMENT AGENCY OR OFFICIAL.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Referred to a Law Enforcement Agency or Official - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**ARRS-1b: Discipline of Students Without Disabilities - School-Related Arrest**

**Instructions:**

- Report the number of students receiving school-related arrests, not the instances of arrests.

- Report the number of students receiving school-related arrests, not the instances of arrests.
- School-related arrest is a subset of referral to law enforcement. Therefore, a student counted in the "school-related arrest" table should also be counted in the "referred to law enforcement agency" table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the ungraded equivalent) who received a SCHOOL-RELATED ARREST.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Received a School-Related Arrest - EL

	EL Students Without Disabilities
EL Males:	0
EL Females:	0
Total EL Students:	0

**ARRS-2a: Discipline of Students With Disabilities - Referred to Law Enforcement Agency**

**Instructions:**

- Report the number of students referred to law enforcement not the instances of referrals.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent), by IDEA, EL or Section 504 status as specified, who were REFERRED TO A LAW ENFORCEMENT AGENCY OR OFFICIAL.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Islr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Referred to a Law Enforcement Agency or Official - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Referred to a Law Enforcement Agency or Official - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

**ARRS-2b: Discipline of Students With Disabilities - School-Related Arrest**

**Instructions:**

- Report the number of students receiving school-related arrests, not the instances of arrests.
- School-related arrest is a subset of referral to law enforcement. Therefore, a student counted in the "school-related arrest" table should also be counted in the "referred to law enforcement agency" table.
- Enter data for students served under IDEA in the first table, EL students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) who received a SCHOOL-RELATED ARREST.

GRADES K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received a SCHOOL-RELATED ARREST.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Received a School-Related Arrest - EL

	EL Students With Disabilities (Inclusive of 504 and IDEA)
EL Males (IDEA or Section 504):	0
EL Females (IDEA or Section 504):	0
Total EL Students:	0

Received a School-Related Arrest - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

## OFFN: Offenses

### DATES

Report a cumulative count based on the entire 2020-21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

### OFFN-1: Offenses - Number of Incidents

#### Instructions:

- Incidents at the school refer to incidents that occurred in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
- Count all incidents that occurred before, during, or after normal school hours.
- Count incidents regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.
- Incidents that could be classified in multiple categories should be reported in the most egregious category.

For the regular 2020-21 school year, not including intersession or summer, enter the number of documented incidents of offenses shown in the table that occurred AT school.

	Number of Incidents
Incidents of <u>rape</u> or attempted rape	0
Incidents of <u>sexual assault</u> (other than rape)	0
Incidents of <u>robbery with a weapon</u>	0
Incidents of <u>robbery without a weapon</u>	0
Incidents of <u>physical attack or fight with a weapon</u>	0
Incidents of <u>physical attack or fight without a weapon</u>	0
Incidents of <u>threats of physical attack with a weapon</u>	0
	213

Incidents of <u>threats of physical attack without a weapon</u>	0
Incidents of possession of a firearm or explosive device	0

## OFFN-2: Offenses - Firearm Use

### Instructions:

- Include those incidents that occurred at school, regardless of whether a student or non-student used the firearm or explosive device.

For the regular 2020-21 school year, not including intersession or summer, was there at least one incident at the school that involved a shooting (regardless of whether anyone was hurt)?

- Firearm Use:

## OFFN-3: Offenses - Homicide

For the regular 2020-21 school year, not including intersession or summer, did any of the school's students, faculty, or staff die as a result of a homicide committed at your school?

- Homicide Indicator:

## OFFN-4: Offenses - Number of Incidents Committed By Student

For the regular 2020-21 school year, not including intersession or summer, did any of the school's students commit rape or attempted rape offenses?

- Number of documented incidents of rape or attempted rape offenses committed by a student that occurred at school.:

For the regular 2020-21 school year, not including intersession or summer, did any of the school's students commit sexual assault (other than rape) offenses?

- Number of documented incidents of sexual assault (other than rape) offenses committed by a student that occurred at school.:

## OFFN-5: Offenses - Number of Incidents Committed By School Staff

For the regular 2020-21 school year, not including intersession or summer, did any of the school's staff members commit rape or attempted rape offenses?

- Number of documented incidents of rape or attempted rape offenses committed by a school staff member that occurred at school.:

For the regular 2020-21 school year, not including intersession or summer, did any of the school's staff members commit sexual assault (other than rape) offenses?

- Number of documented incidents of sexual assault (other than rape) offenses committed by a school staff member that occurred at school.:

## OFFN-6: Offenses -Allegations Against School Staff (Resignation or Retirement)

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which were followed by a resignation or retirement prior to final discipline or termination.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape)?

- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which were followed by a resignation or retirement prior to final discipline or termination.:

## OFFN-7: Offenses -Allegations Against School Staff (Determined Responsible)

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape which were followed by a determination that the school staff member was responsible for the offense?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which were followed by a determination that the school staff member was responsible for the offense.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape) which were followed by a determination that the school staff member was responsible for the offense?

- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which were followed by a determination that the school staff member was responsible for the offense.:

## OFFN-8: Offenses -Allegations Against School Staff (Determined Not Responsible)

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape which were followed by a determination that the school staff member was not responsible for the offense?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which were followed by a determination that the school staff member was not responsible for the offense.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape) which were followed by a determination that the school staff member was not responsible for the offense?

- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which were followed by a determination that the school staff member was not responsible for the offense.:

**OFFN-9: Offenses -Allegations Against School Staff (Determination Pending)**

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape which had a determination that remained pending?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which had a determination that remained pending.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape) which had a determination that remained pending?

- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which had a determination that remained pending.:

**OFFN-10: Offenses -Allegations Against School Staff (Duty Reassignment)**

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning rape or attempted rape which were followed by a duty reassignment prior to final discipline or termination?

- Number of rape or attempted rape allegations against a school staff member that occurred at school, which were followed by a duty reassignment prior to final discipline or termination.:

For the regular 2020-21 school year, not including intersession or summer, were there any allegations against a school staff member concerning sexual assault (other than rape) which were followed by a duty reassignment prior to final discipline or termination?

- Number of sexual assault (other than rape) allegations against a school staff member that occurred at school, which were followed by a duty reassignment prior to final discipline or termination.:

**HIBS: Harassment & Bullying**

**DATES**  
Report a cumulative count based on the entire 2020-21 regular school year, not including intersession or summer.

**WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)**

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

**NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES**

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**HIBS-1a: Allegations of Harassment or Bullying - Sex, Race, Color, National Origin, and Disability**

**Instructions:**

- Count an allegation only once, even if it involves more than one student. A student MAY be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in EACH applicable category. For example, an allegation that involves both sex and disability should be reported in both the sex count and the disability count.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

For the regular 2020-21 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in GRADES K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sex; race; color; or national origin; and disability.

	Number of Allegations
Allegations of harassment or bullying on the basis of SEX	0
Allegations of harassment or bullying on the basis of RACE, COLOR, OR NATIONAL ORIGIN	0
Allegations of harassment or bullying on the basis of DISABILITY	0

**HIBS-1b: Allegations of Harassment or Bullying - Sexual Orientation and Religion**

**Instructions:**

- Count an allegation only once, even if it involves more than one student. A student MAY be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in EACH applicable category. For example, an allegation that involves both sexual orientation and religion should be reported in both the sexual orientation count and the religion count.

- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

For the regular 2020-21 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in GRADES K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sexual orientation and religion.

	Number of Allegations
Allegations of harassment or bullying on the basis of SEXUAL ORIENTATION	0
Allegations of harassment or bullying on the basis of RELIGION	0

### HIBS-1c: Allegations of Harassment or Bullying - By Religion Type

#### Instructions:

- Count an allegation only once, even if it involves more than one student. A student MAY be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in EACH applicable category. For example, an allegation that involves both sexual orientation and religion should be reported in both the sexual orientation count and the religion count.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

For the regular 2020-21 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in GRADES K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sexual orientation and religion.

	Number of Allegations
Atheist / Agnostic:	0
Buddhist:	0
Catholic:	0
Eastern Orthodox:	0
Hindu:	0
Islamic (Muslim):	0
Jehovah's Witness:	0
Jewish:	0
Mormon:	0
Multiple Religions, Group:	0
Other Christian:	0
Other Religion:	0
Protestant:	0
Sikh:	0

### HIBS-2a: Students Reported as Harassed or Bullied - Sex

#### Instructions:

- A student reported as harassed or bullied on the basis of multiple categories should be counted in EACH applicable category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim

For the regular 2020-21 school year, not including intersession or summer, enter the number of students in GRADES K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of sex to a responsible school employee (such as a teacher or administrator).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total number of students:	0	0	0	0	0	0	0	0

### Harassment or Bullying on the Basis of Sex - EL

EL
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students disciplined:									
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Disciplined for Harassment or Bullying on the Basis of Race, Color, or National Origin - EL

	EL
EL Males disciplined:	0
EL Females disciplined:	0
Total EL students disciplined:	0

Disciplined for Harassment or Bullying on the Basis of Race, Color, or National Origin - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities disciplined:	0	0
Females with disabilities disciplined:	0	0
Total students with disabilities disciplined:	0	0

**HIBS-3c: Students Disciplined for Harassment or Bullying - Disability**

**Instructions:**

- A student disciplined for engaging in harassment or bullying on the basis of multiple categories should be counted in EACH applicable category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

For the regular 2020-21 school year, not including intersession or summer, enter the number of students in GRADES K-12 (or the ungraded equivalent) who were DISCIPLINED for harassment or bullying on the basis of disability.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males disciplined:	0	0	0	0	0	0	0	0
Females disciplined:	0	0	0	0	0	0	0	0
Total number of students disciplined:	0	0	0	0	0	0	0	0

Disciplined for Harassment or Bullying on the Basis of Disability - EL

	EL
EL Males disciplined:	0
EL Females disciplined:	0
Total EL students disciplined:	0

Discipline for Harassment or Bullying on the Basis of Disability - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities disciplined:	0	0
Females with disabilities disciplined:	0	0
Total students with disabilities disciplined:	0	0

**RSTR: Restraint & Seclusion**

**DATES**

Report a cumulative count based on the entire 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**RSTR-1a: Non-IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint**

**Instructions:**

- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of non-IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to mechanical restraint.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	0	0	0	0
Females non-IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to mechanical restraint:	0	0	0	0	0	0	0	0

Mechanical Restraint - EL

	EL
EL Males:	0
EL Females:	0
Total EL students subjected to mechanical restraint:	0

Mechanical Restraint - Section 504 Only

	Students with Disabilities (Section 504 Only)
Males with disabilities:	0
Females with disabilities:	0
Total students with disabilities subjected to mechanical restraint:	0

**RSTR-1b: Non-IDEA Students Subjected to Restraint or Seclusion - Physical Restraint**

**Instructions:**

- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of non-IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to physical restraint.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	0	0	0	0
Females non-IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to physical restraint:	0	0	0	0	0	0	0	0

Physical Restraint - EL

	EL
EL Males:	0
EL Females:	0
Total EL students subjected to physical restraint:	0

Physical Restraint - Section 504 Only

	Students with Disabilities (Section 504 Only)
Males with disabilities:	0
Females with disabilities:	0
Total students with disabilities subjected to physical restraint:	0

**RSTR-1c: Non-IDEA Students Subjected to Restraint or Seclusion - Seclusion**

**Instructions:**

- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of non-IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to seclusion.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	0	0	0	0
Females non-IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to seclusion:	0	0	0	0	0	0	0	0

**Seclusion - EL**

	EL
EL Males:	0
EL Females:	0
Total EL students subjected to seclusion	0

**Seclusion - Section 504 Only**

	Students with Disabilities (Section 504 Only)
Males with disabilities:	0
Females with disabilities:	0
Total students with disabilities subjected to seclusion:	0

**RSTR-2a: IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint****Instructions:**

- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to mechanical restraint.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total Students With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	0	0	0
Females IDEA:	0	0	0	0	0	0	0	0
Total number of IDEA students subjected to mechanical restraint:	0	0	0	0	0	0	0	0

**Mechanical Restraint - EL**

	EL Students with Disabilities (IDEA)
EL Males:	0
EL Females:	0
Total EL students subjected to mechanical restraint:	0

**RSTR-2b: IDEA Students Subjected to Restraint or Seclusion - Physical Restraint****Instructions:**

- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to physical restraint during the 2020-21 school year.

	Amer.	Native	Two or	Total Students
		221		

	Hispanic	Indian / Alaska Native	Asian	Hawaiian / Pacific Islr	Black	White	Two or more races	With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	0	0	0
Females IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to physical restraint:	0	0	0	0	0	0	0	0

Physical Restraint - EL

	EL Students with Disabilities (IDEA)
EL Males:	0
EL Females:	0
Total EL students subjected to physical restraint:	0

**RSTR-2c: IDEA Students Subjected to Restraint or Seclusion - Seclusion**

**Instructions:**

- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2020-21 school year, not including intersession or summer, enter the number of IDEA students in GRADES K-12 (or the ungraded equivalent) who were subjected to seclusion during the 2020-21 school year.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islr	Black	White	Two or more races	Total Students With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	0	0	0
Females IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to seclusion:	0	0	0	0	0	0	0	0

Seclusion - EL

	EL Students with Disabilities (IDEA)
EL Males:	0
EL Females:	0
Total EL students subjected to seclusion	0

**RSTR-3: Instances of Restraint or Seclusion**

**Instructions:**

- Report the number of INSTANCES of mechanical restraint, physical restraint, and seclusion for students in grades K-12 (or the ungraded equivalent), not the number of students who were subjected to restraint or seclusion.
- A student may be counted more than once in the table if the student has been subjected to mechanical restraint, physical restraint, and/or seclusion more than once, even if it was in response to the same incident.
- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.

For the regular 2020-21 school year, not including intersession or summer, enter the number of instances of mechanical restraint, physical restraint, or seclusion for students in GRADES K-12 (or the ungraded equivalent).

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Number of instances of mechanical restraint	0	0	0
Number of instances of physical restraint	0	0	0
Number of instances of seclusion	0	0	0

**JUST: Justice Facilities**

**DATES**

Report a cumulative count based on the entire 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**JUST-1: Justice Facility Type**

For the regular 2020-21 school year, not including intersession or summer, indicate if your justice facility was best described as pre-adjudication, post-adjudication, or both.

- Justice Facility Type :

**JUST-2: Days in Regular School Year at Justice Facility****Instructions:**

- Value should be entered as a whole number.

For the regular 2020-21 school year, not including intersession or summer, enter the number of days that the regular educational program operated at this justice facility.

- Days in Regular School Year at Justice Facility: Days in the regular school year:

**JUST-3: Justice Facility Educational Program Hours per Week****Instructions:**

- Value should be entered as a whole number.

For the regular 2020-21 school year, not including intersession or summer, enter the number of hours per week that the regular educational program was offered to students at this justice facility.

- Justice Facility Educational Program Hours per Week :

**JUST-4: Justice Facility Educational Program Participants****Instructions:**

- A student may NOT be counted in more than one row.

For the regular 2020-21 school year, not including intersession or summer, enter the number of elementary, middle, and high school age students who participated in the regular educational program for the length of time specified.

	Number of Students
Less than 15 days	N/A
15 days to 30 days	N/A
31 days to 90 days	N/A
91 days to 180 days	N/A
More than 180 days	N/A

**INET: Internet Access and Devices****DATES**

Report data from the 2020–21 school year. Report data based on October 1 (or the closest school day to October 1).

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeros represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), then other tables that ask for counts of females who are EL will be automatically filled with a zero.

**INET-1: Internet Access and Devices**

**Instructions:**

- "Students" refers to those in preschool and grades K-12 (or the ungraded equivalent).
- For schools that report offering virtual instruction only (Option B for DIND-1) AND describe the virtual instruction setting as having students that were not physically in the school setting (Option B for DIND-2), then the "student-owned devices" item below does not apply.

For the Fall 2020 snapshot date, please select 'Yes' or 'No' for each item.

	Permitted Values: Yes or No
Is this school connected to <u>Internet</u> through a <u>fiber-optic connection</u> ?	YES
Does this school have <u>Wi-Fi</u> access in every classroom?	YES
Does this school allow students to take home school-issued <u>devices</u> that can be used to access the <u>Internet</u> for <u>student learning</u> ?	YES
Does this school allow students to bring to school student-owned <u>devices</u> that can be used to access the <u>Internet</u> for classroom or <u>student learning</u> ?	YES

**INET-2: Wi-Fi Enabled Devices**

**Instructions:**

- Wi-Fi enabled devices refer to devices that can connect to the Internet when there is a wireless local area network connection available.

For the Fall 2020 snapshot date, enter the number of Wi-Fi enabled devices provided by the school to students in preschool and grades K-12 (or the ungraded equivalent) for classroom or student learning use.

- Number of Wi-fi enabled devices provided by the school to students:

Applied Form Reason Codes:

Rule ID	Reason Code	Comment
SCH_EXPULSIONS_K12__ERRF206	DCE (Data are correct as reported, because (please provide reason))	students were primarily on hybrid learning, there were no major discipline issues which would warrant a child being expelled. Our school also worked with our families and students encouraging and doing everything possible to keep our students in class and learning.



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	408	30	45	16	
K	100	98	0	2	147	14	11	4	
1	100	99	0	1	92	13	9	2	
2	100	97	0	3	218	5	19	4	
3	112	106	0	6	146	10	4	2	
4	112	109	0	3	178	3	10	5	
5	112	110	0	2	248	12	13	4	
6	125	125	0	0	108	10	15	6	
7	125	119	0	6	130	11	7	4	
8	125	121	0	4	114	7	7	4	
9	120	110	0	10	123	4	2	2	
10	120	110	0	10	52	7	6	1	
11	120	99	0	21	7	3	2		
12	120	97	0	23	0				
Total	1516	1425	0	91	1971	129	150	54	

### NSLA 2021/2022 School Year Enrollment

Grade Level	Capacity	Current Enrollment	Available Seats	Pending Enrollment Packets	Anticipated Available Seats	Waiting List	22-23 Wait List
TK	25	26	0	0	0	29	0
K	125	125	0	0	0	25	0
1	125	125	0	0	0	38	25
2	100	105	0	0	0	61	38
3	112	112	0	0	0	13	54
4	84	99	0	0	0	74	13
5	84	92	0	0	0	65	74
6	120	123	0	0	0	36	40
7	120	110	10	0	10	0	36
8	120	84	36	1	35	0	2
9	120	68	52	2	50	0	9
10							0
<b>Total</b>	<b>1135</b>	<b>1069</b>	<b>98</b>	<b>3</b>	<b>95</b>	<b>341</b>	<b>291</b>
<b>Updated as of 03/23/22- AR</b>							

**LCER Board Meetings  
Attendance Log 2021**

	<b>January Regular</b>	<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>
Pat Caldwell	Present	Present	Present									100%
Sharon Page	Present	Present	Present									100%
Kevin Porter	Present	Present	Present									100%
David Rib	Present	Present	Present									100%
Pat Schlosser		Present	Present									100%
Omari Onyango	Absent	Present	Present									66%
Jessica Rodriguez	Present	Absent	Present									66%
Torii Gray	Absent	Absent	Present									33%
Jim Morris	Absent	Absent	Present									33%

			<b>TOTAL SPECIAL</b>
David Rib			
Jessica Rodriguez			
Pat Caldwell			
Omari Onyango			
Pat Schlosser			
Torii Gray			
Sharon Page			
Kevin Porter			
Jim Morris			