

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

May 9, 2022 - Public Meeting – 4:30 p.m.

Meeting at 17500 Mana Rd., Apple Valley, CA, Bldg H (Multipurpose Room)

Additional Location: 230 S. Waterman Ave., San Bernardino, CA, Bldg D (Multipurpose Room)

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

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

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

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE:** 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. 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 Special Presentation to Torii Gray
 - .03 Special Presentation to Jeff Henderson
 - .04 AAE SFJROTC Presentation
5. **PUBLIC HEARING:**
 - .01 The LCER Board seeks public input regarding the specific actions and expenditures proposed to be included in the AAE and NSLA Local Control and Accountability Plan (LCAP) annual updates. Community members/stakeholders may comment on the plan during the public hearing, email their comment to the Secretary at lcerboard@lcer.org, or use the Questions feature of GoToWebinar, which will be moderated during the hearing. AAE LCAP – Pg 3 and NSLA LCAP – Pg 92
6. **DISCUSSION ITEMS:**
 - .01 NSLA Gym Construction Update – Larry Reider
 - .02 Update on LCER 2022-23 Budget Development in Preparation for LCER Board Budget Workshop on May 24, 2022 – David Gruber
 - .03 Discuss LCER Dress Code Stakeholder Engagement – Valli Andreasen, Fausto Barragan, Lisa Lamb
 - .04 Create LCER Board Nominating Committee to Fill Open LCER Board Position – Jessica Rodriguez, Lisa Lamb
 - .05 Lewis Center Foundation Board Update – Lisa Lamb
7. **CONSENT AGENDA:**
 - .01 Approve Minutes of the April 11, 2022 Regular LCER Board Meeting – Pg 183
 - .02 Approve Minutes of the April 15, 2022 Special LCER Board Meeting – Pg 186

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8. ACTION ITEMS:

- .01 Approve A-G Completion Improvement Grant Program – Lisa Lamb – Pg 187
- .02 Approve Revision of BP 7330 – Use of Lewis Center Facilities – Lisa Lamb – Pg 190
- .03 Approve AAE 2022-23 CL-500 Declaration of Need for Fully Qualified Educators – Pg 194
- .04 Approve NSLA 2022-23 CL-500 Declaration of Need for Fully Qualified Educators – Pg 201

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

- .01 President/CEO Report – Lisa Lamb - Pg 208
- .02 LCER Grant Tracking Report – Pg 218
- .03 LCER Financial Reports
 - Checks Over \$10K – Pg 219
 - Budget Comparisons – Pg 221
 - Lewis Center Foundation Financial Reports – Pg 223
- .04 AAE and NSLA Enrollment Data – Pg 225
- .05 LCER Board Attendance Log – Pg 227

10. 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

11. DISCUSSION ITEM:

- .01 Board Review of Comparable Compensation Data for Charter School Executive Directors/CEOs/Superintendents – Pg 228

12. CLOSED SESSION:

- .01 Public Employment: President/CEO

13. ACTION ITEMS:

- .01 Approval of Resolution 2022-03 Regarding Reasonable Compensation Findings – Pg 230
- .02 Approval of Employment Agreement for President/CEO

14. ADJOURNMENT: Chairman Rodriguez

Academy for Academic Excellence

Town of Sonoma



2021-22 Local Control Accountability Plan (LCAP)

Actions & Services Mid-Year Report

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

Goal 1

Prepare all students for post-secondary success.

Rationale

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

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

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

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

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	California Assessment of Student Progress (CAASPP) Math	40.95% of students showed proficiency in math as identified by the last Smarter Balanced Assessment in 2019.	CAASPP for Math will be administered in May of 2022 with results published in the fall of 2022.	45% of students will be proficient in math as identified by the Smarter Balanced Assessment.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	iReady Diagnostic Assessment for Math	42% of students on or above grade level 36% of students one grade level below 23% of students two or more grade levels below as identified by the EOY assessment 2021.	28% of students on or above grade level 40% of students one grade level below 32% of students two or more grade levels below as identified by Diagnostic 2 in December 2021.	45% of students on or above grade level 40% of students one grade level below 15% of students two or more grade levels below
4	On-site Benchmarks for Math	37% of students are proficient on the EOY 2021 benchmarks.	53% of students showed proficiency on math benchmarks as of December 2021.	46% of students will show proficient on end of year benchmarks.
4	Enrollment in Integrated Math I by 9th grade.	77% of students enrolled in 9th grade are on track for proficiency through the integrated math pathway.	87% of 8th grade math students are on track to enter Integrated Math I in fall of 2022.	85% of incoming 9th graders will be enrolled in Integrated Math I.
4	California Assessment of Student Progress (CAASPP) ELA	60.26% of students showed proficiency in ELA as identified by the last Smarter Balanced Assessment in 2019.	CAASPP for ELA will be administered in May of 2022 with results published in the fall of 2022.	65% of students will be proficient in ELA as identified by the last Smarter Balanced Assessment.
4	iReady Diagnostic Assessment for ELA	52% of students on or above grade level 26% of students one grade level below 22% of students two or more grade levels below as identified by the EOY assessment 2021.	39% of students on or above grade level 30% of students one grade level below 31% of students two or more grade levels below as identified by Diagnostic 2 in December 2021.	55% of students on or above grade level 25% of students one grade level below 20% of students two or more grade levels below
4	On-site Benchmarks for ELA	45% of students are proficient on the EOY 2021 benchmarks.	48% of students showed proficiency on ELA benchmarks as of December 2021.	51% of students will show proficient on end of year benchmarks.
4	Early Literacy Benchmarks for K-2	61% of students are proficient on the EOY 2021 benchmarks.	21% of students show mastery in literacy as measured by EOY early literacy benchmarks.	66% of students will show proficiency in grades K-2 on the EOY early literacy benchmarks.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Math Support Part-time math teacher for students needing Integrated Math 1A/1B	Ongoing	No	Other State 48,764		\$48,764.00	\$24,382.00
1.2	Math Lab Two additional class periods for high school math lab to support students underperforming in math.	Ongoing	No	Other State 34,918		\$34,918.00	\$17,459.00
1.3	Math Semester Benchmarks High school will use Edulastic to create curriculum aligned summative exams to measure annual growth.	Ongoing	No		LCFF 400	\$400.00	\$0.00
1.4	iReady Diagnostic for Math and Reading. iReady Instruction for Math. Implementation of iReady diagnostic and instruction to measure growth in both areas and facilitate differentiation based on specific student need. Math instruction is included to supplement math curriculum and meet the individual needs of each student. Note: Funding accounted for during the 2020-21 school year with a 6 year adoption.	Ongoing	No				N/A

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
1.5	Response to Intervention Provide Tier 1 support and Tier II intervention. Students in need of intervention will receive Tier I from the classroom teacher who is supported by the teacher on assignment. Students in need of additional intervention, Tier II, will receive additional, small group instruction provided by the teacher on assignment.	Ongoing	No	Federal	119057		\$119,057.00	\$59,528.00
1.6	ELD Support & Curriculum English learners will receive designated ELD with small group instruction provided by the teacher on assignment. Reading A-Z English Learner program will be used to support ELD.	Ongoing	No Yes			Federal 1,000	\$1,000.00	\$1,020.00
1.7	Professional Development for Adopted Curricula Teaching staff new to the school will receive PD for the school's adopted curricula.	Ongoing	No			Federal 4,500	\$4,500.00	\$0.00
1.8	Teacher Induction Two-year training for all new teaching staff through	Ongoing	No	Federal	24,050	Other State 28,600	\$52,650.00	\$12,422.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	the Center for Teacher Innovation (CTI).						
1.9	Early Literacy Professional Development Orton-Gillingham PD to meet the intervention needs for early literacy.	Ongoing	No		Federal 6,375	\$6,375.00	\$8,925.00
1.10	Paraprofessionals for Kindergarten Support Paraprofessionals to support early literacy development in the Kindergarten classrooms.	Ongoing	No	LCFF 77,186		\$77,186.00	\$38,593.00
1.11	After School Tutoring Program for after school tutoring provided by certificated staff.	Ongoing	No		Other State 52,310	\$52,310.00	\$0.00
1.12	Professional Development Teacher professional development for PLC and grading.	Year 1	No		Other State 30,000	\$30,000.00	\$0.00
1.13	Advanced Placement (AP) Training AP training for teachers to keep up-to-date with instructional practices.	Ongoing	No		Federal 2,500	\$2,500.00	\$995.00
1.14	Science Lab Conversion of former cafeteria into a science lab.	Year 1	No		Other State 350,000	\$350,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.15	Classroom furniture New mobile and flexible seating options for students.	Year 1	No		Other State 40,000	\$40,000.00	\$0.00
1.16	Staff Laptops Replacement laptops for staff.	Year 1	No		Other State 128,000	\$128,000.00	\$0.00
1.17	Storage Area Network Update storage area network where all servers will be reside.	Year 1	No		Other State 26,000	\$26,000.00	\$27,112.00
1.18	Support Servers Support servers for school's network.	Year 1	No		Other State 15,000	\$15,000.00	\$14,998.00
1.19	Virtual Machine Server VM server to support email, web applications, various servers, and primary domain controller.	Year 1	No		Other State 15,000	\$15,000.00	\$15,906.00
1.20	MiFi MiFi units for home connection to wifi.	Year 1	Yes		Other State 10,000	\$10,000.00	\$6,887.00
1.21	Science Lab Materials and Supplies Science lab materials and supplies to support learning loss.	Year 1	No		Other State 200,000	\$200,000.00	\$16,395.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.22	Suicide Prevention Suicide Prevention Curriculum	Ongoing	No		Federal 2,000	\$2,000.00	\$199.00

Goal 2

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

Rationale

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

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

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

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Percentage of students enrolled in AP courses.	58% of students are enrolled in at least one AP course. 2020-2021 enrollment used for baseline.	69% of students are enrolled in at least one AP course.	70% of students are enrolled in at least one AP course.
4	Percentage of students taking their AP exam.	89% of students enrolled in AP participated in AP exams. Baseline from 2021 exam participation.	AP exams will be administered in May, 2022 with results released in July 2022.	100% of students enrolled in AP will participate in the AP exam.
2	Percentage of students attending in person field trips.	0% of students attended in person field trips. 2020-2021 school year as baseline.	10% of students have attended an in person field trip.	95% of students will attend in person field trips.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Graduation rate as indicated on the California School Dashboard.	98% of students completed high school with a high school diploma. 2019 Rate for baseline.	100% of students at the end of the 2020-21 school year graduated with a high school diploma.	100% of students completed high school with a high school diploma.
5	Dual Enrollment participation.	61% of students are enrolled in dual enrollment. 2020-2021 semester 2 enrollment used for baseline.	100% of seats for dual enrollment are filled.	100% of seats for dual enrollment will be filled.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Field Trips All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the classroom to real world experiences.	Ongoing	No		Other State 150,000	\$150,000.00	\$31,050.00
2.2	Advanced Placement participation Offset cost of AP exams for students to encourage more participation.	Ongoing	No		Federal 13,000	\$13,000.00	\$0.00
2.3	Dual Enrollment Students will participate in dual enrollment courses provided through the local community college. Cost is for student books.	Ongoing	No		Other State 10,000	\$10,000.00	\$2,948.00
2.4	Credit Recovery program For students needing to repeat coursework, the school provides an online credit recovery program	Ongoing	No		Other State 3,600	\$3,600.00	\$870.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	through an accredited university.						
2.5	Library Hub Before and after school learning hub for students. This time will be monitored by a paraprofessional.	Ongoing	No	Other State 8,200	Other State 2,500	\$10,700.00	\$0.00
2.6	Love & Logic Training Staff will receive Love & Logic training.	Ongoing	No		Other State 14,000	\$14,000.00	\$0.00
2.7	One-to-one Chromebooks Addition of 3rd grade Chromebooks annually.	Ongoing	No		Other State 50,000	\$50,000.00	\$0.00
2.8	Elementary Enrichment Enrichment courses provided during the school day and after school.	Ongoing	No		Other State 150,000	\$150,000.00	\$75,000.00
2.9	Summer Academy Extended learning time for students during the summer.	Year 1	No		Other State 164,000	\$164,000.00	\$168,876.00
2.10	Band Instruments Addition and upgrade of band instruments.	Year 1	No		Other State 12,000	\$12,000.00	\$7,790.00
2.11	Uniform Closet Provide new uniforms for families who are in need.	Ongoing	Yes		Federal 5,000	\$5,000.00	\$4,522.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.12	Robotics Team Development and implementation of a school robotics team.	Year 1	No		Other State 60,000	\$60,000.00	\$0.00
2.13	eSports Lab Create and implement an eSports team.	Year 1	No		Other State 20,000	\$20,000.00	\$0.00
2.14	Independent Study Independent study option for students who will continue distance learning.	Year 1	No	Other State 40,000		\$40,000.00	\$8,843.00
2.15	Portables for Classrooms Expansion of classrooms for new courses including eSports lab, Computer Science, and other STEM courses.	Year 1	No		Other State 300,000	\$300,000.00	\$0.00

Goal 3

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

Rationale

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

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Student Climate Survey	36% of students feel their school is clean and maintained well as reported by the 2019 student climate survey.	72% of students feel their school is safe and well maintained according to the fall 2021 climate survey.	75% of students feel their school is clean and maintained well.
6	Suspension Rate	3.5% suspension rate as indicated by the 2019 California School Dashboard.	1.8% suspension rate year-to-date.	3.1% suspension rate as indicated on the California School Dashboard.
1	Facility Inspection Reports	90.21% rate for facility conditions with an overall good rating as identified on the 2020 FIT.	96% rate for facility conditions with an overall good rating as identified on the 2021 FIT report.	95% rate for facility conditions with an overall good rating.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	MPR Construction of multi-purpose room (AV equipment, Curtain, Furniture).	Year 1	No		Other State 80,000	\$80,000.00	\$43,465.00
3.2	PA System New PA System so all buildings and campus areas have communication.	Year 1	No		Other State 100,000	\$100,000.00	\$43,465.07
3.3	Secondary Science Lab Reconfiguration of old cafeteria into a functional science lab.	Year 1	No		Other State 350,000	\$350,000.00	\$0.00
3.4	Shade Structure Shade structure for the protection of students in outdoor areas.	Year 1	No		Other State 168,000	\$168,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.5	Parking Lot Resurfacing Resurfacing of parking lots for safety.	Year 2	No		LCFF 300,000	\$300,000.00	\$117,995.00
3.7	STOP IT Hotline Service for stop it hotline to prevent bullying and report student issues.	Ongoing	No		Other State 700	\$700.00	\$650.70
3.8	Recess/Lunch Assistant Additional Character Development Office support during recess and lunch.	Ongoing	No	Other State 30,000		\$30,000.00	\$0.00
3.11	HVAC Units Update HVAC units in buildings A, B, and C. Portable Bard HVAC units with Ionizers.	Year 1	No		Other State 457,000	\$457,000.00	\$0.00
3.12	Podium for MPR Podium and tablecloths for new MPR to be used for performances and assemblies.	Year 1	No		Other State 900	\$900.00	\$0.00
3.13	Flooring Redo flooring to VCT (vinyl composition tile) replacing worn out carpet in TK, Kinder, C classrooms, GAVRT, and bldg. N.	Year 1	No		Other State 81,000	\$81,000.00	\$22,535.50
3.14	Tile Floor	Year 1	No		Other State 4,000	\$4,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Replace tile flooring in girls gym restroom.						
3.15	Gym Floor Cover Replace gym floor cover. Cover used for assemblies, dances, activities, and testing.	Year 1	No		Other State 8,000	\$8,000.00	\$0.00



LCFF Budget Overview for Parents

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

CDS Code: 36750773630837

School Year: 2022-23

LEA contact information:

Valli Andreasen

Principal

vandreassen@lcer.org

760-946-5414

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

Total LCFF funds
\$0
0 %

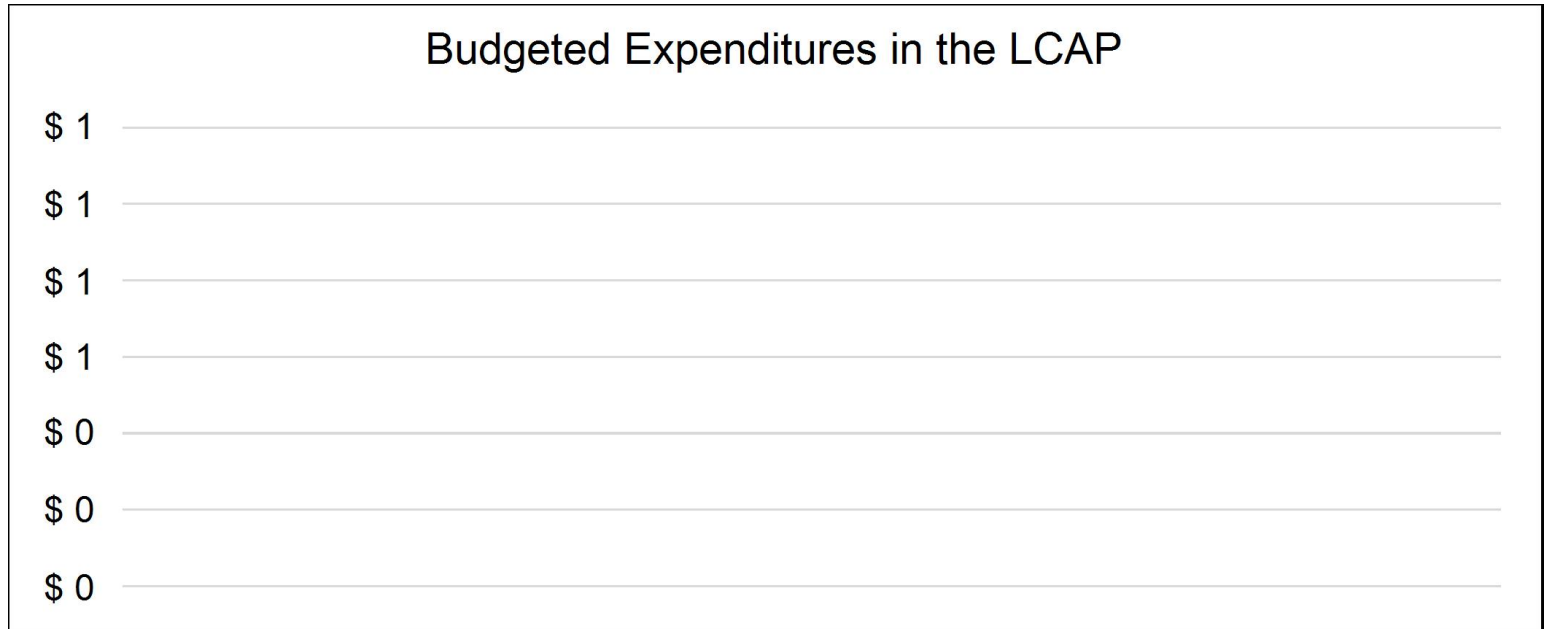
This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and

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

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Academy for Academic Excellence plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

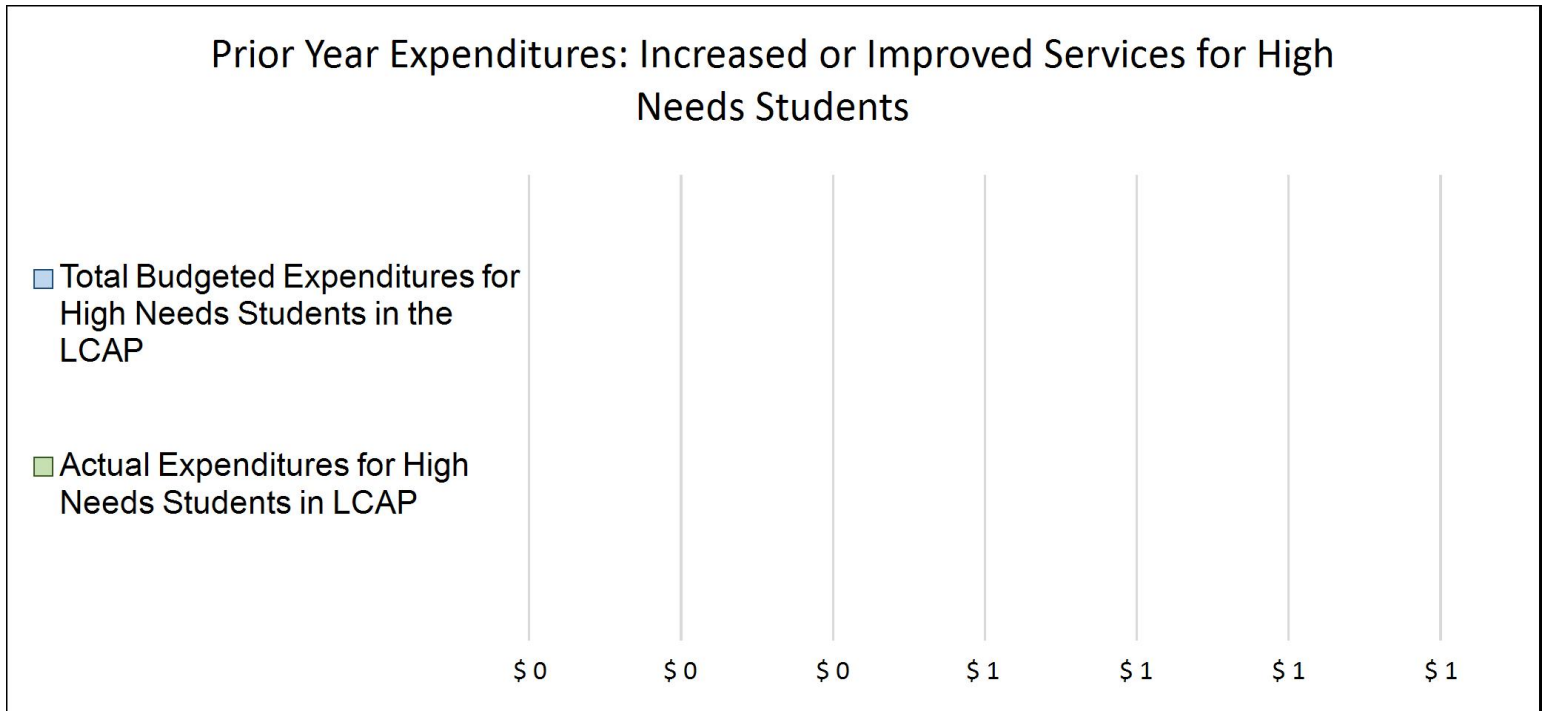
The text description of the above chart is as follows: Academy for Academic Excellence plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Academy for Academic Excellence is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Academy for Academic Excellence must describe how it intends to increase or improve services for high needs students in the LCAP. Academy for Academic Excellence plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Academy for Academic Excellence's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent \$ for actions to increase or improve services for high needs students in 2021-22.

Academy for Academic Excellence



Donor

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence		

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

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

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

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

Academy for Academic Excellence

Donor



Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Successes

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

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

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

AAE continues to demonstrate our students are prepared for post-secondary success. 65.3% of students demonstrated that they are prepared for college as indicated by the College/Career Indicator on the Dashboard. This indicator is derived from multiple measures including performance on the Smarter Balanced assessments in 11th grade, Advanced Placement exam scores, Dual Enrollment course credit, and a-g completion. The one specific student group reported, Socioeconomically Disadvantaged, increased by 6.7% indicating a level green for 2019. AAE is proud of its continued 100% graduation rate in both 2019 and 2020.

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

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

Reflections: Identified Need

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

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

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

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

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

LCAP Highlights

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

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

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

Extended learning is a critical component in our LCAP and is provided in several ways. Stakeholders requested that we bring back field trips, and we have applied a large amount of funding to support this request. AAE will use these funds to fully pay for field trips at every grade level during the 2021-2022 school year. These opportunities will extend what students are learning in the classroom and allow them to apply what they have learned in a real-world application. For the first time, AAE will be offering a Summer Academy during the summer of 2021. This

was the second most requested event by our stakeholders, and we are happy that we can grant this request. Our Summer Academy will be project-based, experiential learning over two weeks accommodating most grade level bands and taught by highly qualified teachers.

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

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

A summary of the feedback provided by specific educational partners.

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

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

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

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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

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

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

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

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

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

strategies for anxiety and how best to support students. In addition to training, the DM SELPA has developed a new online referral system designed to identify, test, and qualify students for mental health support in an expedited manner. The counseling teams will provide group counseling, individual counseling, crisis response support, among other services, to students and staff. The counseling team has established web-based resources on the school's website for anyone to access.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Diagnostic Assessment for ELA	52% of students on or above grade level 26% of students one grade level below 22% of students two or more grade levels below as identified by the EOY assessment 2021.				55% of students on or above grade level 25% of students one grade level below 20% of students two or more grade levels below
On-site Benchmarks for ELA	45% of students are proficient on the EOY 2021 benchmarks.				51% of students will show proficient on end of year benchmarks.
Early Literacy Benchmarks for K-2	61% of students are proficient on the EOY 2021 benchmarks.				66% of students will show proficiency in grades K-2 on the EOY early literacy benchmarks.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Math Support	Part-time math teacher for students needing Integrated Math 1A/1B	\$48,764.00	No
1.2	Math Lab	Two additional class periods for high school math lab to support students underperforming in math.	\$34,918.00	No
1.3	Math Semester Benchmarks	High school will use Edulastic to create curriculum aligned summative exams to measure annual growth.	\$400.00	No

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

Action #	Title	Description	Total Funds	Contributing
1.11	After School Tutoring	Program for after school tutoring provided by certificated staff.	\$52,310.00	No
1.12	Professional Development	Teacher professional development for PLC and grading.	\$30,000.00	No
1.13	Advanced Placement (AP) Training	AP training for teachers to keep up-to-date with instructional practices.	\$2,500.00	No
1.14	Science Lab	Conversion of former cafeteria into a science lab.	\$350,000.00	No
1.15	Classroom furniture	New mobile and flexible seating options for students.	\$40,000.00	No
1.16	Staff Laptops	Replacement laptops for staff.	\$128,000.00	No
1.17	Storage Area Network	Update storage area network where all servers will be reside.	\$26,000.00	No
1.18	Support Servers	Support servers for school's network.	\$15,000.00	No
1.19	Virtual Machine Server	VM server to support email, web applications, various servers, and primary domain controller.	\$15,000.00	No
1.20	MiFi	MiFi units for home connection to wifi.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.21	Science Lab Materials and Supplies	Science lab materials and supplies to support learning loss.	\$200,000.00	No
1.22	Suicide Prevention	Suicide Prevention Curriculum	\$2,000.00	No

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

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

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
2.5	Library Hub	Before and after school learning hub for students. This time will be monitored by a paraprofessional.	\$10,700.00	No
2.6	Love & Logic Training	Staff will receive Love & Logic training.	\$14,000.00	No
2.7	One-to-one Chromebooks	Addition of 3rd grade Chromebooks annually.	\$50,000.00	No
2.8	Elementary Enrichment	Enrichment courses provided during the school day and after school.	\$150,000.00	No
2.9	Summer Academy	Extended learning time for students during the summer.	\$164,000.00	No
2.10	Band Instruments	Addition and upgrade of band instruments.	\$12,000.00	No
2.11	Uniform Closet	Provide new uniforms for families who are in need.	\$5,000.00	Yes
2.12	Robotics Team	Development and implementation of a school robotics team.	\$60,000.00	No
2.13	eSports Lab	Create and implement an eSports team.	\$20,000.00	No
2.14	Independent Study	Independent study option for students who will continue distance learning.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	Portables for Classrooms	Expansion of classrooms for new courses including eSports lab, Computer Science, and other STEM courses.	\$300,000.00	No

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	identified on the 2020 FIT.				

Actions

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

Action #	Title	Description	Total Funds	Contributing
3.12	Podium for MPR	Podium and tablecloths for new MPR to be used for performances and assemblies.	\$900.00	No
3.13	Flooring	Redo flooring to VCT (vinyl composition tile) replacing worn out carpet in TK, Kinder, C classrooms, GAVRT, and bldg. N.	\$81,000.00	No
3.14	Tile Floor	Replace tile flooring in girls gym restroom.	\$4,000.00	No
3.15	Gym Floor Cover	Replace gym floor cover. Cover used for assemblies, dances, activities, and testing.	\$8,000.00	No

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

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

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

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

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

Actions that improved services:

- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps.
- Training for teachers to implement differentiated, small-group within their adopted curriculum.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.
- A social-emotional curriculum purchased to enhance the current SEL program and meet the needs of students.
- Character Development Officers to improve student safety.

Actions that increased services:

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$377,586.00	\$3,242,492.00		\$177,482.00	\$3,797,560.00	\$382,175.00	\$3,415,385.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Math Support	All Students with Disabilities		\$48,764.00			\$48,764.00
1	1.2	Math Lab	All Students with Disabilities		\$34,918.00			\$34,918.00
1	1.3	Math Semester Benchmarks	All Students with Disabilities	\$400.00				\$400.00
1	1.4	iReady Diagnostic for Math and Reading. iReady Instruction for Math.	All Students with Disabilities					
1	1.5	Response to Intervention	All Students with Disabilities				\$119,057.00	\$119,057.00
1	1.6	ELD Support & Curriculum	All Students with Disabilities English Learners				\$1,000.00	\$1,000.00
1	1.7	Professional Development for Adopted Curricula	All Students with Disabilities				\$4,500.00	\$4,500.00
1	1.8	Teacher Induction	All Students with Disabilities		\$28,600.00		\$24,050.00	\$52,650.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Early Literacy Professional Development	All Students with Disabilities				\$6,375.00	\$6,375.00
1	1.10	Paraprofessionals for Kindergarten Support	All Students with Disabilities	\$77,186.00				\$77,186.00
1	1.11	After School Tutoring	All Students with Disabilities		\$52,310.00			\$52,310.00
1	1.12	Professional Development	All Students with Disabilities		\$30,000.00			\$30,000.00
1	1.13	Advanced Placement (AP) Training	All Students with Disabilities				\$2,500.00	\$2,500.00
1	1.14	Science Lab	All Students with Disabilities		\$350,000.00			\$350,000.00
1	1.15	Classroom furniture	All Students with Disabilities		\$40,000.00			\$40,000.00
1	1.16	Staff Laptops	All Students with Disabilities		\$128,000.00			\$128,000.00
1	1.17	Storage Area Network	All Students with Disabilities		\$26,000.00			\$26,000.00
1	1.18	Support Servers	All Students with Disabilities		\$15,000.00			\$15,000.00
1	1.19	Virtual Machine Server	All Students with		\$15,000.00			\$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
1	1.20	MiFi	Foster Youth Low Income		\$10,000.00			\$10,000.00
1	1.21	Science Lab Materials and Supplies	All Students with Disabilities		\$200,000.00			\$200,000.00
1	1.22	Suicide Prevention	All Students with Disabilities				\$2,000.00	\$2,000.00
2	2.1	Field Trips	All Students with Disabilities		\$150,000.00			\$150,000.00
2	2.2	Advanced Placement participation	All Students with Disabilities				\$13,000.00	\$13,000.00
2	2.3	Dual Enrollment	All Students with Disabilities		\$10,000.00			\$10,000.00
2	2.4	Credit Recovery program	All Students with Disabilities		\$3,600.00			\$3,600.00
2	2.5	Library Hub	All Students with Disabilities		\$10,700.00			\$10,700.00
2	2.6	Love & Logic Training	All Students with Disabilities		\$14,000.00			\$14,000.00
2	2.7	One-to-one Chromebooks	All Students with Disabilities		\$50,000.00			\$50,000.00
2	2.8	Elementary Enrichment	All Students with Disabilities		\$150,000.00			\$150,000.00
2	2.9	Summer Academy	All Students with Disabilities		\$164,000.00			\$164,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.10	Band Instruments	All Students with Disabilities		\$12,000.00			\$12,000.00
2	2.11	Uniform Closet	Foster Youth Low Income				\$5,000.00	\$5,000.00
2	2.12	Robotics Team	All Students with Disabilities		\$60,000.00			\$60,000.00
2	2.13	eSports Lab	All Students with Disabilities		\$20,000.00			\$20,000.00
2	2.14	Independent Study	All Students with Disabilities		\$40,000.00			\$40,000.00
2	2.15	Portables for Classrooms	All Students with Disabilities		\$300,000.00			\$300,000.00
3	3.1	MPR	All Students with Disabilities		\$80,000.00			\$80,000.00
3	3.2	PA System	All Students with Disabilities		\$100,000.00			\$100,000.00
3	3.3	Secondary Science Lab	All Students with Disabilities		\$350,000.00			\$350,000.00
3	3.4	Shade Structure	All Students with Disabilities		\$168,000.00			\$168,000.00
3	3.5	Parking Lot Resurfacing	All Students with Disabilities	\$300,000.00				\$300,000.00
3	3.7	STOP IT Hotline	All Students with Disabilities		\$700.00			\$700.00
3	3.8	Recess/Lunch Assistant	All Students with Disabilities		\$30,000.00			\$30,000.00
3	3.11	HVAC Units	All Students with Disabilities		\$457,000.00			\$457,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.12	Podium for MPR	All Students with Disabilities		\$900.00			\$900.00
3	3.13	Flooring	All Students with Disabilities		\$81,000.00			\$81,000.00
3	3.14	Tile Floor	All Students with Disabilities		\$4,000.00			\$4,000.00
3	3.15	Gym Floor Cover	All Students with Disabilities		\$8,000.00			\$8,000.00

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
					\$0.00			Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	ELD Support & Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.20	MiFi	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12		
2	2.11	Uniform Closet	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,797,560.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Math Support	No	\$48,764.00	
1	1.2	Math Lab	No	\$34,918.00	
1	1.3	Math Semester Benchmarks	No	\$400.00	
1	1.4	iReady Diagnostic for Math and Reading. iReady Instruction for Math.	No		
1	1.5	Response to Intervention	No	\$119,057.00	
1	1.6	ELD Support & Curriculum	No Yes	\$1,000.00	
1	1.7	Professional Development for Adopted Curricula	No	\$4,500.00	
1	1.8	Teacher Induction	No	\$52,650.00	
1	1.9	Early Literacy Professional Development	No	\$6,375.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Paraprofessionals for Kindergarten Support	No	\$77,186.00	
1	1.11	After School Tutoring	No	\$52,310.00	
1	1.12	Professional Development	No	\$30,000.00	
1	1.13	Advanced Placement (AP) Training	No	\$2,500.00	
1	1.14	Science Lab	No	\$350,000.00	
1	1.15	Classroom furniture	No	\$40,000.00	
1	1.16	Staff Laptops	No	\$128,000.00	
1	1.17	Storage Area Network	No	\$26,000.00	
1	1.18	Support Servers	No	\$15,000.00	
1	1.19	Virtual Machine Server	No	\$15,000.00	
1	1.20	MiFi	Yes	\$10,000.00	
1	1.21	Science Lab Materials and Supplies	No	\$200,000.00	
1	1.22	Suicide Prevention	No	\$2,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Field Trips	No	\$150,000.00	
2	2.2	Advanced Placement participation	No	\$13,000.00	
2	2.3	Dual Enrollment	No	\$10,000.00	
2	2.4	Credit Recovery program	No	\$3,600.00	
2	2.5	Library Hub	No	\$10,700.00	
2	2.6	Love & Logic Training	No	\$14,000.00	
2	2.7	One-to-one Chromebooks	No	\$50,000.00	
2	2.8	Elementary Enrichment	No	\$150,000.00	
2	2.9	Summer Academy	No	\$164,000.00	
2	2.10	Band Instruments	No	\$12,000.00	
2	2.11	Uniform Closet	Yes	\$5,000.00	
2	2.12	Robotics Team	No	\$60,000.00	
2	2.13	eSports Lab	No	\$20,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.14	Independent Study	No	\$40,000.00	
2	2.15	Portables for Classrooms	No	\$300,000.00	
3	3.1	MPR	No	\$80,000.00	
3	3.2	PA System	No	\$100,000.00	
3	3.3	Secondary Science Lab	No	\$350,000.00	
3	3.4	Shade Structure	No	\$168,000.00	
3	3.5	Parking Lot Resurfacing	No	\$300,000.00	
3	3.7	STOP IT Hotline	No	\$700.00	
3	3.8	Recess/Lunch Assistant	No	\$30,000.00	
3	3.11	HVAC Units	No	\$457,000.00	
3	3.12	Podium for MPR	No	\$900.00	
3	3.13	Flooring	No	\$81,000.00	
3	3.14	Tile Floor	No	\$4,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.15	Gym Floor Cover	No	\$8,000.00	

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$0.00					

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	ELD Support & Curriculum	Yes				
1	1.20	MiFi	Yes				
2	2.11	Uniform Closet	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



Creating Global Citizens

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lewis Center for Educational Research	Dr. Fausto Barragan Principal	fbarragan@lcer.org 909-386-2300

Goal 1

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

Rationale

For students to leave NSLA ready for their future success, it's imperative that we give them every opportunity to be proficient in the areas of math and reading, both in Spanish and English, beginning in Kindergarten through their senior year. Both of these areas will give students the ability to be successful in other subject areas such as science, the arts, PE, and social studies.

Students in elementary are displaying a decline in math proficiency since the last CAASPP assessment data in 2019. Since our diagnostic exams and summative benchmarks measure all standards at a grade level, it's important that all standards are covered within a given year. With the spring shutdown in 2020 and a modified attendance schedule throughout the 2020-2021 school year, instruction focused on essential standards. 16% of students show proficiency at the end of the school year, which is a drop from previous years. Data also revealed the domain of Geometry and Measurement & Data as the lowest-performing areas. These are often taught towards the end of the year so these results were not unexpected.

Without a strong reading foundation, students will struggle throughout their school years not being prepared for the work given to them. Recent data reported that 33.7% of primary students were proficient in reading at their grade level. As students promote to the next grade level there will be a need for more intervention both in class and out to help students become fluent readers by the time they get to 3rd grade.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	California Assessment of Student Progress (CAASPP) Math and ELA 2019	37.01% of students showed proficiency in ELA 30.5% of students showed proficiency in math	The CAASPP assessments for ELA and Math will be administered in the spring of 2022 with results published in the fall of 2022.	40% of students will show proficiency in ELA 34% of students will show proficiency in math
4	iReady Diagnostic Assessment for Reading	Reading: 29% of students on or above grade level 23% of students one grade level below 48% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments	Reading: 20% of students on or above grade level 22% of students one grade level below 58% of students are two or more grade levels below	Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below
4	iReady Diagnostic Assessment for Math	Math: 16% of students on or above grade level	Math: 9% of students on or above grade level	Math: 25% of students on or above grade level

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		38% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments	28% of students one grade level below 62% of students are two or more grade levels below	45% of students one grade level below 30% of students are two or more grade levels below
4	DRA (Developmental Reading Assessment) English grades 3-5	53.3% of students met standard 15.7% of students nearly met standard 31% of students standard not met as demonstrated in the EOY 2021 assessments	52% of students show proficiency on trimester 1 DRA scores, meeting the standard.	60% of students will meet the standard 20% of students will nearly meet the standard 20% of students standard not met
4	On-site Benchmarks for Math and ELA	21.5% of students showed proficiency in ELA 30.6% of students showed proficiency in math as demonstrated in the EOY 2021 assessments	28% of students showed proficiency in ELA 41% of students showed proficiency in Math as demonstrated by trimester 1 and semester 1 assessments.	35% of students will show proficiency in ELA 35% of students will show proficiency in math
4	EDL (Evaluación del desarrollo de la lectura® 2; Spanish reading assessment) grades K-2	33.7% of students showed proficiency in SLA as measured by EDL at the end of year 2020-2021	26% of students show proficiency on trimester 1 EDL scores, meeting the standard.	40% of students will show proficiency in SLA as measured by EDL

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Field Trips All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the	Year 1	No		Other State 147,500	\$147,500.00	\$22,538.40

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	classroom to real world experiences.						
1.2	iReady Diagnostic and Instruction for Reading and Math Implementation of iReady diagnostic and instruction to measure growth in both areas and facilitate differentiation based on specific student need. Reading and Math instruction is included to supplement adopted curriculum and meet the individual needs of each student. Note: Funding accounted for during the 2020-21 school year with a 6 year adoption.	Ongoing	No				N/A
1.3	New Teacher Induction Induction for new teachers	Year 1	No	Other State 19,800.00 Federal 20,147.00		\$39,947.00	\$4,568.80
1.4	Elementary Enrichment Enrichment courses in elementary during the school day.	Ongoing	No	Other State 152,225.00		\$152,225.00	\$17,587.00
1.5	Dual Enrollment Textbooks for dual enrollment courses with San Bernardino Valley Community College	Ongoing	No		Other State 5,000	\$5,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.6	Secondary Academic Counselor New academic counselor for high school.	Ongoing	No	LCFF 120,401		\$120,401.00	\$64, 531.00
1.7	Summer Space Camp Summer extended learning opportunities for STEM.	Year 1	No	Other State 4,000	Other State 2,000	\$6,000.00	\$6,000.00
1.8	Rocket Lab Targeted intervention for students needing tier II and tier III supports.	Ongoing	No	Federal 243,196		\$243,196.00	\$161,432.00
1.9	Library Hub Before and after school library hub.	Ongoing	No		Other State 10,700	\$10,700.00	\$0.00
1.10	Secondary Extended Learning Zero period offerings (ASB, Mandarin, Comp Sci, and Spanish).	Year 1	No	LCFF 60,000.00		\$60,000.00	\$33,300.00
1.11	Love & Logic Professional development for all staff.	Year 1	No		Other State 6,000	\$6,000.00	\$0.00
1.12	Summer Academy Extended learning for the summer in 2021 and 2022.	Year 1	No	Other State 160,000		\$160,000.00	\$109,372.06
1.13	Elementary Enrichment Music Music enrichment materials.	Year 1	No		Other State 25,000	\$25,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.14	eSports eSports lab set up.	Year 1	No		Other State 20,000	\$20,000.00	\$0.00
1.15	Robotics Team Creation of a robotics team.	Year 1	No		Other State 60,000	\$60,000.00	\$836.00
1.16	Science Lab Expansion of secondary science lab, materials and curriculum.	Year 1	No		Other State 100,000	\$100,000.00	\$0.00
1.17	Art Lab Expansion of secondary art lab, materials and curriculum.	Year 1	No		Other State 100,000	\$100,000.00	\$0.00
1.18	Summer Academy Facility Facility for the summer academy 2021.	Year 1	No		Other State 37,000	\$37,000.00	\$38,850
1.19	One-to-One Devices Additional Chromebooks at 3rd grade.	Ongoing	No		Other State 100,000	\$100,000.00	\$0.00
1.20	Swun Math Professional Development Training for teachers implementing Swun Math with concentration in grades 3-8.	Ongoing	No		LCFF 55,000.00	\$55,000.00	\$20,000.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.21	CABE Early Literacy Professional Development CABE (California Association for Bilingual Education) Early Literacy PD for primary teachers.	Ongoing	No		Other State 2,500	\$2,500.00	\$2,500.00
1.22	Home Visits Materials and supplemental funds for home visits.	Year 1	No Yes		Other State 10,000	\$10,000.00	\$0.00
1.23	Physical Education Materials Additional PE Materials for growth of campus and additional grade level.	Year 1	No		Other State 20,000	\$20,000.00	\$824.00
1.24	Spanish Course Addition of high school Spanish course curriculum.	Year 1	No		Other State 69,200	\$69,200.00	\$13,118.90
1.25	Flexible Seating Flexible seating for students.	Year 1	No		Other State 50,000	\$50,000.00	\$0.00
1.26	Mindfulness Mindfulness spaces furniture and materials.	Year 1	No		Other State 10,000	\$10,000.00	\$0.00
1.27	College Visits College visits for students in middle and high school.	Ongoing	No		Federal 5,000	\$5,000.00	\$0.00
1.28	ELPAC Testing	Ongoing	Yes	Federal 13,500		\$13,500.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses	Total Funds	Mid-Year Report
	Test examiners for ELPAC testing.							
1.29	ELPAC Testing On-Site Coordinator Lead coordinator for ELPAC testing throughout the year.	Ongoing	Yes	Federal	12,544		\$12,544.00	\$0.00
1.30	VM Server Expansion of virtual network servers to support learning platforms.	Year 1	No			Other State 15,000	\$15,000.00	\$15,906.31
1.31	Support Servers Support servers for network.	Year 1	No			Other State 15,000	\$15,000.00	\$14,998.64
1.32	Storage Area Network Network file storage support.	Year 1	No			Other State 26,000	\$26,000.00	\$27,112.21
1.33	Classroom Furniture Classroom furniture for expansion to high school and replacement of unusable furniture.	Year 1	No			LCFF 100,000 Other State 200,000	\$300,000.00	\$0.00
1.34	STEM Enrichment Materials STEM materials for space science, engineering, and aviation.	Ongoing	No			Other State 10,000	\$10,000.00	\$1,047.00
1.35	Mandarin Enrichment Materials	Year 1	No			Other State 20,000	\$20,000.00	\$2,228.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Materials for Mandarin enrichment classes.						
1.36	Staff Laptops Staff laptop replacement.	Year 1	No		Other State 115,000	\$115,000.00	\$13,251.00
1.37	Multi-Purpose Room Setup Setup MPR with sound system, projector, and communication.	Year 1	No		Other State 35,000	\$35,000.00	\$0.00
1.38	Stop-It Hotline Student reporting system to promote safety for students.	Ongoing	No		Other State 500	\$500.00	\$237.82
1.39	MiFi Units MiFi units for remote connection.	Year 1	No		Other State 15,000	\$15,000.00	\$6,887.00
1.40	Resident Subs Resident bilingual subs.	Year 1	No	Other State 127,413		\$127,413.00	\$45,600.00
1.41	Project GLAD Training Project GLAD Training for English learners instructional strategies.	Ongoing	Yes		Other State 4,000	\$4,000.00	\$1,632.00
1.42	Uniform Closet Uniforms provided to students in need.	Ongoing	Yes		Federal 5,000	\$5,000.00	\$0.00
1.43	Independent Study	Year 1	No	Other State 40,000		\$40,000.00	\$3,000.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Independent study program for students unable to be in person due to illness.						

Goal 2

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

Rationale

For students to succeed both emotionally and academically, the facilities need to be clean and in good condition. This is even more essential as we continue to combat COVID-19 with additional staff, PPE, and equipment to ensure the safety of our students. Students returning to school after the pandemic will need social emotional support including areas of anxiety, fear, and trauma. Students need to be given the opportunity to experience cultures outside their own and use their world language skills to immerse themselves within the culture.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Suspension Rate as reported on the California School Dashboard.	3% suspension rate as reported on the 2019 California School Dashboard.	1.8% suspension rate as of January 2022.	2.8% suspension rate as reported by the California School Dashboard.
6	Student Climate Survey	35% of students felt their school was well-maintained and clean as reported on the 2019 student climate survey.	75% of students felt their school was safe and well-maintained as reported by the student climate survey in the fall of 2021.	75% of students feel their school is well-maintained and clean as reported by the student climate survey.
6	Student SEL Survey	82.5% of students surveyed feel well-adjusted and ready for learning as indicated by the 2020 SEL survey.	53.3% of students surveyed in the fall of 2021 feel well-adjusted and ready for learning according to the SEL survey.	85% of students surveyed feel well-adjusted and ready for learning as indicated by the SEL survey.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
2	Field Trip Attendance	0% of students attended field trips in 2020-2021.	0% of students have attended field trips as of January 2022. There are field trips planned for later in the year.	85% of students will attend cultural field trips.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Cultural Field Trips Saturday field trips will be offered throughout the year for students to be immersed in the culture and language they are studying.	Year 1	No	Other State 40,000		\$40,000.00	\$0.00
2.2	Character Development Officer CDO for noontime support.	Ongoing	No	LCFF 234,200.00		\$234,200.00	\$0.00
2.3	Chilean Exchange Field trip program with our partner school in Chile.	Year 1 and Year 2	No		Other State 10,000	\$10,000.00	\$0.00
2.4	CDO Professional Development CDO's will receive training for safety and social-emotional strategies.	Ongoing	No		Other State 500	\$500.00	\$0.00
2.5	Custodial Additional custodial staff.	Ongoing	No	LCFF 100,000		\$100,000.00	\$0.00
2.6	Furniture New furniture needed for the school's expansion.	Year 1	No		LCFF 100,000 Other State 200,000	\$300,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.7	Recess/Lunchtime Assistant Additional staff for recess and lunch times.	Ongoing	No		Other State 30,000	\$30,000.00	\$6,800.00
2.8	Floor Scrubber/Carpet Extractor Floor scrubber/carpet extractor to maintain cleanliness of facilities.	Year 1	No		Other State 7,500	\$7,500.00	\$6,750.00
2.9	Janitorial Supplies Additional janitorial supplies to properly disinfect student areas.	Ongoing	No		Other State 25,000	\$25,000.00	\$0.00
2.10	Ionizers for HVAC units Ionizers for HVAC upgrading for air quality.	Year 1	No		Other State 40,000	\$40,000.00	\$0.00
2.13	Elementary Rugs Area rugs for elementary students.	Year 1	No		Other State 17,500	\$17,500.00	\$2,809.00
2.14	CPI (Crisis Prevention Institute) Training CPI training for administrators and character development officers.	Ongoing	No		Other State 500	\$500.00	\$0.00
2.15	Suicide Prevention Training Suicide prevention training.	Ongoing	No		Other State 2,000	\$2,000.00	\$1,189.00

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

Goal 3

Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners.

Rationale

Our school has always held the belief that all stakeholders are an integral part of a child's education. We strive to ensure all families receive communication about school activities and their child's progress as well as engage families in decision-making throughout the school year. We establish programs specific to our parents to guide them through all aspects of helping their child be successful both academically and socially.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Attendance Rosters from meetings.	8% of families attend engagement opportunities.	In-person parent meetings have not happened so far this school year due to COVID restrictions except for PTO (parent teacher organization) that has met twice virtually this year.	25% of families will attend engagement opportunities.
3	Participation in engagement surveys.	33% of families participated in engagement surveys.	12% of families participated in surveys.	45% of families participated in engagement surveys.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	San Bernardino Latino Family Literacy Project San Bernardino Latino Family Literacy Project (Project and Training)	Ongoing	Yes		Federal 2,500	\$2,500.00	\$0.00
3.2	Love & Logic Parents Parent trainings for Love & Logic	Ongoing	No		Other State 1,500	\$1,500.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	CABE Project Inspire Parents Parent training with CABE (California Association for Bilingual Education) Project Inspire	Ongoing	Yes		Other State 5,000	\$5,000.00	\$0.00
3.4	Cafecito Monthly parent meeting centered on school updates.	Ongoing	No		Federal 500	\$500.00	\$0.00
3.5	Translator Equipment Translation equipment.	Ongoing	No		Federal 2,000	\$2,000.00	\$0.00
3.6	Parent Materials Materials for parent engagement meetings.	Ongoing	No		Federal 500	\$500.00	\$0.00



Creating Global Citizens

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lewis Center for Educational Research

CDS Code: California

School Year: 2022-23

LEA contact information:

Dr. Fausto Barragan

Principal

fbarragan@lcer.org

909-386-2300

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

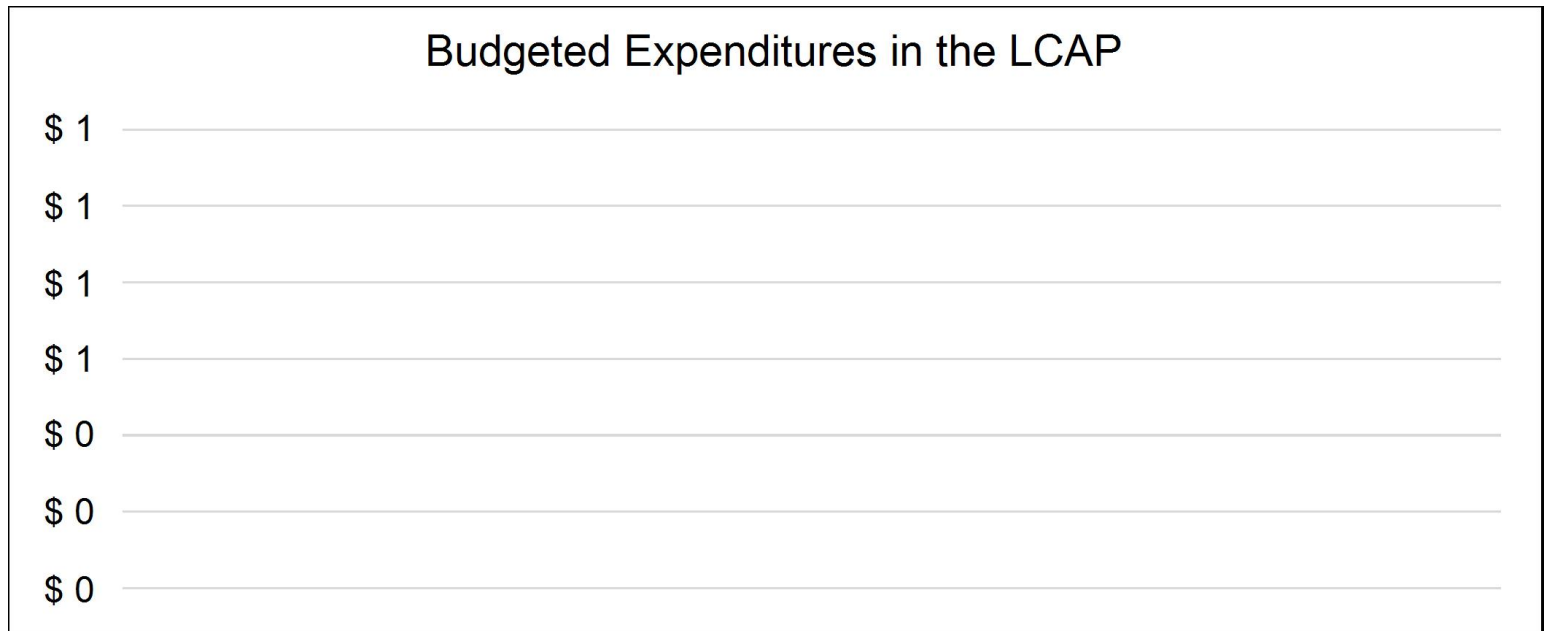
Total LCFF funds
\$0
0 %

This chart shows the total general purpose revenue Lewis Center for Educational Research expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lewis Center for Educational Research is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lewis Center for Educational Research plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

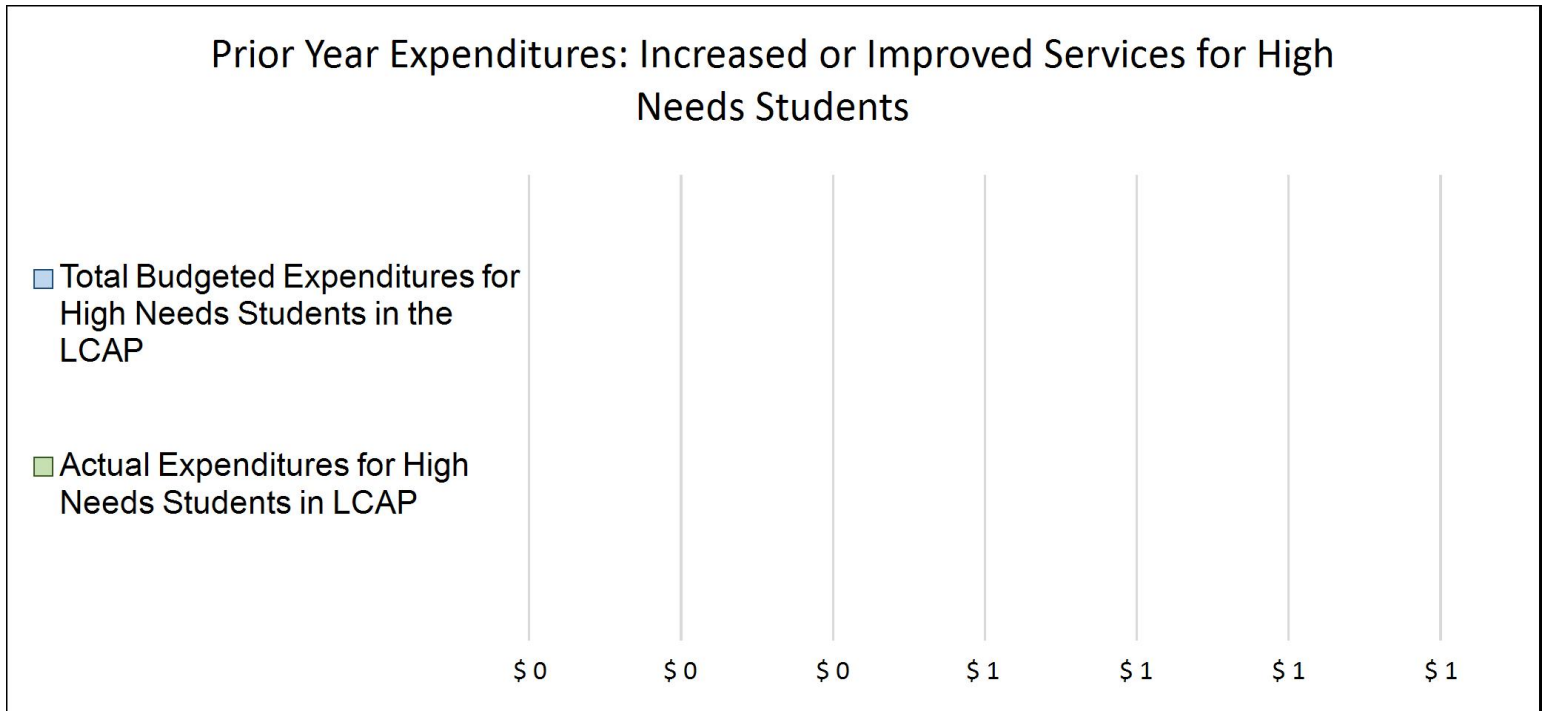
The text description of the above chart is as follows: Lewis Center for Educational Research plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Lewis Center for Educational Research is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Lewis Center for Educational Research must describe how it intends to increase or improve services for high needs students in the LCAP. Lewis Center for Educational Research plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Lewis Center for Educational Research budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lewis Center for Educational Research estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Lewis Center for Educational Research's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Lewis Center for Educational Research actually spent \$ for actions to increase or improve services for high needs students in 2021-22.



Creating Global Citizens

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lewis Center for Educational Research		

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

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

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

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

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

Supplies ordered were late and staffing. Retention of staff.

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021



Creating Global Citizens

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lewis Center for Educational Research	Dr. Fausto Barragan Principal	fbarragan@lcer.org 909-386-2300

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Norton Science and Language Academy (NSLA) is an independent, direct-funded charter school that was first authorized in 2008 by the San Bernardino County Superintendent of Schools. NSLA is located close to the San Bernardino International airport and several multinational technology and trade companies. In recent months, several business developments have been constructed surrounding the school's neighborhood. The 2021-2022 school year will bring significant changes to NSLA as our brand new campus opens. The new location is only a couple of miles from our current location, allowing us to continue serving the downtown San Bernardino community. The high school program will start with 9th grade in the fall of 2021. An additional grade level will be added each subsequent year until complete build out in the fall of 2024 making us a TK-12 school.

NSLA currently serves a TK-8 population of approximately 836. The demographic breakdown of the 836 student population is 6.3% African American, 1.2% Asian, 87.0% Hispanic, and 4.6% White. Students qualifying as unduplicated are low-income (76.0%), English learner (31.7%), homeless youth (3.5%), and foster (0.2%). Students with disabilities account for 10.8% of the population.

NSLA provides a Dual Immersion Program that supports the charter's educational goals. Spanish is used as the primary language of instruction in the first years of school, with 90% of a kindergartener's day spent in Spanish immersion. After that, English instruction increases by 10% each grade until a 50/50 balance is reached in 4th grade. All students receive a high-quality instructional program centered on academic success in both Spanish and English. The program's goal is for all students to become bi-literate and bilingual in two languages - English and the "target" language Spanish. NSLA's goal is for all students to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years. NSLA puts research-proven programs into best practice in teacher training, curriculum development, and pedagogy. Offering a safe haven for educational enhancement and activities allows the underserved children in the surrounding area to increase learning opportunities.

NSLA has strong partnerships with local community businesses and organizations. Norton Academy shares partnerships with Jet Propulsion Laboratory and leading science organizations that enhance the science offerings to students.

MISSION

The mission of the NSLA is to ensure learning for a diverse and often underserved population of students who will be college and career-ready as a result of our safe and rigorous bilingual, bi-literate, and multicultural education.

VISION

NSLA is a Dual Immersion Program School that supports our charter educational goals, including teaching science every day starting in Kindergarten. Our goal is for all students to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years.

NSLA Student Learning Outcomes:

Community

- Demonstrate an internalized set of 3 personal standards; Show Respect, Make Good Decisions, Solve Problems.
- Build relationships by working collaboratively with peers, staff, families, and the community

Language

- Recognize and celebrate the value of multiculturalism
- Become global citizens by applying bilingual and bi-literate skills

Academic Achievement

- Use acquired knowledge and skills to be college and career ready
- Create data-driven goals and implement action plans to ensure success

Science

- Apply knowledge of science, technology, and math across the learning disciplines
- Be proficient in the use of technology to support learning

Empowerment

- Foster a growth mindset when faced with challenges
- Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community, and global causes

Reflections: Successes

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

The California School Dashboard reported NSLA made progress in the areas of ELA and Math as measured by the Smarter Balanced assessments in both areas. ELA increased by 8.4 points, and Math increased by 5.1 points, demonstrating steady progress in students moving towards proficiency. NSLA has shown continuous growth in both areas since 2017 due to the adoption of standards-based curricula and continued professional development for teachers.

We saw an increase in proficiency in almost every student group for ELA: English Learners increased by 8.3 points, Homeless population increased by 9.3 points, and Socioeconomically Disadvantaged increased by 9 points. We also saw these types of increases in almost every student group for Math:

- English Learners increased by 7 points.
- Homeless population increased by 21.7 points.
- Socioeconomically Disadvantaged increased by 8.6 points.

38% of our English Learners are making progress towards proficiency.

During the COVID-19 pandemic, NSLA provided a variety of learning options for students in hopes of mitigating learning loss and maintaining proficiency levels. Students continued to attend school through distance learning in the spring of 2020 and six months of the 2020-2021 school year. We successfully brought students back in person on April 5, 2021.

Reflections: Identified Need

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

While most student groups saw increases in ELA and Math, our students with disabilities declined by 10.2 points on the 2019 Smarter Balanced ELA assessment. They declined 38 points on the Smarter Balanced Math assessment. While we have seen gains in the Smarter Balanced assessments, we still have some growth to make in both areas. The California School Dashboard also reported an increase in suspensions of 0.8%, with us continuing at a level orange for the year.

Local measures show a decline in both areas of reading and math in the 2020-2021 school year. According to our iReady Diagnostic measure for English reading grades 3-8, 29% of students are at or above grade level, 23% of students are one grade level below, and 48% are two or more grade levels below. DRA measures English reading levels in grades 3-5 and reports that 53.3% of students are proficient. Our on-site end-of-year benchmarks for ELA report 22% of students proficient, 20% of students approaching proficiency, and 58% of students not yet proficient. Spanish Language Arts benchmarks report 35% of students proficient, 15% of students approaching proficiency, and 50% of students not yet proficient.

iReady Diagnostic measure for Math in grades 3-8 report 16% of students are at grade level, 38% of students are one grade level below, and 46% are two or more grade levels below. Our on-site end-of-year benchmarks for math in grades K-8 report 31% of students proficient, 14% of students approaching proficiency, and 55% of students not yet proficient.

To address these areas of improvement, we will continue to provide professional development for staff in the areas of reading and math, both embedded in our adopted curricula and research-based strategies such as Project GLAD (Guided Language Acquisition Design). We will include extended learning opportunities such as our Summer Academy, before and after-school tutoring, and field trips. In addition to services designated by the individual education plan for our students with disabilities, compensatory education will occur before and after school, led by an Education Specialist.

We know that students need to feel safe and cared for to succeed both emotionally and academically. As we return to school full-time in the fall of 2021, we will focus on preparing staff with social-emotional strategies to support students and implement a socio-emotional learning curriculum at all grade levels.

LCAP Highlights

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

It's an exciting year at NSLA as we begin to move into our new school in the fall of 2021 and extend our grade levels to include 9th grade. Our school includes several new classrooms such as a Science Lab and Art Lab, both needing new materials and equipment. We will be adding Robotics and eSports teams, upgrading our network servers, and providing technology to every student. After over a year in distance learning, we are excited to bring back our enrichment courses at all levels. These courses include music, PE, STEM, Spanish, Mandarin, Computer Science, and ASB. This allows all students to apply what they have learned in the classroom and explore areas they may not get during their regular schedule. Classroom furniture is included in the LCAP to provide for the various new classrooms and replace broken furniture. Increased custodial services and PPE have been purchased for the continued health and safety of our students.

Extended learning is a critical component in our LCAP and is provided in several ways. First, stakeholders requested we bring back field trips, and we applied a large amount of funding to support this request. NSLA will use these funds to pay for field trips at every grade level fully. This will extend what students are learning in the classroom and allow them to apply this learning in a real-world application. Second, for the first time, NSLA will be offering a Summer Academy for two sessions during the summer of 2021. This was the second most requested event by our stakeholders, and we are happy that we can grant this request. Our Summer Academy will be project-based, experiential learning over three weeks at all grade level bands taught by highly qualified teachers. We will also be offering Saturday cultural field trips for our students. This will be an excellent opportunity for students to apply their language skills and experience a different culture.

Professional development has proven to increase academic achievement for our students and will continue throughout the following year. Staff will be provided training for socio-emotional learning to help students acclimate back into the full-time classroom emotionally and socially. Teachers will receive training throughout the school year to support our adopted math curriculum and training for language acquisition and early literacy. Our new teachers will be paired with a mentor to work closely with over two years, developing their instructional, planning, and management skills. Our most significant asset to learning at our school is our intervention Rocket Lab. Students receive Tier II and Tier III interventions outside of the classroom. Our bell schedule specifically outlines a dedicated time at each grade level daily. Students who come to Rocket Lab are not missing instruction in the school. All students are receiving differentiated instruction at this specific time that is intentional and measured. Rocket Lab is headed by our Teacher On Assignment (TOA) and a team of Paraprofessionals.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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

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

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

A summary of the feedback provided by specific educational partners.

Of the families that responded to our needs survey, the following results were used in the development of the LCAP for the 2021-2022 school year:

- 87% of families would participate in extended learning time.
- Field trips were the number one item families would like to see brought back.
- After school programs were the next highest demand.
- Summer Academy placed third in demand followed by Intersession Programs, Saturday activities, and other. Other comments asked for before school tutoring and STEM workshops.
- Families asked for extended learning opportunities in the areas of reading, math, STEM, fitness and social activities. Other comments asked for more performing arts classes, computer programming, and support for Spanish immersion.
- Families also asked for more Spanish activities for students to be able to build their capacity and STEM, hands-on learning.

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

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Field trips were high on the list from both families and staff. The school has not been able to have fundraising events for over a year due to COVID-19, which is where field trip money would normally stem from. Families would also help supplement field trip costs if the fundraising was not enough to provide the total cost of the trip. With the COVID-19 funds provided, we are budgeting to offer two field trips for each grade level including our annual 8th grade Science camp and 7th grade Ocean Institute field trip. We are hopeful that field trips will be in-person and run as normal for the 2021-2022 school year. In addition to these, we will be providing cultural field trips on Saturdays throughout the year where students can experience different cultures and practice their language skills in neighboring communities. Various grants and funds will help to fully fund field trips giving our Parent Teacher Organization (PTO) time to begin rebuilding our future funds and allow our families the relief of not having to find money to supplement field trips.

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

Enrichment courses have been a long-standing offering to our elementary students both during and after school. These courses have been on hold during the pandemic but will be brought back for the 2021-2022 school year. We will offer enrichment classes for STEM, PE, Mandarin, and Music for all students in grades K-5. Enrichment courses provide an extension of learning for our students in areas that are sometimes difficult to include in daily instruction. We will have an elective zero period before school offering Mandarin, Spanish, Associated Student Body (ASB), and Computer Science for both middle school and high school.

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

NSLA will provide students with the best STEM opportunities possible. We will continue our one-to-one device program supplying all incoming 3rd graders with a Chromebook so all students in grades 3-9 will have a school-supplied one-to-one device. Classrooms in TK-2 will have a full class set of iPads for use during the school day. NSLA plans to add a Robotics Team and eSports team for high school which will include additional technology.

Teachers will receive professional development throughout the school year to support in-person instruction of the adopted curricula, early literacy, and Love & Logic. New teachers will receive Induction training where they are paired with a teacher coach, working together to provide the best instruction and environment for the students served. There will be an emphasis on the social-emotional health of staff and students through consistent training during the 2021-2022 school year. NSLA will work together with the DM SELPA to implement trauma training for students, staff, and families to support strategies that address anxiety and behavior issues with the return to an in-person school environment. Mindfulness training for staff will provide strategies for anxiety and how best to support students. In addition to training, the DM SELPA has developed a new online referral system designed to quickly identify, test, and qualify students for mental health support. The counseling teams will provide group counseling, individual counseling, crisis response support, among other services, to students and staff. The counseling team has established web-based resources on the school's website for anyone to access.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

For students to leave NSLA ready for their future success, it's imperative that we give them every opportunity to be proficient in the areas of math and reading, both in Spanish and English, beginning in Kindergarten through their senior year. Both of these areas will give students the ability to be successful in other subject areas such as science, the arts, PE, and social studies.

Students in elementary are displaying a decline in math proficiency since the last CAASPP assessment data in 2019. Since our diagnostic exams and summative benchmarks measure all standards at a grade level, it's important that all standards are covered within a given year. With the spring shutdown in 2020 and a modified attendance schedule throughout the 2020-2021 school year, instruction focused on essential standards. 16% of students show proficiency at the end of the school year, which is a drop from previous years. Data also revealed the domain of Geometry and Measurement & Data as the lowest-performing areas. These are often taught towards the end of the year so these results were not unexpected.

Without a strong reading foundation, students will struggle throughout their school years not being prepared for the work given to them. Recent dated reported that 33.7% of primary students were proficient in reading at their grade level. As students promote to the next grade level there will be a need for more intervention both in class and out to help students become fluent readers by the time they get to 3rd grade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress (CAASPP) Math and ELA 2019	37.01% of students showed proficiency in ELA				40% of students will show proficiency in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	30.5% of students showed proficiency in math				34% of students will show proficiency in math
iReady Diagnostic Assessment for Reading	Reading: 29% of students on or above grade level 23% of students one grade level below 48% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments				Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below
iReady Diagnostic Assessment for Math	Math: 16% of students on or above grade level 38% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments				Math: 25% of students on or above grade level 45% of students one grade level below 30% of students are two or more grade levels below
DRA (Developmental Reading Assessment) English grades 3-5	53.3% of students met standard 15.7% of students nearly met standard 31% of students standard not met				60% of students will meet the standard 20% of students will nearly meet the standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as demonstrated in the EOY 2021 assessments				20% of students standard not met
On-site Benchmarks for Math and ELA	21.5% of students showed proficiency in ELA 30.6% of students showed proficiency in math as demonstrated in the EOY 2021 assessments				35% of students will show proficiency in ELA 35% of students will show proficiency in math
EDL (Evaluación del desarrollo de la lectura® 2; Spanish reading assessment) grades K-2	33.7% of students showed proficiency in SLA as measured by EDL at the end of year 2020-2021				40% of students will show proficiency in SLA as measured by EDL

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Field Trips	All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the classroom to real world experiences.	\$147,500.00	No
1.2	iReady Diagnostic and Instruction for Reading and Math	Implementation of iReady diagnostic and instruction to measure growth in both areas and facilitate differentiation based on specific student need. Reading and Math instruction is included to supplement adopted curriculum and meet the individual needs of each student.		No

Action #	Title	Description	Total Funds	Contributing
		Note: Funding accounted for during the 2020-21 school year with a 6 year adoption.		
1.3	New Teacher Induction	Induction for new teachers	\$39,947.00	No
1.4	Elementary Enrichment	Enrichment courses in elementary during the school day.	\$152,225.00	No
1.5	Dual Enrollment	Textbooks for dual enrollment courses with San Bernardino Valley Community College	\$5,000.00	No
1.6	Secondary Academic Counselor	New academic counselor for high school.	\$120,401.00	No
1.7	Summer Space Camp	Summer extended learning opportunities for STEM.	\$6,000.00	No
1.8	Rocket Lab	Targeted intervention for students needing tier II and tier III supports.	\$243,196.00	No
1.9	Library Hub	Before and after school library hub.	\$10,700.00	No
1.10	Secondary Extended Learning	Zero period offerings (ASB, Mandarin, Comp Sci, and Spanish).	\$60,000.00	No
1.11	Love & Logic	Professional development for all staff.	\$6,000.00	No
1.12	Summer Academy	Extended learning for the summer in 2021 and 2022.	\$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Elementary Enrichment Music	Music enrichment materials.	\$25,000.00	No
1.14	eSports	eSports lab set up.	\$20,000.00	No
1.15	Robotics Team	Creation of a robotics team.	\$60,000.00	No
1.16	Science Lab	Expansion of secondary science lab, materials and curriculum.	\$100,000.00	No
1.17	Art Lab	Expansion of secondary art lab, materials and curriculum.	\$100,000.00	No
1.18	Summer Academy Facility	Facility for the summer academy 2021.	\$37,000.00	No
1.19	One-to-One Devices	Additional Chromebooks at 3rd grade.	\$100,000.00	No
1.20	Swun Math Professional Development	Training for teachers implementing Swun Math with concentration in grades 3-8.	\$55,000.00	No
1.21	CABE Early Literacy Professional Development	CABE (California Association for Bilingual Education) Early Literacy PD for primary teachers.	\$2,500.00	No
1.22	Home Visits	Materials and supplemental funds for home visits.	\$10,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.23	Physical Education Materials	Additional PE Materials for growth of campus and additional grade level.	\$20,000.00	No
1.24	Spanish Course	Addition of high school Spanish course curriculum.	\$69,200.00	No
1.25	Flexible Seating	Flexible seating for students.	\$50,000.00	No
1.26	Mindfulness	Mindfulness spaces furniture and materials.	\$10,000.00	No
1.27	College Visits	College visits for students in middle and high school.	\$5,000.00	No
1.28	ELPAC Testing	Test examiners for ELPAC testing.	\$13,500.00	Yes
1.29	ELPAC Testing On-Site Coordinator	Lead coordinator for ELPAC testing throughout the year.	\$12,544.00	Yes
1.30	VM Server	Expansion of virtual network servers to support learning platforms.	\$15,000.00	No
1.31	Support Servers	Support servers for network.	\$15,000.00	No
1.32	Storage Area Network	Network file storage support.	\$26,000.00	No
1.33	Classroom Furniture	Classroom furniture for expansion to high school and replacement of unusable furniture.	\$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.34	STEM Enrichment Materials	STEM materials for space science, engineering, and aviation.	\$10,000.00	No
1.35	Mandarin Enrichment Materials	Materials for Mandarin enrichment classes.	\$20,000.00	No
1.36	Staff Laptops	Staff laptop replacement.	\$115,000.00	No
1.37	Multi-Purpose Room Setup	Setup MPR with sound system, projector, and communication.	\$35,000.00	No
1.38	Stop-It Hotline	Student reporting system to promote safety for students.	\$500.00	No
1.39	MiFi Units	MiFi units for remote connection.	\$15,000.00	No
1.40	Resident Subs	Resident bilingual subs.	\$127,413.00	No
1.41	Project GLAD Training	Project GLAD Training for English learners instructional strategies.	\$4,000.00	Yes
1.42	Uniform Closet	Uniforms provided to students in need.	\$5,000.00	Yes
1.43	Independent Study	Independent study program for students unable to be in person due to illness.	\$40,000.00	No

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

For students to succeed both emotionally and academically, the facilities need to be clean and in good condition. This is even more essential as we continue to combat COVID-19 with additional staff, PPE, and equipment to ensure the safety of our students. Students returning to school after the pandemic will need social emotional support including areas of anxiety, fear, and trauma. Students need to be given the opportunity to experience cultures outside their own and use their world language skills to immerse themselves within the culture.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate as reported on the California School Dashboard.	3% suspension rate as reported on the 2019 California School Dashboard.				2.8% suspension rate as reported by the California School Dashboard.
Student Climate Survey	35% of students felt their school was well-maintained and clean as reported on the 2019 student climate survey.				75% of students feel their school is well-maintained and clean as reported by the student climate survey.
Student SEL Survey	82.5% of students surveyed feel well-adjusted and ready for				85% of students surveyed feel well-adjusted and ready for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	learning as indicated by the 2020 SEL survey.				learning as indicated by the SEL survey.
Field Trip Attendance	0% of students attended field trips in 2020-2021.				85% of students will attend cultural field trips.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Cultural Field Trips	Saturday field trips will be offered throughout the year for students to be immersed in the culture and language they are studying.	\$40,000.00	No
2.2	Character Development Officer	CDO for noontime support.	\$234,200.00	No
2.3	Chilean Exchange	Field trip program with our partner school in Chile.	\$10,000.00	No
2.4	CDO Professional Development	CDO's will receive training for safety and social-emotional strategies.	\$500.00	No
2.5	Custodial	Additional custodial staff.	\$100,000.00	No
2.6	Furniture	New furniture needed for the school's expansion.	\$300,000.00	No
2.7	Recess/Lunchtime Assistant	Additional staff for recess and lunch times.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Floor Scrubber/Carpet Extractor	Floor scrubber/carpet extractor to maintain cleanliness of facilities.	\$7,500.00	No
2.9	Janitorial Supplies	Additional janitorial supplies to properly disinfect student areas.	\$25,000.00	No
2.10	Ionizers for HVAC units	Ionizers for HVAC upgrading for air quality.	\$40,000.00	No
2.13	Elementary Rugs	Area rugs for elementary students.	\$17,500.00	No
2.14	CPI (Crisis Prevention Institute) Training	CPI training for administrators and character development officers.	\$500.00	No
2.15	Suicide Prevention Training	Suicide prevention training.	\$2,000.00	No

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

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Goals and Actions

Goal

Goal #	Description
3	Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners.

An explanation of why the LEA has developed this goal.

Our school has always held the belief that all stakeholders are an integral part of a child's education. We strive to ensure all families receive communication about school activities and their child's progress as well as engage families in decision-making throughout the school year. We establish programs specific to our parents to guide them through all aspects of helping their child be successful both academically and socially.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rosters from meetings.	8% of families attend engagement opportunities.				25% of families will attend engagement opportunities.
Participation in engagement surveys.	33% of families participated in engagement surveys.				45% of families participated in engagement surveys.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	San Bernardino Latino Family Literacy Project	San Bernardino Latino Family Literacy Project (Project and Training)	\$2,500.00	Yes
3.2	Love & Logic Parents	Parent trainings for Love & Logic	\$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	CABE Project Inspire Parents	Parent training with CABE (California Association for Bilingual Education) Project Inspire	\$5,000.00	Yes
3.4	Cafecito	Monthly parent meeting centered on school updates.	\$500.00	No
3.5	Translator Equipment	Translation equipment.	\$2,000.00	No
3.6	Parent Materials	Materials for parent engagement meetings.	\$500.00	No

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

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Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

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

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

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

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

Actions that improved services:

- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps.
- Training for teachers to implement differentiated, small-group within their adopted curriculum.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.
- A social-emotional curriculum purchased to enhance the current SEL program and meet the needs of students.
- Character Development Officers to improve student safety.

Actions that increased services:

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

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$769,601.00	\$2,113,338.00		\$304,887.00	\$3,187,826.00	\$1,347,426.00	\$1,840,400.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Field Trips	All Students with Disabilities		\$147,500.00			\$147,500.00
1	1.2	iReady Diagnostic and Instruction for Reading and Math	All Students with Disabilities					
1	1.3	New Teacher Induction	All Students with Disabilities		\$19,800.00		\$20,147.00	\$39,947.00
1	1.4	Elementary Enrichment	All Students with Disabilities		\$152,225.00			\$152,225.00
1	1.5	Dual Enrollment	All Students with Disabilities		\$5,000.00			\$5,000.00
1	1.6	Secondary Academic Counselor	All Students with Disabilities	\$120,401.00				\$120,401.00
1	1.7	Summer Space Camp	All Students with Disabilities		\$6,000.00			\$6,000.00
1	1.8	Rocket Lab	All Students with Disabilities				\$243,196.00	\$243,196.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Library Hub	All Students with Disabilities		\$10,700.00			\$10,700.00
1	1.10	Secondary Extended Learning	All Students with Disabilities	\$60,000.00				\$60,000.00
1	1.11	Love & Logic	All Students with Disabilities		\$6,000.00			\$6,000.00
1	1.12	Summer Academy	All Students with Disabilities		\$160,000.00			\$160,000.00
1	1.13	Elementary Enrichment Music	All Students with Disabilities		\$25,000.00			\$25,000.00
1	1.14	eSports	All Students with Disabilities		\$20,000.00			\$20,000.00
1	1.15	Robotics Team	All Students with Disabilities		\$60,000.00			\$60,000.00
1	1.16	Science Lab	All Students with Disabilities		\$100,000.00			\$100,000.00
1	1.17	Art Lab	All Students with Disabilities		\$100,000.00			\$100,000.00
1	1.18	Summer Academy Facility	All Students with Disabilities		\$37,000.00			\$37,000.00
1	1.19	One-to-One Devices	All Students with		\$100,000.00			\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
1	1.20	Swun Math Professional Development	All Students with Disabilities	\$55,000.00				\$55,000.00
1	1.21	CABE Early Literacy Professional Development	All Students with Disabilities		\$2,500.00			\$2,500.00
1	1.22	Home Visits	All Students with Disabilities English Learners Foster Youth Low Income		\$10,000.00			\$10,000.00
1	1.23	Physical Education Materials	All Students with Disabilities		\$20,000.00			\$20,000.00
1	1.24	Spanish Course	All Students with Disabilities		\$69,200.00			\$69,200.00
1	1.25	Flexible Seating	All Students with Disabilities		\$50,000.00			\$50,000.00
1	1.26	Mindfulness	All Students with Disabilities		\$10,000.00			\$10,000.00
1	1.27	College Visits	All Students with Disabilities				\$5,000.00	\$5,000.00
1	1.28	ELPAC Testing	English Learners				\$13,500.00	\$13,500.00
1	1.29	ELPAC Testing On-Site Coordinator	English Learners				\$12,544.00	\$12,544.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.30	VM Server	All Students with Disabilities		\$15,000.00			\$15,000.00
1	1.31	Support Servers	All Students with Disabilities		\$15,000.00			\$15,000.00
1	1.32	Storage Area Network	All Students with Disabilities		\$26,000.00			\$26,000.00
1	1.33	Classroom Furniture	All Students with Disabilities	\$100,000.00	\$200,000.00			\$300,000.00
1	1.34	STEM Enrichment Materials	All Students with Disabilities		\$10,000.00			\$10,000.00
1	1.35	Mandarin Enrichment Materials	All Students with Disabilities		\$20,000.00			\$20,000.00
1	1.36	Staff Laptops	All Students with Disabilities		\$115,000.00			\$115,000.00
1	1.37	Multi-Purpose Room Setup	All Students with Disabilities		\$35,000.00			\$35,000.00
1	1.38	Stop-It Hotline	All Students with Disabilities		\$500.00			\$500.00
1	1.39	MiFi Units	All Students with Disabilities		\$15,000.00			\$15,000.00
1	1.40	Resident Subs	All Students with		\$127,413.00			\$127,413.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
1	1.41	Project GLAD Training	English Learners		\$4,000.00			\$4,000.00
1	1.42	Uniform Closet	Foster Youth Low Income				\$5,000.00	\$5,000.00
1	1.43	Independent Study	All Students with Disabilities		\$40,000.00			\$40,000.00
2	2.1	Cultural Field Trips	All Students with Disabilities		\$40,000.00			\$40,000.00
2	2.2	Character Development Officer	All Students with Disabilities	\$234,200.00				\$234,200.00
2	2.3	Chilean Exchange	All Students with Disabilities		\$10,000.00			\$10,000.00
2	2.4	CDO Professional Development	All Students with Disabilities		\$500.00			\$500.00
2	2.5	Custodial	All Students with Disabilities	\$100,000.00				\$100,000.00
2	2.6	Furniture	All Students with Disabilities	\$100,000.00	\$200,000.00			\$300,000.00
2	2.7	Recess/Lunchtime Assistant	All Students with Disabilities		\$30,000.00			\$30,000.00
2	2.8	Floor Scrubber/Carpet Extractor	All Students with Disabilities		\$7,500.00			\$7,500.00
2	2.9	Janitorial Supplies	All Students with Disabilities		\$25,000.00			\$25,000.00
2	2.10	Ionizers for HVAC units	All Students with Disabilities		\$40,000.00			\$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.13	Elementary Rugs	All Students with Disabilities		\$17,500.00			\$17,500.00
2	2.14	CPI (Crisis Prevention Institute) Training	All Students with Disabilities		\$500.00			\$500.00
2	2.15	Suicide Prevention Training	All Students with Disabilities		\$2,000.00			\$2,000.00
3	3.1	San Bernardino Latino Family Literacy Project	English Learners				\$2,500.00	\$2,500.00
3	3.2	Love & Logic Parents	All Students with Disabilities		\$1,500.00			\$1,500.00
3	3.3	CABE Project Inspire Parents	English Learners		\$5,000.00			\$5,000.00
3	3.4	Cafecito	All Students with Disabilities				\$500.00	\$500.00
3	3.5	Translator Equipment	All Students with Disabilities				\$2,000.00	\$2,000.00
3	3.6	Parent Materials	All Students with Disabilities				\$500.00	\$500.00

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
					\$0.00			Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.22	Home Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.28	ELPAC Testing	Yes	LEA-wide	English Learners	All Schools TK-9		
1	1.29	ELPAC Testing On-Site Coordinator	Yes	LEA-wide	English Learners	All Schools TK-9		
1	1.41	Project GLAD Training	Yes	LEA-wide	English Learners	All Schools TK-9		
1	1.42	Uniform Closet	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-9		
3	3.1	San Bernardino Latino Family Literacy Project	Yes	LEA-wide	English Learners	All Schools		
3	3.3	CABE Project Inspire Parents	Yes	LEA-wide	English Learners	All Schools TK-9		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,187,826.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Field Trips	No	\$147,500.00	
1	1.2	iReady Diagnostic and Instruction for Reading and Math	No		
1	1.3	New Teacher Induction	No	\$39,947.00	
1	1.4	Elementary Enrichment	No	\$152,225.00	
1	1.5	Dual Enrollment	No	\$5,000.00	
1	1.6	Secondary Academic Counselor	No	\$120,401.00	
1	1.7	Summer Space Camp	No	\$6,000.00	
1	1.8	Rocket Lab	No	\$243,196.00	
1	1.9	Library Hub	No	\$10,700.00	
1	1.10	Secondary Extended Learning	No	\$60,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Love & Logic	No	\$6,000.00	
1	1.12	Summer Academy	No	\$160,000.00	
1	1.13	Elementary Enrichment Music	No	\$25,000.00	
1	1.14	eSports	No	\$20,000.00	
1	1.15	Robotics Team	No	\$60,000.00	
1	1.16	Science Lab	No	\$100,000.00	
1	1.17	Art Lab	No	\$100,000.00	
1	1.18	Summer Academy Facility	No	\$37,000.00	
1	1.19	One-to-One Devices	No	\$100,000.00	
1	1.20	Swun Math Professional Development	No	\$55,000.00	
1	1.21	CABE Early Literacy Professional Development	No	\$2,500.00	
1	1.22	Home Visits	No	\$10,000.00	
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Physical Education Materials	No	\$20,000.00	
1	1.24	Spanish Course	No	\$69,200.00	
1	1.25	Flexible Seating	No	\$50,000.00	
1	1.26	Mindfulness	No	\$10,000.00	
1	1.27	College Visits	No	\$5,000.00	
1	1.28	ELPAC Testing	Yes	\$13,500.00	
1	1.29	ELPAC Testing On-Site Coordinator	Yes	\$12,544.00	
1	1.30	VM Server	No	\$15,000.00	
1	1.31	Support Servers	No	\$15,000.00	
1	1.32	Storage Area Network	No	\$26,000.00	
1	1.33	Classroom Furniture	No	\$300,000.00	
1	1.34	STEM Enrichment Materials	No	\$10,000.00	
1	1.35	Mandarin Enrichment Materials	No	\$20,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.36	Staff Laptops	No	\$115,000.00	
1	1.37	Multi-Purpose Room Setup	No	\$35,000.00	
1	1.38	Stop-It Hotline	No	\$500.00	
1	1.39	MiFi Units	No	\$15,000.00	
1	1.40	Resident Subs	No	\$127,413.00	
1	1.41	Project GLAD Training	Yes	\$4,000.00	
1	1.42	Uniform Closet	Yes	\$5,000.00	
1	1.43	Independent Study	No	\$40,000.00	
2	2.1	Cultural Field Trips	No	\$40,000.00	
2	2.2	Character Development Officer	No	\$234,200.00	
2	2.3	Chilean Exchange	No	\$10,000.00	
2	2.4	CDO Professional Development	No	\$500.00	
2	2.5	Custodial	No	\$100,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Furniture	No	\$300,000.00	
2	2.7	Recess/Lunchtime Assistant	No	\$30,000.00	
2	2.8	Floor Scrubber/Carpet Extractor	No	\$7,500.00	
2	2.9	Janitorial Supplies	No	\$25,000.00	
2	2.10	Ionizers for HVAC units	No	\$40,000.00	
2	2.13	Elementary Rugs	No	\$17,500.00	
2	2.14	CPI (Crisis Prevention Institute) Training	No	\$500.00	
2	2.15	Suicide Prevention Training	No	\$2,000.00	
3	3.1	San Bernardino Latino Family Literacy Project	Yes	\$2,500.00	
3	3.2	Love & Logic Parents	No	\$1,500.00	
3	3.3	CABE Project Inspire Parents	Yes	\$5,000.00	
3	3.4	Cafecito	No	\$500.00	
3	3.5	Translator Equipment	No	\$2,000.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Parent Materials	No	\$500.00	

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$0.00					

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.22	Home Visits	Yes				
1	1.28	ELPAC Testing	Yes				
1	1.29	ELPAC Testing On-Site Coordinator	Yes				
1	1.41	Project GLAD Training	Yes				
1	1.42	Uniform Closet	Yes				
3	3.1	San Bernardino Latino Family Literacy Project	Yes				
3	3.3	CABE Project Inspire Parents	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Minutes for Regular Meeting of the Lewis Center for Educational Research Board
April 11, 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, Jim Morris (arrived at 4:46 p.m.), Omari Onyango (left at 5:15), Kevin Porter (arrived at 4:45 p.m.), Sharon Page, David Rib, Jessica Rodriguez and Pat Schlosser were in attendance. LCER Board member Torii Gray was absent.

Staff members Valli Andreasen, Fausto Barragan, Marcelo Congo, Jisela Corona, Ryan Dorcey, Teresa Dowd, David Gruber, Brook Gupta, Lisa Lamb, Rebecca McCoy and Stacy Newman were also in attendance.

3. **PUBLIC COMMENTS:** None

4. **SPECIAL PRESENTATIONS:**

- .01 Update on AAE Student Activities: LCER Ambassadors Melissa Mangold and Apple Cheung updated the Board on student activities, including the Ambassador trip to Sacramento, ROTC Leadership Camp, senior dress, and upcoming prom.
- .02 Update on NSLA Student Activities: NSLA ASB did not present.
- .03 Present AAE and NSLA Town Hall Information – Lisa Lamb, Valli Andreasen and Fausto Barragan reported that Town Hall meetings were held a couple weeks ago. There was low turnout. A S.W.O.T. analysis was done regarding strengths, weaknesses, opportunities and threats at each school. NSLA's strengths were dual immersion, family feel, new campus, opportunities such as Noche del las Estrellas and Girl Scouts, weaknesses such as bullying, nutrition, playground facilities, sports program, extra curriculars and electives, and threats were the charter climate, bullying/social media, and Covid gap. Lisa reported at AAE strengths were Space Force, academic rigor, teachers, learning opportunities, and weaknesses included science offerings in high school.
- .04 Social Emotional Learning/Multi-Tiered System Supports/Special Education Presentation – Marcelo Congo presented that we are in difficult times and are adapting to them. Local agencies are restructuring to meet the social emotional needs. We are being sure we have teams in place at both campuses and are conducting risk assessments and SEL surveys. Trends locally and nationally that we are treating are anxiety, depression, LBGQTQ, gender identity and suicide. These are not new, but the pandemic exacerbated it. He summarized the challenges and recommendations. Lisa Lamb commended Marcelo for his commitment to our families.
- .05 Human Resources Staffing Presentation – Stacy Newman, Brook Gupta and Rebecca McCoy reported that our workforce is not back to pre-pandemic levels and schools were dealing with labor shortages even before the pandemic. Teacher preparation programs saw a 70% drop in enrollment in the past decade and there are shortages in specialized areas. It is especially hard to fill lower-skilled positions. Some still want to work remotely and pay rate is a factor. AAE has several upcoming retirees, and people are moving as well as changing careers. NSLA has new openings due to the buildout. With classified we've had midyear turnover, especially in custodial. Unemployment claims and increased minimum wages have also contributed to shortages. We are also having difficulty filling daily absences. We are responding with incentives such as COLA increases, absorbing the base rate for health insurance, longevity additions to salary schedules, restructuring salary schedules, diverse recruitment efforts and milestone bonuses from the Foundation. Stacy also shared our HR celebrations.

5. **DISCUSSION ITEMS:**

- .01 NSLA Gym Construction Update – David Gruber reported that unfortunately construction has not begun. The City has reviewed the plans and sent comments back to the architects, which will be resubmitted this week. Once we receive the permit we can begin the 7-month build. Michael Clark

and Scott Gormley are working on a sports logo for NSLA. The 8 draft logos will be taken to staff and students for feedback. We're not scheduled to begin payment on the gym until July 2023.

- .02 Discuss A-G Completion Improvement Grant Program – Lisa Lamb reported that this is an additional funding opportunity to increase our A-G completion rate at AAE, which is currently 70%. The team analyzed students are falling short in math requirements. There are only 3 FT math teachers at the HS level, and felt that making the PT position a FT position would allow more sections of math. If this is successful, we will continue this practice. Another solution is to have a teacher assist with an independent study course we offer. We can also target funds towards remedial summer school courses.
- .03 Discuss LCER Board Strategic Planning to be held on April 15, 2022 at NSLA – Lisa Lamb reminded the Board that strategic planning is this Friday in room E204. Please arrive at 7:30 a.m. and we will begin promptly at 8:00 a.m.
- .04 Lewis Center Foundation Board Update – Lisa Lamb reported that we are working on a brew event as the next fundraiser. The Foundation is also working on assisting with the NSLA playground, AAE shade and milestone recognitions. We have several new members and Pat Caldwell will be providing a training to the group in May.

6. CONSENT AGENDA:

- .01 Approve Minutes of the March 14, 2022 Regular LCER Board Meeting
- .02 Approve AAE 2nd Interim Report
- .03 Approve NSLA 2nd Interim Report
- .04 Approve LCER Board Meeting Dates 2022-23

On a motion by Pat Schlosser, seconded by Sharon Page, vote 7-0, the LCER Board of Directors approved the Consent Agenda by roll call vote.

7. ACTION ITEM:

- .01 Approve Revised NSLA 2021-22 School Calendar – Fausto Barragan reported that the instructional minutes for 9th grade fell short due to the late start. We would like to expand the instructional calendar for 9th grade only to meet the requirement for instructional minutes. As they lost milestone activities due to the pandemic, staff are working on planning leadership opportunities for 3 additional calendar days, including a visit to CSUSB.

On a motion by Jim Morris, seconded by Pat Caldwell, vote 7-0, the LCER Board of Directors approved the revised NSLA 202-22 School Calendar.

8. INFORMATION INCLUDED IN PACKET:

- .01 President/CEO Report – Lisa Lamb
- .02 LCER Grant Tracking Report
- .03 LCER Financial Reports
 - Checks Over \$10K
 - Budget Comparisons
 - Lewis Center Foundation Financial Reports
 - AAE and NSLA Consolidated Application and Reporting System Reports
 - AAE and NSLA Civil Rights Data Collection Reports
- .04 AAE and NSLA Enrollment Data
- .05 LCER Board Attendance Log

9. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification – Jim Morris asked if as we fill staffing positions, we are on track to fill enrollment as well, i.e. for 10th grade at NSLA. We are waiting for the Intent to Return forms to be returned and we have waiting lists in several grades and anticipate it growing. Attrition has been low. Sharon Page attended the awards ceremony for ROTC Leadership camp and it was

phenomenal to reestablish the camp. Lisa Lamb reported that Admin has been working on the dress code updates. Valli and Fausto are taking it to their leadership teams. There is no change to the base uniform, but are looking at simplifying the dress code. We will be taking it to staff, students and parent panels during May before bringing it to the Board for approval in June. The Exec Team is deep into budget development and the Board budget workshop is Tuesday, May 24 at 4:30 p.m. The team has been working on a COLA and comparisons of the classified salary schedule. Lisa also thanked the SB Sheriff's Department for the 2 workshops they presented. Toni Preciado is continuing Love & Logic parent classes, and next year we will be bringing in the Capturing Kids Hearts philosophy as well. Marcelo Congo reminded everyone we have great resources in place.

.02 Make a brief announcement or a brief report on his or her own activities – Jessica Rodriguez is participating in the Inland Empire Workforce Summit on April 29 and if anyone is interested, let her know as she has extra seats at the event.

.03 Future agenda items

10. CLOSED SESSION: The LCER Board convened into closed session at 6:35 p.m. The Board reconvened into open session at 7:17 p.m. Jessica Rodriguez, Chairman, 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 7:18 p.m.

Minutes for Special Meeting of the Lewis Center for Educational Research Board
April 15, 2022

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rodriguez called the meeting to order at 8:00 a.m.

2. **ROLL CALL:** LCER Board members Pat Caldwell, Jim Morris, Sharon Page, Kevin Porter, David Rib, Jessica Rodriguez, and Pat Schlosser were in attendance.

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

3. **DISCUSSION ITEMS:**

.01 Revisions to the LCER Strategic Plan were discussed, including identifying strengths, weaknesses, opportunities and threats. Goals and objectives were reviewed to see if they were still needed, had been completed, should be reworded or if new goals were needed. The top issues identified were:

- Staffing/management partnership/flexibility
- Mental Health: student, staff, family
- Communication/engagement
- Student success to include SEL, Critical Thinking, Academics, Career Guidance

Revised goals that will be included in the new plan are:

- Goal 1: Maintain fiscal stability and seek diversified outside funding that allows us to be innovative.
- Goal 2: Strengthen all school programs and enrichment opportunities at both schools resulting in student success in the areas of academic, behavioral, and social emotional wellness.
- Goal 3: Recruit, develop, and retain a highly-qualified, innovative, flexible, and diversified staff.
- Goal 4: The LCER will communicate and engage our students, staff, families, and community partners to drive a shared commitment to our common vision, mission and goals.

The goals may be reworded slightly during development of strategies and objectives by Exec Team.

.02 Kevin Porter provided a presentation on Conflict of Interest.

.03 Pat Caldwell went over the structure of the Lewis Center and the various arms of the organization. She reviewed the new goals with Foundation Board members. Possible fundraising opportunities related to the goals discussed were:

- Increase capital campaign funds
- Rent out facilities when not in use
- Look into county programs for community outreach
- Training for teachers in student issues
- Advertise educational activity grants
- Tell our stories
- STEM funding
- Grant writing support staff
- Employee recognition program, all staff gifts
- Compensation for activities after school or during breaks, help with recruitment
- Help get our name out there with a flyer to share with contacts
- Identify new partners and what we want them to do, get parents involved, survey alumni

4. **INFORMATION INCLUDED IN PACKET:**

.04 LCER Strategic Plan 2020-2025 with Notes Added on Progress

5. **ADJOURNMENT:** Chairman Rodriguez adjourned the meeting at 2:00 p.m.

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

Date of meeting: 5/9/22

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. It was discussed at the April 11, 2022 regular 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

17500 Mana Rd., Apple Valley, CA 92307

www.lewiscenter.org

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
Total Grant Amount =	\$145,182

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



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

Date of meeting: 5-9-22

Title: Revision of BP 7330 – Use of Lewis Center Facilities

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

Background: This policy covers outside organizations use of Lewis Center facilities. The Lewis Center shall charge a fee for activities other than those specified for free use. The facility use fee schedule was previously included in the policy, but may change from time to time. The revision removes the fee schedule from the policy and specifies that the fees charged will be in accordance with the facility use fee schedule, which shall be a separate document determined by LCER Administration.

Fiscal Implications (if any):

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

Recommendation: Approve Revision of BP 7330 – Use of Lewis Center Facilities

Submitted by: Lisa Lamb, President/CEO

Lewis Center for Educational Research

**BP 7330: FACILITIES
USE OF LEWIS CENTER FACILITIES**

Adopted: September 5, 2002 **Revised: May 9, 2022**

The Lewis Center for Educational Research (“LCER”) may make its facilities and grounds available for rent, subject to LCER policies and regulations. The LCER may also approve separate Joint Use Agreements with specific entities.

The LCER shall not grant the use of facilities for any of the following activities:

1. Any use by an individual or group for the commission of any crime or act prohibited by law.
2. Any use which interferes with the regular conduct of school or work.
3. Any use which is discriminatory in the legal sense.
4. Any use which involves the possession, consumption, or sale of alcoholic beverages, or any restricted substances, including tobacco use.

Fees for Use of Facilities

Fees for the use of facilities and grounds shall be charged in accordance with the following classifications:

1. Free Use: The LCER shall not charge any fees for the use of facilities or grounds by the following organizations:
 - Girl Scouts or Boy Scouts
 - Public Safety (i.e. police or fire)
 - Parent-Teacher Associations
 - Before/After School Programs
 - Other purposes deemed appropriate by LCER Administration

Should any of the above groups prefer to use facilities at a time when staff services are not normally available, the LCER may charge an On Site Staff Fee.

2. Activities other than those specified for free use shall be charged for use of the facility in accordance with the following facility use fee schedule:.

Room	Fee (3-hr. minimum)
	(must include set up and clean up time)
Lecture Room (i.e. A101)	\$30/hr.
Cafeteria (Kitchen not available)	\$30/hr.
Library	\$30/hr.
Classroom/Conference Room	\$15/hr.
Gymnasium	\$100/hr.
Field (Includes restrooms)	\$75/hr.
On Site Staff Fee*	\$30/hr.

~~*A staff person is required to be present for all activities.~~

Damage and Liability

Groups, organizations, or persons using LCER facilities or grounds under the provisions of this policy shall be liable for any property damages caused by the activity. The LCER may charge the amount necessary to repair the damages and may deny the group further use of facilities or grounds.

Any group, organization or persons using LCER facilities or grounds shall be liable for any injuries resulting from its negligence during the use of LCER facilities or grounds. They shall bear the cost of insuring against this risk and defending itself against claims arising from this risk.

Groups, organizations or persons shall provide the LCER with evidence of insurance against claims arising out of the group's own negligence. They shall also be required to include the LCER as an additional insured on their liability policies for claims arising out of the negligence of the group.

Application for Use of Facilities

1. Any group, organization or person desiring to use LCER facilities shall file an application in accordance with these regulations.
2. The individual making application for use of LCER facilities shall be a responsible adult, and in the case of an organization he/she shall be an officer of the organization or a person duly appointed by the organization to make such an application. Each organization making application shall provide proof of insurance in the amount of \$1,000,000 naming the Lewis Center for Educational Research as an additional insured. The LCER shall verify all insurance coverage.
3. An application for use of LCER facilities shall be submitted on the form supplied by the LCER not less than four calendar weeks prior to the day of the activity, at which time fees shall be determined. Applicant shall pay estimated costs, if any, no later than two weeks prior to the day of the activity.
4. The applicant shall set forth in detail the nature of the activity and the persons or organization sponsoring the activity.
5. Any addendum to the agreement shall be prepared by the President/CEO, and signed by the President/CEO and by the applicant.
6. LCER functions shall take precedence over previously scheduled meetings of outside organizations. In such cases the organizations will be so notified by the President/CEO.
7. Applications for LCER use are approved at the discretion of the President/CEO. Applications may be denied for any reason.

General Conditions

1. No illicit drugs or alcoholic beverages in any form shall be brought onto LCER property, including grounds and parking lots. Any person under the influence of intoxicating liquors shall be denied participation of any form in the activity.
2. No tobacco use is allowed on any LCER property, including grounds and parking lots. Electronic nicotine delivery services (ENDS), such as electronic cigarettes, electronic hookahs, and other vapor emitting devices, which mimics the use of tobacco products is also prohibited.
3. Use of LCER facilities by outside organizations during non-hours shall be dependent upon the availability of LCER personnel to assume the responsibility of supervision of LCER equipment, buildings and grounds.

4. There shall be at least one staff member present at each activity whose duties shall include opening and closing the buildings and grounds, and supervising their use. The organization or group using the facilities shall be required to pay for any staff services required.
5. The LCER may require that security personnel be present for activities held on LCER property. The organization or group using the facility shall be required to pay for any security services required.
6. Staff assigned to an activity shall make no facility or equipment available other than that specifically set forth in the approval.
7. Use of specialized equipment owned by the LCER such as projectors, scoreboards, etc. shall be at the discretion of the LCER. The LCER may require that equipment be operated by LCER staff.
8. Moving furniture to or from rooms, or changes of any kind other than simple room furniture arrangements by the user is not permitted. Any furniture that is moved or rearranged with prior approval must be returned to original location.
9. Any damage above normal wear and tear will be charged to the applicant at the actual cost of materials, freight, and labor plus 25% overhead; e.g., dance classes may cause higher than usual operational costs, since floors must be waxed more frequently.

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

Date of meeting: May 9, 2022

Title: AAE 2022-2023 CL-500: Declaration of Need

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

Background: In accordance with Credential Information Alert 21-03 issued on June 10, 2021, The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. This regulatory section was recently amended to align with statute requiring parity in credentialing requirements between charter schools all other public schools. The updates to the language are now complete and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. Additionally, there is also an update to the CL-500 form to accurately comply with the regulation.

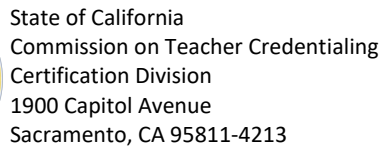
Specifically, for Charter Schools: Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regiment as non-charter public schools. As of January 1 2020, these pieces of legislation went into effect, and the certification requirements are more aligned. Furthermore, assignment options at these schools were broadened, as Education Code §47605(l) was amended to provide charter schools the ability to request emergency permits or waivers from the Commission on Teacher Credentialing for individuals in the same manner as school districts. These documents include Provisional Internship Permits, Short-Term Staff Permits, Emergency Cross-cultural, Language and Academic Development (CLAD) permits, and Variable Term Waivers. These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator's assignment.

Fiscal Implications (if any):

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

Recommendation: Approve the AAE 2022-2023 CL-500: Declaration of Need

Submitted by: Rebecca McCoy, HR Administrator



Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, .

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County	County CDS Code
----------------	-----------------

Name of State Agency _____

[illegible]

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
----------------------	---------------------------	-----------------------

_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
----------------------------	----------------------------------	----------------------

Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.



Credential Information Alert

DATE:

June 10, 2021

NUMBER:

21-03

SUBJECT: Declaration of Need Guidance and Updates

Summary:

The purpose of this Credential Information Alert (CIA) is to provide information regarding the Declaration of Need (DON) including guidance for charter schools who wish to apply for emergency documents.

Key Provisions:

The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. This regulatory section was recently amended to align with statute requiring parity in credentialing requirements between charter schools and other public schools. The updates to the language are now complete and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. Additionally, there is also an update to the CL-500 form to accurately comply with the regulation.

The updated CL-500 form must be used for any DON submissions received after the date of this CIA. If a DON for 2021-2022 has already been submitted it is not necessary to resubmit or update the information.

Charter Schools:

Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regiment as non-charter public schools. As of January 1 2020, these

pieces of legislation went into effect, and the certification requirements are more aligned. Furthermore, assignment options at these schools were broadened, as Education Code §47605(l) was amended to provide charter schools the ability to request emergency permits or waivers from the Commission on Teacher Credentialing for individuals in the same manner as school districts.

These documents include Provisional Internship Permits, Short-Term Staff Permits, Emergency Cross-cultural, Language and Academic Development (CLAD) permits, and Variable Term Waivers. These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator's assignment.

CL-500:

The Commission's CL-500 form was created to allow employing agencies to meet the DON submission requirements. While the regulation always required the agency to provide an estimate of how many General Education Limited Assignment Permits they anticipate needing, the form has been updated to include the subject(s) anticipated for those permits. As of the date of this CIA, any new DON submissions must use the new form and include the subject information.

References:

CL-500 Declaration of Need form

<https://www.ctc.ca.gov/docs/default-source/cig-leaflets/cl500.pdf>

Contact Information:

Credential questions can be directed to the Commission's Information Services Unit at credentials@ctc.ca.gov.

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

Date of meeting: May 9, 2022

Title: NSLA 2022-2023 CL-500: Declaration of Need

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

Background: In accordance with Credential Information Alert 21-03 issued on June 10, 2021, The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. This regulatory section was recently amended to align with statute requiring parity in credentialing requirements between charter schools all other public schools. The updates to the language are now complete and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. Additionally, there is also an update to the CL-500 form to accurately comply with the regulation.

Specifically, for Charter Schools: Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regiment as non-charter public schools. As of January 1 2020, these pieces of legislation went into effect, and the certification requirements are more aligned. Furthermore, assignment options at these schools were broadened, as Education Code §47605(l) was amended to provide charter schools the ability to request emergency permits or waivers from the Commission on Teacher Credentialing for individuals in the same manner as school districts. These documents include Provisional Internship Permits, Short-Term Staff Permits, Emergency Cross-cultural, Language and Academic Development (CLAD) permits, and Variable Term Waivers. These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator's assignment.

Fiscal Implications (if any):

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

Recommendation: Approve the NSLA 2022-2023 CL-500: Declaration of Need

Submitted by: Rebecca McCoy, HR Administrator



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Norton Science and Language Academy District CDS Code: _____

Name of County: San Bernardino County CDS Code: 36103630115808

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 05/09/2022 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Lisa Lamb

Chief Executive Officer (superintendent)

Name

Signature

Title

760-946-9193

760-946-5414

Fax Number

Telephone Number

Date

17500 Mana Rd. Apple Valley, CA 92307

Mailing Address

LLAMB@LCER.ORG

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ Name	_____ Signature	_____ Title
_____ Fax Number	_____ Telephone Number	_____ Date
_____ Mailing Address		
_____ E-Mail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	0
Bilingual Authorization (applicant already holds teaching credential)	2
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	0
Teacher Librarian Services	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	0
Special Education	0
TOTAL	0

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

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EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. Partnerships with Universities & COE's

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.

Azusa Pacific, Brandman (UMASS), Concordia, CSUSB, Grand Canyon Univ., University of Laverne
National University, University of Redlands, UC Riverside, Western Governors, San Diego COE,
Riverside COE

If no, explain why you do not participate in an internship program.

n/a



Credential Information Alert

DATE:

June 10, 2021

NUMBER:

21-03

SUBJECT: Declaration of Need Guidance and Updates

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Contact Information:

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**Lewis Center for Educational Research
STAFF REPORT**

Date: May 9, 2022
 To: LCER Board of Directors
 From: Lisa Lamb
 Re: President/CEO Report

Goal 1 (Business/Fiscal): Build and sustain the financial capacity of the Lewis Center in order to achieve our Strategic Plan.			
1.1 <u>Objective:</u> At the end of the fiscal year, the Lewis Center and each school will maintain a balance of no less than 45 days of cash on hand (or 12.33%).			The Finance Team is close to completing the draft budget for the 2022/2023 fiscal year. The Governor will be releasing his May Revision soon and we will be attending School Services of California's presentation on May 20th. We will present the draft to the Board on May 24th during the Budget Workshop.
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 was April 29th.</p> <p>Budget managers have completed their initial meetings to go over their 2022/2023 Budgets with the finance team. Finance will work with the Budget managers on their revisions based upon the Governor's May Revision.</p>
1.3 <u>Objective:</u> Most restrictive dollars (i.e.: categorical funding, one-time monies,			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

	<p>The LCAP and three-year budget will be presented for approval at the regularly scheduled board meeting in June. At this May Board meeting, each school will present the annual LCAP review, stakeholder engagement process, and projected priorities.</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 maintain our staff, and when necessary, recruit for the highest quality staff to support the students and families we serve. Through collaboration with the managers, we are proposing some additional positions while still focusing on providing an across the board COLA to all 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 included members of the Foundation this year. The goal was 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"> • \$8,500 for AAE Senior Scholarships • \$32,900 for Additional Shade Structures at AAE • \$11,100 for LCER, AAE and NSLA Community Engagement and Outreach • \$7,400 for the Lewis Center Employee Recognition Program
<p>Goal Two (Facilities): Develop and maintain facilities to meet the TK-12 needs at both campuses.</p>	
<p>2.1 <u>Objective</u>: Complete NSLA TK-12 and Head Start campuses by August of 2021 and within budget.</p>	<p>The 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> <ul style="list-style-type: none"> • AAE-Replaced a 6 ton RTU on the Technology building in April • AAE-Added filtration system to all the elementary drinking fountains • AAE-Waiting on funding and permits for shade structures to be installed over summer break. <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> <ul style="list-style-type: none"> • NSLA-(Traffic safety plan) to add safety,traffic, and directional signage.Signs have been ordered and installation is scheduled for May. • Speed Bumps to be installed over the summer. • NSLA-Logo signage for parking lot entrances and admin office is being designed. Scheduled to be installed in May <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 is working with the principals and Facilities Manager to identify necessary Capital Improvements at both campuses for next year and the out years. This plan is in development.</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 LCER and both schools participated in 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 continues to work and receive quotes for new shade structures throughout the campus. This project is funded through the</p>

	ESSER plans previously approved by the Board.
Goal 3 (Student Success): Strengthen the academic programs and enrichment opportunities at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.	
3.1 <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>Assessment season is well underway at NSLA. Students will be taking CAASPP tests from April 27- May</p> <p>Various strategies are implemented daily in the classroom to increase student proficiency in the different math standards. Teachers have not only been implementing the adopted Swun Math framework and the various strategies provided in professional development with their coaches, but they are also implementing a variety of in-class interventions and resources that supplement the content. These include:</p> <ul style="list-style-type: none"> • Math focused small groups during Universal Access time • designated IXL math sections • iReady Math lessons • Pixel Art math lesson • Coloring square math worksheets focusing on different concepts • teacher created Illuminate Itembank questions • SwunMath extra practice and ReEngage pages • Prodigy Math website • SwunMath BTBF (Beyond The Basic Facts) digital practice • skip counting on the 100s chart • skip counting on the number line • representing with arrays • connection with commutative property • representing with groups • coloring pictures with multiplication problems <p>AAE students grades 3-8 and 11 will take the CAASPP Math tests during the month of May. The 2022-2023 secondary master schedule has been created and will include a fourth full-time Math teacher that will be paid for with the A-G Requirements Completion grant. Two Math labs will be taught at the high school level next year. Math intervention at the middle school level will be provided during homeroom by the 7th grade Math teacher.</p>
3.2 <u>Objective</u> : In order to demonstrate annual decreases in suspension rates on the California School Dashboard, both	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

<p>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>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> <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"> • Love and Logic (Toni Preciado) • SEL strategies (Artie Aragon, Toni Preciado, Kristy Wilson) • San Bernardino Sheriff Department "Latest Trends Among the Young" • Mindwise Suicidal Prevention curriculum (Artie Aragon, Kristy Wilson) <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</p>
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	<p>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 Objective: Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.</p>	<p>Both AAE and NSLA are finalizing their K-12 offering for next year. STEM rotations will continue to be offered during elementary enrichment each week. Middle school and high school students will have elective offerings such as: computer science, robotics (NSLA), eSports (AAE), and space science. Core STEM offerings continue to expand as well.</p> <p>Current STEM Highlights:</p> <p>AAE K-5 rotation classes learning/building simple machine rovers based on Perseverance on Mars.</p> <p>4/5th grade junior aviation 6-week workshop started last week at AAE.</p> <p>Engineering Mentorship Program workshops have an aerospace theme this quarter. TK-2 built flying helicopters, 2-3rd will build drag devices (parachutes) next week. 4-5th will launch rockets next week.</p> <p>AAE HS 3D Printing Workshop resumed after Spring Break. 18 students are participating in this after school opportunity.</p> <p>NSLA will be teaching Space Academy Human Exploration lessons in the after school program.</p>
<p>3.4 Objective: Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings each school year.</p>	<p>NSLA LOTE Enrollment (updated 4/27/22):</p> <p>Spanish III – Native Speakers – 9th grade 22 students</p> <p>Spanish II – Native Speakers – 9th grade 20 students</p> <p>Mandarin I – Grades 6th-9th Students: 21 (HS) 32 (MS)</p> <p>Spanish Language Arts - Grades 6th-8th 255 Students</p> <p>Spanish Social Studies - Grades 6th-8th 209 Students</p>

	<p>NSLA will continue to offer Ballet Folkloriko for the 22-22 school year. The goal is to expand ballet folklorico to the secondary grade levels. The NSLA folklorico team will perform at more school wide and community events.</p> <p>NSLA is in the process of interviewing an additional Middle School Spanish Language Arts teacher. For the upcoming school year the Language staffing will include:</p> <p>3 Spanish Language Arts teachers 2 Spanish Social Studies teachers</p> <p>NSLA will continue to provide Mandarin Language and enrichment classes at grades 6-10.</p> <p>To celebrate NSLA's 15th year anniversary, NSLA is partnering with the Mexican Consulate to hold a special quinceanera style celebration.</p> <p>AAE LOTE Enrollment Spanish 1 = 90 Spanish 2 = 96 Spanish 3 Honors = 27 AP Spanish Language = 10</p> <p>Total 2022 seniors earning Bi-Literacy Seal = 13</p> <p>LCER/NSLA teams are beginning to plan the Noche de las Estrellas event for late October/early November of 2022. The goal will be to include NASA/JPL, Mexican Space Agency, private space agencies, Exquadrum, and local STEM organizations host booths with hands-on activities. We will also include the High Desert Astronomical Society and other amateur astronomy clubs for night time viewing.</p>
Goal 4 (Staffing): Recruit, develop and retain a highly qualified and diversified staff.	
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>HR continues to recruit and post positions through Edjoin, social media, job boards, etc. Both schools continue to keep resident substitutes on staff daily to be readily available for daily and long term vacancies. Some classified staff are working supplemental hours filling in for open positions/vacancies, or for staff who are out ill or on leave. Secondary teachers are subbing during their prep periods to cover for their colleagues if there are no substitutes available on any given day. Both NSLA and AAE have onboarded several new classified and</p>

	<p>certificated substitutes during the month of March which has helped tremendously.</p> <p>Most of the certificated positions at AAE have been hired and HR/administration is now shifting its focus to hiring classified positions, i.e. paraprofessionals, character development officers, etc. HR/administration are still interviewing for NSLA teachers and classified personnel. HR, Dr. Barragan and Mr. Congo are attending the SBCSS Countywide Educator Recruitment Fair on May 14, 2022 to continue to recruit for positions that have yet to be filled. This event is targeted for both certificated and classified applicants.</p> <p>HR is recruiting for NSLA Principal through multiple educational platforms and is in the process of screening applicants and scheduling first round interviews.</p>
4.2 <u>Objective</u> : Develop a comprehensive succession plan for key positions.	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 have worked together reviewing the CEO employment agreement and evaluation process.
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.	More in-person professional development opportunities are being offered to certificated and classified employees as staffing permits. The process of short-term study for students on quarantines has been streamlined and reduced significantly. LCER business staff and school site administrative assistants have been meeting monthly to continue streamlining processes across the organization. Also, we continue to have weekly LCER executive/management meetings. The executive team and general administrative team are preparing for end-of-year staff meeting/bar-b-que, as well as back-to-school all staff training.
4.4 <u>Objective</u> : As measured annually, LCER will increase and/or maintain organizational staff retention rates.	We continuously analyze ways to not only attract people to work for the Lewis Center, but to also retain them. This includes offering competitive pay and benefits, organizational safety/security/input, professional development opportunities, social/emotional support, etc. Each director of the executive team is working closely with finance in building their operational and personnel budgets for 2022-23 school year with the goal of passing along as much of the COLA to salary schedules as possible. The executive team is proposing that various classified employment positions be adjusted to better align with area districts and charter schools. Additionally, we continue to

	evaluate certificated salary schedules such as column advancement qualifications, etc.
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.	
5.1 <u>Objective</u> : Board and Executive Team will actively communicate LCER's mission to the stakeholders and communities that we serve.	<p>Board and staff attended VVC's Annual Gala on April 23rd. Lisa Lamb received the Distinguished Education Service Award for 2022. There were approximately 300 community members in attendance.</p> <p>The Board and Executive Team participated in annual strategic planning on</p>
PR and Marketing Update	<p>NSLA Fourth grader, Brooklyn Santibanez was featured along with her amazing art in an article from the San Bernardino Sun! Brooklyn's art was on display at the San Bernardino Festival of the Arts and we couldn't be more proud!</p> <p>NSLA alumni Seth Johnson has been nationally recognized for his athletic achievements. After a number of features on local and national news, Seth has committed to UC Berkeley, promising a bright future for him.</p> <p>Valedictorians for the Academy for Academic Excellence Class of 2022 have been named! This year's exceptional senior class has resulted in multiple graduating seniors that qualify for this distinction: Brianna Tran, Charles Floyd, Sarine Krikorian, Jackson Gormley, Antoinette Sardillo, and Joshua Thomas!</p> <p>Several of our talented AAE music students participated in the Dan Stover Music Competition at Granite Hills. AAE Junior, Daisy Combs-Ng was named the FINALIST and will receive \$300! Runner-ups each receive \$100: Alexis Suttle and Alejandro Vargas!</p> <p>LCER's partnership with the San Bernardino County Sheriff's Dept. successfully continues as they work with us to engage with our parents and community in virtual classes and webinars on the dangerous trends our youth are potentially participating in. High turnouts resulted in strong engagement and parents' appreciation for this terrifying but relevant information.</p> <p>NSLA's TK-2nd grade students were visited this month by 1,2,3 Andres! Our rockets were extremely happy to have their idols and "celebrities" on campus. From English and Spanish sign language to geographic songs and dances, our Rockets learned a lot and had fun doing it!</p>

AAE Space Force JROTC cadet guardians attended a TEDx Conference at Edwards Air Base. This opportunity allowed the students to hear from top ranking military personnel and STEM professionals. It also gave AAE administration an opportunity to share with the larger STEM community all of the programs offered at the Lewis Center.

AAE achieved the U.S. News 2022 Best High Schools award. Schools are ranked on their performance on state-required tests, graduation and how well they prepare students for college. The award is given to the top 40%. AAE is actually in the top 11% of almost 18,000 public high schools ranked nationwide.

US News National Rankings

University Preparatory #297

Academy for Academic Excellence #1,966

Serrano High School #3,818

Silver Valley High School #3,992

Oak Hills High School #4,674

San Bernardino High School #5,021

Apple Valley High School #8,867

Granite Hills High School #10,389

Barstow High School #12,208

Victor Valley High School #12,249

AAE SFJROTC had their first unit evaluation as a Space Force Unit. The cadet guardians did an exceptional job throughout all phases of the evaluation and received the highest rating of Exceeds Standards. This will result in AAE receiving the honor of Distinguished Unit with Merit for the 2021-2022 school year. Below are the unit's recognitions to date:

- 2009, 2012, 2013, 2015, 2016, 2017 2019 and 2020 AFJROTC Distinguished Unit Award
- 2010, 2011, 2014 and 2018 AFJROTC Distinguished Unit with Merit Award
- 2015, 2016, 2017, 2018, 2019 and 2020 "Silver Star" Community Service with Excellence Award
- 2011 and 2012 AFJROTC Outstanding Instructor with Merit
- 2011 AFJROTC Instructor of the Year
- 2013, 2014, 2015, 2016, 2017, 2018, 2019 and 2020 Outstanding Instructor Award

In the AAE Class of 2022, 37 of 98 seniors are K-12 graduates, meaning they have been with the school since kindergarten.

2021-2022 GRANT TRACKING SHEET						
Grant	Purpose/Description	Amount	Due Date	Date Submitted	Result	Award Date
San Manuel Foundation	Scholarships	\$5,000.00	4/30/22			
Edison International Scholarship Grant	Scholarships	\$5,000.00				

The High Desert Partnership in Academic Excellence Foundation, Inc.
Check/Voucher Register - Board Report - 10K
From 4/1/2022 Through 4/30/2022

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
4/4/2022	47126	CharterSAFE	52,277.00	Insurance premium pymt for March
4/4/2022	47130	SBCSS	41,117.73	NSAA PERS contributions for March
4/4/2022		SBCSS	89,537.96	LCER/AEE - PERS contributions for March
4/4/2022	47131	SchoolsFirst Federal Credit	10,472.90	Employee TSA contributions - March 31, 2022
4/4/2022	47134	SBCSS	105,748.08	NSAA STRS contributions for March
4/4/2022		SBCSS	152,064.97	LCER/AEE - STRS contributions for March
4/6/2022	47140	Dell Marketing LP	17,288.73	PO# 2122-0514-AEE 6 Gaming Computers
4/6/2022	47149	Riverside Co. Office of Edu.	39,000.00	CTi Induction Program for 21/22 School Year
4/14/2022	47161	American Express	20,418.75	Acct# XXXXX-XXXX0-72009
4/15/2022	086		204,561.29	Group: Payroll; Pay Date: 4/15/2022
4/15/2022	087		252,544.79	Group: 11mo Payroll; Pay Date: 4/15/2022
4/15/2022	47166	SISC	224,707.50	Health Coverage for April 2022
4/22/2022	47170	SYNCB/Amazon	16,458.82	Acct# XXXXXX-XXXXXX-XXX-850 7
4/26/2022	47177	Gallagher & Co. Ins Brokers	11,196.00	NSLA Landscaping Bond
4/28/2022	47188	AMT Systems	19,525.63	PO# 2122-0640-AEE MPR March progress Payment
4/28/2022	47206	Dean Howard Heat & Air Inc.	10,000.00	Install 6 Ton AC units
4/28/2022	47217	Employment Development Dept.	21,002.90	1st Quarter 2022 State UI Tax Acct# 942-6189-8
4/28/2022	47245	Preferred Meal Systems, Inc.	10,094.30	AAE Cafeteria food 3/14/22
4/28/2022		Preferred Meal Systems, Inc.	10,592.65	NSAA Cafeteria Food 3/14/22
4/28/2022		Preferred Meal Systems, Inc.	14,326.03	AAE Cafeteria Food 3/7/22
4/28/2022		Preferred Meal Systems, Inc.	16,408.06	Price Correction
4/28/2022		Preferred Meal Systems, Inc.	17,678.95	NSLA Price Correction
4/28/2022	47271	Wells Fargo Vendor Fin Serv	17,688.33	Contract # 450-0004712-000
4/28/2022	47274	Preferred Meal Systems, Inc.	10,280.75	NSLA Cafeteria Food 4/11/22
4/28/2022		Preferred Meal Systems, Inc.	11,912.77	NSLA Cafeteria Food 4/18/22
4/28/2022		Preferred Meal Systems, Inc.	12,396.47	AAE Cafeteria Food 4/25/22
4/28/2022		Preferred Meal Systems, Inc.	13,903.06	AAE Cafeteria Food 4/18/22
4/28/2022		Preferred Meal Systems, Inc.	14,916.36	AAE Cafeteria Food 4/11/22
4/29/2022	089		250,837.82	Group: Payroll; Pay Date: 4/29/2022
4/29/2022	090		<u>257,399.28</u>	Group: 11mo Payroll; Pay Date: 4/29/2022
Report Total			<u>1,946,357.88</u>	

The High Desert Partnership in Academic Excellence Foundation, Inc.
Check/Voucher Register - Board Report - 10K
From 4/1/2022 Through 4/30/2022

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

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned	Current Period			
	Total Budget \$ - Revised	Actual thru March	Remaining Budget	Percent Remaining
Revenue	Annual Budgeted Revenue			
Revenue	33,834,573	25,375,930	8,458,643	25.00%
Expense				
Certificated Salaries	10,367,719	7,470,667	2,897,052	27.94%
Classified Salaries	3,620,540	2,250,080	1,370,460	37.85%
Benefits	5,010,607	3,502,349	1,508,258	30.10%
Books and Supplies	3,625,619	3,707,787	(82,168)	-2.27%
Services & Other	3,474,242	2,072,590	1,401,652	40.34%
Capital Outlay	125,500	5,183	120,317	95.87%
Other Outgo	0	39,153	(39,153)	N/A
Share of LCER	0	0	0	N/A
Total Expense	26,224,227	19,047,809	7,176,418	27.37%
Add (Subtract) to Reserves	7,610,346	6,328,121	1,282,225	
Total Revenue	33,834,573	25,375,930	8,458,643	75.00%
Total Expense	26,224,227	19,047,809	7,176,418	72.63%
Add (Subtract) to Reserves	7,610,346	6,328,121	1,282,225	

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue	
Revenue*	
Expense	
Certificated Salaries	
Classified Salaries	
Benefits	
Books and Supplies	
Services & Other	
Capital Outlay	
Other Outgo	
Share of LCER	
Total Expense	
Add (Subtract) to Reserves	
Total Revenue	
Total Expense	
Add (Subtract) to Reserves	

AAE - Budget Comparison 2020/21 to 2021/22

2020-2021				
Note - Revenue Reported is % of Budgeted Revenue Earned				
	Total Budget \$ - Revised	Current Period Actual thru March	Remaining Budget	Percent Remaining
Revenue	Annual Budgeted Revenue			
Revenue	18,665,577	11,238,445	7,427,132	39.79%
Expense				
Certificated Salaries	6,088,835	4,402,423	1,686,412	27.70%
Classified Salaries	1,408,907	785,143	623,764	44.27%
Benefits	2,635,795	1,834,917	800,878	30.38%
Books and Supplies	1,018,355	1,186,844	(168,489)	-16.55%
Services & Other	1,627,643	1,007,207	620,436	38.12%
Capital Outlay	100,000	5,183	94,817	94.82%
Other Outgo	0	27,216	(27,216)	N/A
Share of LCER	1,633,758	1,225,319	408,440	25.00%
Total Expense	14,513,293	10,474,251	4,039,042	27.83%
Add (Subtract) to Reserves	4,152,284	764,194	3,388,090	
Total Revenue	18,665,577	11,238,445	7,427,132	60.21%
Total Expense	14,513,293	10,474,251	4,039,042	72.17%
Add (Subtract) to Reserves	4,152,284	764,194	3,388,090	

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue	
Revenue*	
Expense	
Certificated Salaries	
Classified Salaries	
Benefits	
Books and Supplies	
Services & Other	
Capital Outlay	
Other Outgo	
Share of LCER	
Total Expense	
Add (Subtract) to Reserves	
Total Revenue	
Total Expense	
Add (Subtract) to Reserves	

NSLA - Budget Comparison 2020/21 to 2021/22

2020-2021				
Note - Revenue Reported is % of Budgeted Revenue Earned	Current Period		Remaining Budget	Percent Remaining
	Total Budget \$ - Revised	Actual thru March		
Revenue	Annual Budgeted Revenue			
Revenue	12,763,322	7,462,460	5,300,862	41.53%
Expense				
Certificated Salaries	3,748,496	2,684,691	1,063,805	28.38%
Classified Salaries	936,039	517,182	418,857	44.75%
Benefits	1,576,808	1,086,235	490,573	31.11%
Books and Supplies	1,072,549	1,114,564	(42,015)	-3.92%
Services & Other	1,504,967	778,891	726,076	48.25%
Capital Outlay	13,000	0	13,000	100.00%
Other Outgo	0	11,937	0	N/A
Share of LCER	1,046,037	784,528	261,509	25.00%
Total Expense	9,897,896	6,978,028	2,931,866	29.62%
Add (Subtract) to Reserves	2,865,426	484,432	2,369,056	
Total Revenue	12,763,322	7,462,460	5,300,862	58.47%
Total Expense	9,897,896	6,978,028	2,931,866	70.50%
Add (Subtract) to Reserves	2,865,426	484,432	2,369,056	

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue	
Revenue*	
Expense	
Certificated Salaries	
Classified Salaries	
Benefits	
Books and Supplies	
Services & Other	
Capital Outlay	
Other Outgo	
Share of LCER	
Total Expense	
Add (Subtract) to Reserves	
Total Revenue	
Total Expense	
Add (Subtract) to Reserves	

LCER - Budget Comparison 2020/21 to 2021/22

2020-2021

Note - Revenue Reported is % of Budgeted Revenue Earned

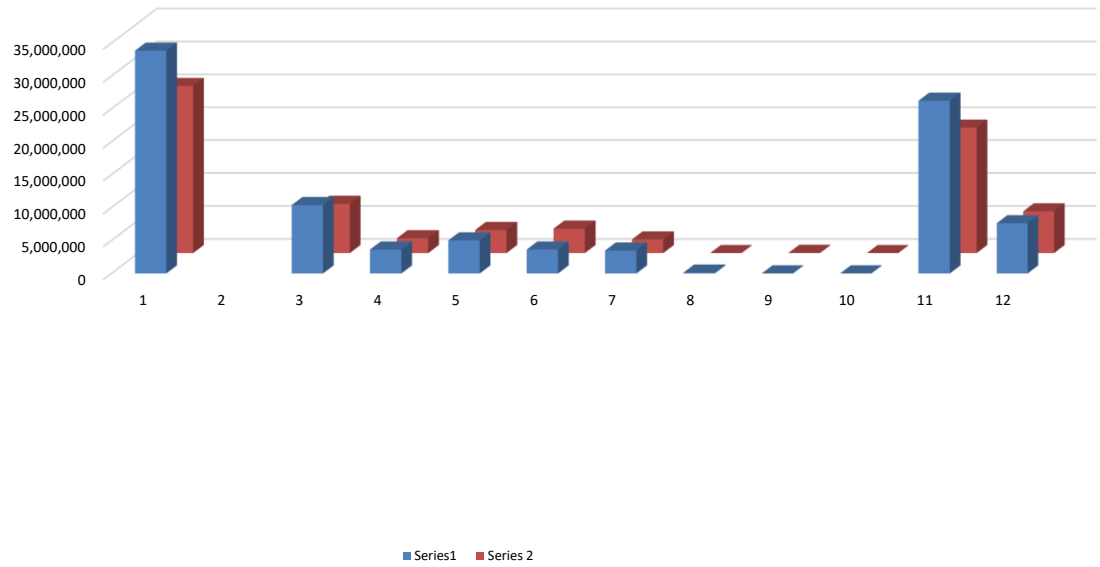
	Current Period			
	Total Budget \$ - Revised	Actual thru March	Remaining Budget	Percent Remaining
Revenue	Annual Budgeted Revenue			
Revenue	2,405,674	1,445,974	959,700	39.89%
Expense				
Certificated Salaries	530,388	383,553	146,835	27.68%
Classified Salaries	1,275,594	947,755	327,839	25.70%
Benefits	798,004	581,197	216,807	27.17%
Books and Supplies	1,534,715	1,406,379	128,336	8.36%
Services & Other	341,632	286,492	55,140	16.14%
Capital Outlay	12,500	0	12,500	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(2,679,795)	(2,009,846)	(669,949)	
Total Expense	1,813,038	1,595,530	217,508	12.00%
Add (Subtract) to Reserves	592,636	(149,555)	742,191	
Total Revenue	2,405,674	1,445,974	959,700	60.11%
Total Expense	1,813,038	1,595,530	217,508	88.00%
Add (Subtract) to Reserves	592,636	-149,555	742,191	

Note - Revenue Reported is % of Budgeted Revenue Earned

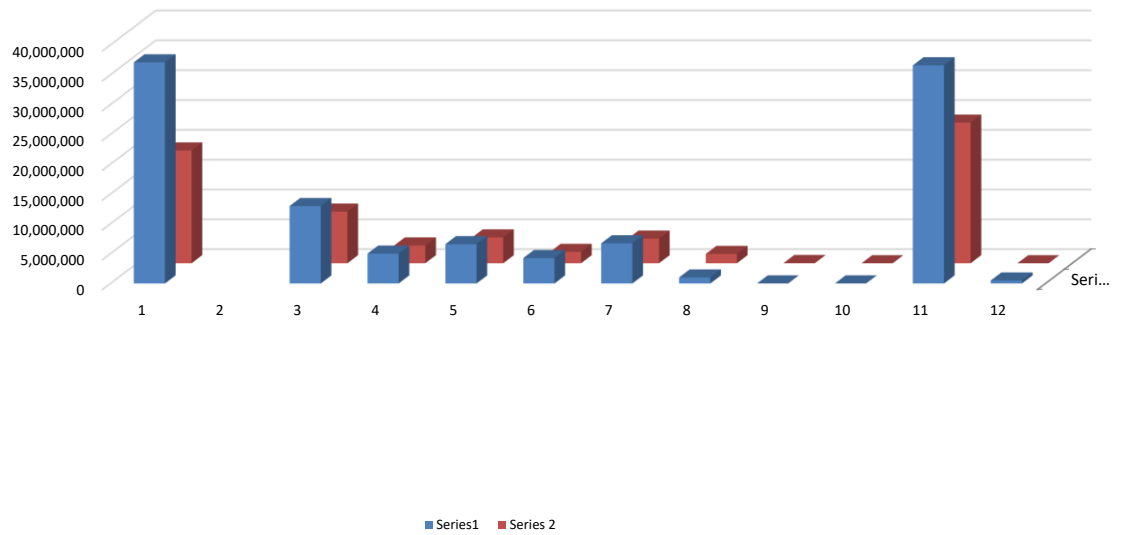
Revenue	
Revenue*	
Expense	
Certificated Salaries	
Classified Salaries	
Benefits	
Books and Supplies	
Services & Other	
Capital Outlay	
Other Outgo	
Share of LCER	
Total Expense	
Add (Subtract) to Reserves	
Total Revenue	
Total Expense	
Add (Subtract) to Reserves	

*Bank Account Reconciliation is not completed due to December timing.
Revenue amounts are the same as October

2020-21



2020-21



Foundation Savings - 4100005285

2020-21

As of 3/31/22

Description	Beginning Balance	Debit	Credit	Interest	Ending Balance
AAE Captial Campaign	\$83,025.40	\$24,547.22	\$15,179.80	248.72	\$73,906.70
NSLA Capital Campaign	\$45,517.82		\$20,380.61	91.20	\$65,989.63
Davis Scholarship Endowment	\$11,543.99			33.16	\$11,577.15
Global Exchange Programs	\$12,963.85			33.16	\$12,997.01
HiDAS Endowment	\$63,890.02			157.53	\$64,047.55
Scholarships	\$31,813.89		\$6,070.00	66.33	\$37,950.22
Unrestricted	\$74,462.07	\$24,872.75	\$85,900.35	198.98	\$135,688.65
TOTAL					\$402,156.91

Restricted Scholarship Funds					
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		\$235.00		\$8,535.00
SLT Scholarship	\$0.00				\$0.00
Total Unrestricted Scholarship Funds					\$21,050.93

Restricted AAE Capital Campaign Funds					
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
Total Unrestricted AAE Capital Campaign					\$43,697.12

Restricted NSLA Capital Campaign Funds					
Playground	\$5,000.00				\$5,000.00

LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
March 1 - March 31, 2022

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance			\$11,290.88
Revenue			
Online Donations to NSLA Capital Campaign 3/2 and 3/30	\$	200.00	
Online Donations to AAE Shade Fundraiser	\$	168.77	
Online Donation to NSLA Playground	\$	1,941.70	
Amazon Smile Donation	\$	217.73	
Interest	\$	0.31	
<i>Total</i>	\$	2,528.51	
Expenditure			
Visa - Board recognition, decorations, instructional book	\$	77.97	
<i>Total</i>	\$	77.97	
Ending Balance		<i>Total</i>	<u><u>\$13,741.42</u></u>

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance			
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
			<u><u>\$401,954.48</u></u>
Revenue			
Donation to Sandra Perea Scholarship	\$	100.00	
Interest	\$	102.43	
<i>Total</i>	\$	202.43	
Expenditure			
<i>Total</i>	\$	-	
Ending Balance			
Restricted Funds - AAE Capital Campaign	\$	73,906.70	
Restricted Funds - NSLA Capital Campaign	\$	65,989.63	
Restricted Funds - Davis Endowment	\$	11,577.15	
Restricted Funds - Global Exchange Programs	\$	12,997.01	
Restricted Funds - HiDAS Endowment	\$	64,047.55	
Restricted Funds - Scholarships	\$	37,950.22	
Unrestricted Funds	\$	135,688.65	
		<i>Total</i>	<u><u>\$ 402,156.91</u></u>
<i>Total Checking and Savings</i>			<u><u>\$415,898.33</u></u>

AAE 2022-23 School Year										
Grade Level	Capacity	Enrollment	Pending Enrollment	Available Seats	Waiting List	Upcoming Lottery (Sept. 15, 22)	Upcoming Lottery (Feb. 16, 23)	Upcoming Lottery (May 18, 23)		
3yr. - TK	25	48	0	0	408					
K	100	98	0	2	147					
1	100	99	0	1	92					
2	100	97	0	3	218					
3	112	106	0	6	146					
4	112	109	0	3	178					
5	112	110	0	2	248					
6	125	125	0	0	108					
7	125	119	0	6	130					
8	125	121	0	4	114					
9	120	110	0	10	123					
10	120	110	0	10	52					
11	120	99	0	21	7					
12	120	97	0	23	0					
Total	1516	1448	0	91	1971	0	0	0		

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	123	2	0	2	25	0
1	125	124	1	0	1	38	25
2	100	105	0	0	0	61	38
3	112	110	2	0	2	13	54
4	84	95	0	0	0	74	13
5	84	91	0	0	0	65	74
6	120	120	0	0	0	36	40
7	120	107	13	0	13	0	36
8	120	81	39	0	39	0	2
9	120	68	52	0	52	0	9
10							0
Total	1135	1050	109	0	109	341	291
Updated as of 04/06/22- AR							

**LCER Board Meetings
Attendance Log 2021**

	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Pat Caldwell	Present	Present	Present	Present								100%
Sharon Page	Present	Present	Present	Present								100%
Kevin Porter	Present	Present	Present	Present								100%
David Rib	Present	Present	Present	Present								100%
Pat Schlosser		Present	Present	Present								100%
Omari Onyango	Absent	Present	Present	Present								75%
Jessica Rodriguez	Present	Absent	Present	Present								75%
Jim Morris	Absent	Absent	Present	Present								50%

	April 15	May 24	TOTAL SPECIAL
David Rib	Present		
Jessica Rodriguez	Present		
Pat Caldwell	Present		
Omari Onyango	Present		
Pat Schlosser	Present		
Sharon Page	Present		
Kevin Porter	Present		
Jim Morris	Present		

Lewis Center for Educational Research Summary of Compensation and Benefits Survey

School / District	LCER	AVUSD	SBCSS	Excelsior
School / District Information	Amount	Amount	Amount	Amount
Number of Schools / Campuses	2	13	128	8
Number of Staff	317	1,400	2,320	238
Number of Students	2,628	13,500	4,340	2,218
Superintendent / CEO	Amount	Amount	Amount	Amount
Base Salary	\$186,981.90	\$223,808.00	\$305,945.00	\$220,000.00
# of Duty/Work Days	210	212	365	222
# of Paid Vacation/Non Duty Days	0	0		0
# of Paid Holidays	0	0		0
Retirement Contribution (CalSTRS) 16.92%	\$31,637.34	\$37,868.31	\$51,765.89	\$0.00
Annual Health Benefits (or Cash in lieu)	\$17,341.44	\$15,000.00	\$5,996.36	\$17,331.12
Annual Dental Benefits	\$1,840.80	Included above	\$1,173.48	\$1,312.08
Annual Vision Benefits	\$320.40	Included above	\$238.80	\$216.96
Statutory Benefits: Defined to Include: Social Security, Medicare, Workers' Compensation, State Unemployment Premiums				
Annual Life Insurance Premium	\$57.00	\$163.00	\$50.04	\$174.48
Other Benefits: Defined to Include, but not limited to: Disability Insurance Policy, Tax Sheltered Annuity, Employer Reimburses Employee's Contributions to STRS, Auto Allowance, Member Fees for Professional Civic Organizations, Etc.				
Benefit: Automobile / month		\$0.00		\$12,000.00
Benefit: Personal Retirement		\$0.00		\$36,000.00
Benefit: Car Allowance		\$0.00	\$7,800.00	
Benefit: Tax Sheltered Annuity		\$0.00	\$4,800.00	
Benefit:				
Benefit:				
Total Compensation Package	\$238,178.88	\$276,839.31	\$377,769.57	\$287,034.64

Lewis Center for Educational Research Summary of Compensation and Benefits Survey

Additional Notes or information:				
School / District	LCER	AVUSD	SBCSS	Excelsior
			<p>Staff count does not include Workability Students.</p> <p>It is understood that the Superintendent works 365 days per year, but is shown on specific tax reports as 228 duty days.</p>	<p>Paid for or Provided: Cell phone, laptop, professional development / Memberships</p>

**RESOLUTION NO. 2022-03 OF
THE BOARD OF DIRECTORS OF THE HIGH DESERT “PARTNERSHIP IN ACADEMIC
EXCELLENCE” FOUNDATION, INC. REGARDING REASONABLE COMPENSATION FINDINGS**

The Board of Directors (“Board”) of the High Desert “Partnership in Academic Excellence” Foundation, Inc., a tax exempt, California nonprofit public benefit corporation, doing business as the Lewis Center for Educational Research (“Lewis Center”), operating public charter schools, does hereby adopt the following resolution pursuant to the provisions of the California Nonprofit Integrity Act, and as also required by the Internal Revenue Service requirements for tax exempt 501(c)3 entities:

WHEREAS, when the Lewis Center considers renewing or extending a contract term or modifying total compensation (separate from organization wide increases) to be paid to the Lewis Center’s Chief Executive Officer, the Board must ensure that such compensation is reasonable; and

WHEREAS, the Board must determine the compensation of the Lewis Center’s Chief Executive Officer within the confines of legal requirements and best practices for tax exempt, nonprofit corporations; and

WHEREAS, the Board must ensure the Chief Executive Officer’s compensation is within the range of similar organizations across the region, also taking into account other factors the Board believes pertinent to the setting of its Chief Executive Officer’s compensation; and

WHEREAS, the Board desires to take all recommended steps to ensure the compensation paid to the Chief Executive Officer is reasonable, and that the Board has followed legally required procedures, as detailed below:

1. Approval of Compensation. The Board must evaluate annually the compensation of the Lewis Center’s “senior officer” and approve in advance any change to the compensation for the “senior officer.”
2. Definitions. For purposes of this resolution, the Lewis Center’s senior officer is the Chief Executive Officer, and the total compensation paid to the Chief Executive Officer is understood to include a base salary, any bonuses, retirement benefits, fringe benefits, liability insurance premiums, and other monetary or non-monetary benefits provided.
3. Recusal. Any Board members related to the Chief Executive Officer, any employee Board members reporting to the Chief Executive Officer or under his supervision, or any other individual having a personal interest in the compensation paid to the Chief Executive Officer, and the Chief Executive Officer himself have been excluded from the Board’s discussion and determination of reasonable compensation.
4. Determining Compensation. The Board’s review of compensation data will guide the Board prior to its making any decisions to alter the Chief Executive Officer’s compensation to ensure the compensation to be paid is reasonable. When determining whether the compensation or any change to compensation is reasonable, the Board:
 - a. Has been presented with and considered comparability data and compared the compensation to be paid to the Chief Executive Officer with the compensation paid to the

equivalent senior officers from at least three (3) similar organizations operating in metropolitan areas that have comparable revenues, employees, service populations and skills.

- b. Recognizes the unique benefits provided by the Chief Executive Officer to the Lewis Center including the following: a) her past, present and future commitment to the Lewis Center; b) the special knowledge, experience and relationships with community members possessed by the Chief Executive Officer, which would be difficult to replace; and (c) her record of achievement at the Lewis Center.

- 5. Source of Comparability Data. The Board has reviewed comparability data by documenting the compensation paid to officers holding similar positions in similar organizations. (See attached documentation at **Exhibit A**, CEO Compensation Comparability Study, attached here and incorporated by reference.) Specifically, the compensation paid to school leaders at similar nonprofits operating public charter schools, as documented by Forms 990 filed with the IRS, leaders of local private schools as documented by Forms 990 and an examination of compensation paid to regional public school district superintendents, as documented in public records.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors hereby adopts the foregoing resolution.

BE IT FURTHER RESOLVED, that the Secretary of the Board hereby is authorized to certify this resolution.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 9th day of May, 2022.

Ayes:

Nos:

Abstentions:

By: _____
Pat Caldwell, Secretary