

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

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

**Agenda for Regular Meeting of the Lewis Center for Educational Research Board  
June 13, 2022 - Public Meeting – 4:30 p.m.**

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

**To participate by teleconference, register for the meeting at this link:  
<https://attendee.gotowebinar.com/rt/6305717194233748747>**

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

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rodriguez
2. **ROLL CALL:** Chairman Rodriguez
3. **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words per person and 15 minutes per topic shall be observed. If more than one person wishes to speak on the same topic, subsequent speakers should limit their remarks to new information only. If you are attending virtually and wish to send in a public comment to be read at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at [lcerboard@lcer.org](mailto:lcerboard@lcer.org). Your comment will be read at the meeting during public comments or as the agenda item is heard.
4. **SPECIAL PRESENTATIONS:**
  - .01 Update on AAE Student Activities: LCER Ambassadors
  - .02 Update on NSLA Student Activities: NSLA ASB
  - .03 LCER Retirements – Victoria Modeste (21 years), Deborah Gaidzik (18 years), Debra Harris (16 years), Steven Bailey (15 years), Chris Martindale (13 years), Sylvia Ramos (13 years)
5. **CONSENT AGENDA:**
  - .01 Approve Minutes of the May 9, 2022 Regular LCER Board Meeting – Pg 3
  - .02 Approve Minutes of the March 24, 2022 Special LCER Board Meeting – Pg 6
  - .03 Approve AAE SFJROTC Field Trip to USS Midway in San Diego, CA September 30 – October 1, 2022 - Pg 7
  - .04 Approve AAE SFJROTC Field Trip to Leadership Camp in Big Bear, CA March 20 – 24, 2023 – Pg 9
  - .05 Approve Resolution 2022-01 Regarding AAE Education Protection Account – Pg 11
  - .06 Approve Resolution 2022-02 Regarding NSLA Education Protection Account – Pg 13
  - .07 Approve Disposal of IT E-Waste List – Pg 15
  - .08 Approve Amended MOU and College and Careers Access Pathways Partnership Agreement Between Victor Valley Community College District and the Lewis Center for Educational Research (AAE) for the 2022-23 School Year – Pg 24
6. **ACTION ITEM:**
  - .01 Approve BP 5132 – Dress and Grooming - Lisa Lamb, Valli Andreasen, Fausto Barragan – Pg 31
  - .02 Approve Revision to AR 5132 – Uniforms – Lisa Lamb, Valli Andreasen, Fausto Barragan – Pg 33
  - .03 Approve LCER 2022-27 Strategic Plan – Lisa Lamb – Pg 39
  - .04 Approve LCER 2022-23 Budget – David Gruber – Pg 87
  - .05 Approve AAE Universal PreKindergarten Plan – Lisa Longoria – Pg 140
  - .06 Approve NSLA Universal PreKindergarten Plan – Myrna Foster – Pg 173
  - .07 Approve AAE Extended Learning Opportunity Program – Heather Juarez/Valli Andreasen – Pg 206
  - .08 Approve NSLA Extended Learning Opportunity Program – Heather Juarez/Fausto Barragan – Pg 217

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- .09 Approve AAE Local Control and Accountability Plan, LCAP Federal Addendum, Local Control Funding Formula Budget Overview for Parents, and LCAP Mid-Year Report - Heather Juarez and Valli Andreasen – Pg 227
- .10 Approve NSLA Local Control and Accountability Plan, Local Control and Accountability Plan, LCAP Federal Addendum, Local Control Funding Formula Budget Overview for Parents, and LCAP Mid-Year Report - Heather Juarez and Fausto Barragan – Pg 344
- .11 Approve Bryanne Anderson to serve as a Full Time Single Subject Music Teacher for the Academy for Academic Excellence during the 2022/2023 school year on a Provisional Internship Permit (PIP) – Stacy Newman - Pg 471
- .12 Approve Jonathan Garcia to serve as a Full Time 5<sup>th</sup> Grade Teacher for the Academic for Academic Excellence during the 2022/2023 school year on a Multiple Subject Provisional Internship Permit (PIP) – Stacy Newman - Pg 515
- .13 Approve Better For You Meals, Inc. Contract – David Gruber – Pg 550

**7. DISCUSSION ITEMS:**

- .01 NSLA Gym Construction Update – David Gruber
- .02 Lewis Center Foundation Board Update – Lisa Lamb
- .03 Reminder to Complete Brown Act Training through Charter School Development Center – Lisa
- .04 November Board Meeting Date Conflict with Charter Schools Development Center Conference – Lisa Lamb

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

- .01 LCER Grant Tracking Report – Pg 565
- .02 LCER Financial Reports
  - Checks Over \$10K – Pg 566
  - Budget Comparisons – Pg 567
  - Lewis Center Foundation Financial Reports – Pg 569
- .03 Digital Citizenship Implementation Survey Results – Pg 571
- .04 AAE and NSLA Enrollment Data – Pg 573
- .05 LCER Board Attendance Log – Pg 575

**9. BOARD/STAFF COMMENTS:**

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

**10. CLOSED SESSION:**

- .01 Pupil Personnel Administrative Hearing Panel Recommendation on NSLA Expulsion Case #32325

**11. ADJOURNMENT: Chairman Rodriguez**

**Minutes for Regular Meeting of the Lewis Center for Educational Research Board**  
**May 9, 2022**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** David Rib, Vice Chairman, called the meeting to order at 4:01 p.m.
2. **ROLL CALL:** LCER Board Members Pat Caldwell, Omari Onyango, Sharon Page, Kevin Porter, Jessica Rodriguez and David Rib. LCER Board Members Jim Morris and Pat Schlosser were absent.

LCER staff Valli Andreasen, Marcelo Congo, Jisela Corona, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb and Stacy Newman were also in attendance.

3. **PUBLIC COMMENTS:** Lucy Tello, NSLA parent, commented in support of Dr. Barragan, thanked him for his support and wished him the best. Natalia Pero, NSLA student, commented that Dr. Barragan was the best principal she could ask for. Connie Martinez, NSLA parent, commented regarding her petition with 150 signatures to have Dr. Barragan stay. David Rib reported that we were saddened to hear of Dr. Barragan's leaving, but support him in his new endeavors. Pat Caldwell read a comment from Nicole Vega, NSLA parent, in support of Dr. Barragan to remain principal at NSLA. Lisa Lamb read a comment from Susana Lopez, NSLA parent, in support of Dr. Barragan. She also read a comment from Shauna Archuletta, AAE parent, regarding the potential dress code changes. She also read a comment from Cheryl Moyer, AAE parent, regarding the potential dress code changes.

4. **SPECIAL PRESENTATIONS:**

- .01 Update on AAE Student Activities: LCER Ambassador Kyriacos Philippou updated the Board on AAE student activities including Ambassador interviews, ROTC interviews, ROTC field trip to Edwards Air Force Base, a successful prom, AP testing, band, upcoming ASB spirit day, and Principal's cabinet. It has been a hard year recovering from the pandemic and we are happy to be back in person.
- .02 Special Presentation to Torii Gray – Torri Gray was not in attendance but we will send her her gift of appreciation for her service on the LCER Board.
- .03 Special Presentation to Jeff Henderson – Jeff Henderson was presented a Certificate of Appreciation and \$500 check for his work on the AAE MPR AV system.
- .04 AAE SFJROTC Presentation – Toni Sardillo presented part of the presentation that got their unit the Exceeds Standards recognition on the spot. There were also no discrepancies. It is the 15<sup>th</sup> year of JROTC at the AAE. She reviewed cadet impact goals as well as school impact goals. Toni was the first AAE cadet to earn the J-100 scholarship and she received appointment at both the air force and naval academies.

5. **PUBLIC HEARING:**

- .01 The LCER Board held a public hearing to seek input regarding the specific actions and expenditures proposed to be included in the AAE and NSLA Local Control and Accountability Plan (LCAP) annual updates. Valli presented a brief presentation on the AAE LCAP Goals for 2021-2024. We are in the 2<sup>nd</sup> year of a 3-year LCAP and we received input during various engagement opportunities with stakeholders on things they would like to see funding spent on. She discussed additions to the plan for 2022-23 including an additional TK classroom, professional development for staff, after school elementary electives, STEM intercession and an elementary summer academy. She asked the Board and public to let us know of any additional things they would like to see added. Lisa Lamb presented a brief presentation on the NSLA LCAP Goals for 2021-2024. NSLA is also in the 2<sup>nd</sup> year of a 3-year cycle and received input during various engagement opportunities with stakeholders. Additions to the plan for 2022-23 include an additional TK classroom, professional development, sports, community events, and additional staff. She also gave a shout out to the parents that have been helping with landscaping on the NSLA campus. A NSLA parent asked if there were any plans to add band or choir at NSLA. There may be a mariachi band class and secondary art classes. The playground was not included in the original NSLA planning, but we have been made aware of the need. The Foundatiøn has raised about \$60K in capital campaign funds.

There is also a campaign online to donate to the playground and we are working to make it happen. NSLA will be hosting summer school as well.

## **6. DISCUSSION ITEMS:**

- .01 NSLA Gym Construction Update – Larry Rieder presented an updated budget on the NSLA gym construction. Near Cal has kept costs at earlier projections, which is great. We are over budget about \$70K. The City of SB has increased fees and costs as they had us redo the plans and resubmit the project to the City as a new project, rather than as a resubmittal even though it was included in the original plans. John Phan let us know that the bond timing was good as it would have been significantly more if it had been done later. We are looking for areas to save in costs and have set aside funds in facilities in reserves. Lisa also thanked Near Cal for working together with us.
- .02 Update on LCER 2022-23 Budget Development in Preparation for LCER Board Budget Workshop on May 24, 2022 – David Gruber recognized Amber Watson for her help in budget development. They have been preparing for the workshop by reviewing the Strategic Plan and the LCAP budget. Human Resources has been looking at salary comparisons of classified positions and hard to fill positions. We continue to look at certificated salaries as well and are looking at additional years for the certificated salary schedule. We are hearing that the original COLA released in January of 5.33% may increase to 6.5%. We are looking providing as large of a cola increase as possible.
- .03 Discuss LCER Dress Code Stakeholder Engagement – Lisa Lamb read a public comment from Susan Ellis, AAE parent, regarding potential dress code changes. Valli updated the Board that the changes have been discussed during parent and student meetings. A survey will be sent to parents and results shared with the Board. They will present an updated Lewis Center dress code policy to the Board next month, and each school will have their own dress codes. Lisa Lamb reported that she is not sure what engagement has occurred at NSLA at this time. Sharon asked for clarification. We are gathering information from stakeholders and developing a plan. Each principal will compile information for the Board. She would like to see it uniformly enforced as well. Pat Caldwell asked if the policy will only be for students or if it is for staff as well. Staff has to maintain a minimum of the student dress code. Pat would like to see the draft of the policy. It will be included in the Board for review before the meeting. Jessica reinforced the need for enforcement as well.
- .04 Create LCER Board Nominating Committee to Fill Open LCER Board Position –Lisa Lamb reported we need to form a nominating committee to fill the open LCER Board position. The committee will be Lisa, Jessica and Sharon. We now need to recruit applications to consider.
- .05 Lewis Center Foundation Board Update – Lisa Lamb reported there was not a quorum at the last meeting. We still need to recruit members for the Foundation as well. Lisa provided a new member orientation for those in attendance. Pat will provide a fundraising training in the future. We are still planning a brew event for the fall.

## **7. CONSENT AGENDA**

- .01 Approve Minutes of the April 11, 2022 Regular LCER Board Meeting
- .02 Approve Minutes of the April 15, 2022 Special LCER Board Meeting

On a motion by Sharon Page, seconded by Pat Caldwell, vote 6-0, the LCER Board of Directors approved the Consent Agenda by roll call vote.

## **8. ACTION ITEMS:**

- .01 Approve A-G Completion Improvement Grant Program – Lisa Lamb reported there were no changes to the plan presented last month. On a motion by Kevin Porter, seconded by Omari Onyango, vote 6-0, the LCER Board of Directors approved the A-G Completion Improvement Grant Program by roll call vote.
- .02 Approve Revision of BP 7330 – Use of Lewis Center Facilities – Lisa Lamb reported that this revision removes the fee schedule from the policy so adjustments can be made by Administration as needed. We will maintain the fee schedule separately. On a motion by Pat Caldwell, seconded by Sharon Page, vote 6-0, the LCER Board of Directors approved the revision of BP 7330 – Use of Lewis Center Facilities by roll call vote.



- .03 Approve AAE 2022-23 CL-500 Declaration of Need for Fully Qualified Educators – any time we place an individual in a classroom that doesn't have a permit, we need approval by the Board. On a motion by Sharon Page, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved the AAE 2022-23 CL-500 Declaration of Need for Fully Qualified Educators by roll call vote.
- .04 Approve NSLA 2022-23 CL-500 Declaration of Need for Fully Qualified Educators - On a motion by Kevin Porter, seconded by Pat Caldwell, vote 6-0, the LCER Board of Directors approved the NSLA 2022-23 CL-500 Declaration of Need for Fully Qualified Educators by roll call vote.

**9. INFORMATION INCLUDED IN PACKET:**

- .01 President/CEO Report
- .02 LCER Grant Tracking Report
- .03 LCER Financial Reports
  - Checks Over \$10K
  - Budget Comparisons
  - Lewis Center Foundation Financial Reports
- .04 AAE and NSLA Enrollment Data
- .05 LCER Board Attendance Log

**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 – Lisa Lamb reported that the Exec Team met to develop strategies and objective for the new goals in the Strategic Plan. The Strategic Plan will be brought forward for approval next month.
- .03 Future agenda items

**11. DISCUSSION ITEM:**

- .01 Board Review of Comparable Compensation Data for Charter School Executive Directors/CEOs/Superintendents – Stacy Newman discussed the compensation study data for the CEO. A survey was sent to districts in the area as well as other charter schools to gather their like compensation data. Sharon asked if most contracts are a set salary for all years of the contract, or if there are increases each year. District contracts were not received to compare, but it is typical for a cola to be included or things like absorbing health increases. The Lewis Center is the only school with the CEO on the salary schedule. Pat Caldwell asked if the Board was permitted to remove the CEO from the salary schedule. Stacy responded that yes they can as the CEO's contact is with the Board. Kevin and Sharon appreciated the layout of the data.

- 12. CLOSED SESSION:** The Board convened into closed at 6:41 p.m. to discuss Public Employment: President/CEO. The Board reconvened into open session at 7:42 p.m. David Rib, Vice Chairman, reported that no action was taken in closed session.

**13. ACTION ITEMS:**

- .01 Approval of Resolution 2022-03 Regarding Reasonable Compensation Findings – on a motion by Kevin Porter, seconded by Omari Onyango, vote 6-0, the LCER Board of Directors approved Resolution 2022-03 Regarding Reasonable Compensation Findings.
- .02 Approval of Employment Agreement for President/CEO – On a motion by Pat Caldwell, seconded by Sharon Page, vote 6-0, the LCER Board of Directors approved an Employment Agreement for the President/CEO for a 3 year period that moves the CEO off the Lewis Center Administrative/CEO salary schedule, and instead provides a \$220,000 annual salary, plus subsequent COLA for each year of contract period, as well as other standard annual staff entitlements (i.e. health insurance, etc.), along with \$1,000/month car allowance.

- 14. ADJOURNMENT:** Vice Chairman David Rib adjourned the meeting at 7:46 p.m.

**Minutes for Special Meeting of the Lewis Center for Educational Research Board  
May 24, 2022**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Rodriguez called the meeting to order at 4:35 p.m.
2. **ROLL CALL:** LCER Board Members David Rib, Sharon Page, Jessica Rodriguez, and Patrick Schlosser were in attendance. LCER Board members Pat Caldwell, Jim Morris, Omari Onyango and Kevin Porter were absent.
3. **DISCUSSION ITEMS:**
  - .01 – Budget Workshop - David Gruber presented the draft 2022-23 LCER Budget based on the State’s May revision. He explained CALPERS and discussed unfunded liability. Classified position salary changes were reviewed. Jessica Rodriguez spoke on job duties to justify the increases. David clarified the staff ratio of certificated vs. classified. He also reviewed ELOP, LCAP, fund balance and went over the 6.5% COLA and how it will be sustained. He also reviewed routine restrictive maintenance, and if there were any projections on ADA changes.
4. **ADJOURNMENT:** Chairman Rodriguez adjourned the meeting at 6:04 p.m.

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

Date of meeting:

Title: Field Trip to USS Midway in San Diego, CA

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

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

Fiscal Implications (if any):

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

Recommendation:

Submitted by: MSgt Padua



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

**FIELD TRIP REQUEST FORM**

Date Submitted: 27 APR 22

22-23

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

Requested by: MSGT PADUA  
 Destination: USS MIDWAY  
 Date(s) of trip: SEPT 30 - OCT 1 2022  
 School departure time: 1330  
 Destination departure time: 1100  
 Overnight/Out-of-State stay:  YES  NO  
 Number of students: \_\_\_\_\_ adults: \_\_\_\_\_

Phone: 951 850 4715  
 Grade Level: 9-12  
 Destination arrival time: 1600  
 School return time: 1500  
 Water activities involved:  YES  NO  
 Admission students: \_\_\_\_\_ adults: \_\_\_\_\_

**Transportation**

Bus requested? <sup>(circle one)</sup>  YES  NO  
 Number of busses requested: \_\_\_\_\_  
 \*\*\*Bus Passenger information: Number of students: \_\_\_\_\_ adults: \_\_\_\_\_

Bus company name: EBMEYER  
 Bus company contact name: \_\_\_\_\_

Private Vehicle Used?\*  YES  NO  
 ASB/Club Sponsored?  YES  NO  
 (paid by club)  
 Proper Insurance Coverage?  YES  NO

Name of Club: SFJROTC  
 Other Transportation: \_\_\_\_\_

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

Brief Description of Educational Benefit to be derived from this activity:  
OVERNIGHT ON USS MIDWAY. LEARN HISTORY & OPERATION OF NAVAL SHIP.

I have followed the checklist prior to submitting this form: \_\_\_\_\_  
 Principal Signature: Jalli Anderson  
 Teacher Signature: \_\_\_\_\_  
 Funding Code: \_\_\_\_\_ Date: 4/29/22

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

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

Date of meeting:

Title: Leadership Camp in Fawnskin, CA

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

Background: Academy for Academic Excellence SFJROTC will be attending their annual leadership camp in Fawnskin, CA. Cadets will be learning teamwork building, drill and leadership skills.

Fiscal Implications (if any):

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

Recommendation:

Submitted by: MSgt Padua

22-23



LEWIS CENTER FOR EDUCATIONAL RESEARCH  
Academy for Academic Excellence

FIELD TRIP REQUEST FORM

Date Submitted: 27 APR 22

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

Requested by: MSGT PADUA  
Destination: LEADER BIG BEAR  
Date(s) of trip: MARCH 20-24, 2023  
School departure time: 0900  
Destination departure time: 1200  
Overnight/Out-of-State stay:  YES  NO  
Number of students: \_\_\_\_\_ adults: \_\_\_\_\_

Phone: 951 8504715  
Grade Level: 9-12  
Destination arrival time: 1000  
School return time: 1330  
Water activities involved:  YES  NO  
Admission students: \_\_\_\_\_ adults: \_\_\_\_\_

Transportation

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

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

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

Brief Description of Educational Benefit to be derived from this activity:  
LEADERSHIP CAMP IN FAUNSKIN.  
TEAMWORK & LEADERSHIP DEVELOPMENT.

I have followed the checklist prior to submitting this form: \_\_\_\_\_  
Principal Signature: [Signature] Teacher Signature: [Signature]

Funding Code: \_\_\_\_\_ Date: 4/30/22

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

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**RESOLUTION NO. 2022 – 01**

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

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

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

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

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

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

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

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

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

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

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

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

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



by Article XIII, Section 36 of the California Constitution;

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

APPROVED AND ADOPTED this 13th day of June, 2022.

ATTEST:

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Jessica Rodriguez, Chairman of Board

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**RESOLUTION NO. 2022 – 02**

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

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

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

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

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

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

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

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

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

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

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

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

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

by Article XIII, Section 36 of the California Constitution;

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

APPROVED AND ADOPTED this 13th day of June, 2022.

ATTEST:

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Jessica Rodriguez, Chairman of Board

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

Date of meeting: June 13, 2022

Title: Information Technology e-waste list

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

Background: Throughout the year IT collects broken/damaged one-to-one devices for e-waste and removal from inventory. This list comprises units collected during the 2021/22 school year. This school year has seen an uptick in damaged/broken units. IT has worked with school staff this past year to rollout Digital Citizenship curriculum offered through Common Sense. The curriculum includes modules on responsible care and usage of one-to-one devices. IT will continue to support the implementation of this curriculum to return damaged/broken units to pre-pandemic levels.

Fiscal Implications (if any): None

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

Recommendation:

Submitted by: Ryan Dorcey

Asset Tag	Serial	Make	Model	Description
75302	F6PCG03JJF8J	Apple	A1893	iPad
71787	DMQMJ0LYFK10	Apple	A1474	iPad
72901	F6QQW0KDFK10	Apple	A1474	iPad
71798	DMQMJKAJFK10	Apple	A1474	iPad
71757	DMQMJ20KFK10	Apple	A1474	iPad
75440	NXHPVAA0030190F4A07600	Acer	N19Q2	Chromebook
75473	NXHPVAA0030190F4707600	Acer	N19Q3	Chromebook
75324	NXHPVAA0030200185D7600	Acer	N19Q4	Chromebook
77078	NXHPVAA0030340EF8A7600	Acer	N19Q5	Chromebook
75468	NXHPVAA0030190F4637600	Acer	N19Q6	Chromebook
75373	NXHPVAA0030200196F7600	Acer	N19Q7	Chromebook
75362	NXHPVAA003020019E37600	Acer	N19Q8	Chromebook
75464	NXHPVAA0030190F4657600	Acer	N19Q9	Chromebook
75328	NXHPVAA00302001A2D7600	Acer	N19Q10	Chromebook
75442	NXHPVAA0030190F4897600	Acer	N19Q11	Chromebook
75354	NXHPVAA003020019FE7600	Acer	N19Q12	Chromebook
75368	NXHPVAA003020019FF7600	Acer	N19Q13	Chromebook
75340	NXHPVAA00302001A0B7600	Acer	N19Q14	Chromebook
75418	NXHPVAA0030190F4987600	Acer	N19Q15	Chromebook
75438	NXHPVAA0030190F48A7600	Acer	N19Q16	Chromebook
77047	NXHPVAA0030340E4197600	Acer	N19Q17	Chromebook
75374	NXHPVAA003020019967600	Acer	N19Q18	Chromebook
75398	NXHPVAA0030190F4607600	Acer	N19Q19	Chromebook
75500	NXHPVAA003020019EE7600	Acer	N19Q20	Chromebook
75489	NXHPVAA00302001A1C7600	Acer	N19Q21	Chromebook
75490	NXHPVAA003020019737600	Acer	N19Q22	Chromebook
77022	NXHPVAA0030340E5C87600	Acer	N19Q23	Chromebook
75372	NXHPVAA003020019CA7600	Acer	N19Q24	Chromebook
75485	NXHPVAA00302001A1F7600	Acer	N19Q25	Chromebook
76970	NXHPVAA0030340E42F7600	Acer	N19Q26	Chromebook
	NXHPVAA0030190F4507600	Acer	N19Q27	Chromebook
75437	NXHPVAA0030190F4887600	Acer	N19Q28	Chromebook
75472	NXHPVAA0030190F2B87600	Acer	N19Q29	Chromebook
77027	NXHPVAA0030340E47A7600	Acer	N19Q30	Chromebook
75391	NXHPVAA003020019E97600	Acer	N19Q31	Chromebook
75339	NXHPVAA00302001A077600	Acer	N19Q32	Chromebook
76938	NXHPVAA0030340E4927600	Acer	N19Q33	Chromebook
77046	NXHPVAA0030340E4037600	Acer	N19Q34	Chromebook
76928	NXHPVAA0030340E6267600	Acer	N19Q35	Chromebook
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75366	NXHPVAA0030190F45E7600	Acer	N19Q37	Chromebook
77039	NXHPVAA0030340E4A57600	Acer	N19Q38	Chromebook
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75486	NXHPVAA003020019717600	Acer	N19Q43	Chromebook
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77093	NXHPVAA0030340E4787600	Acer	N19Q46	Chromebook
75386	NXHPVAA0030200187E7600	Acer	N19Q47	Chromebook
77028	NXHPVAA0030340E5C97600	Acer	N19Q48	Chromebook
77092	NXHPVAA0030340E4757600	Acer	N19Q49	Chromebook
77032	NXHPVAA0030340E4437600	Acer	N19Q50	Chromebook
76926	NXHPVAA0030340E6467600	Acer	N19Q51	Chromebook
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77057	NXHPVAA0030340E6127600	Acer	N19Q55	Chromebook
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75370	NXHPVAA0030190F23507600	Acer	N19Q2	Chromebook
75387	NXHPVAA00302001A277600	Acer	N19Q2	Chromebook
75388	NXHPVAA003020019A57600	Acer	N19Q2	Chromebook
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77073	NXHPVAA0030340E46F7600	Acer	N19Q2	Chromebook
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	5CD033CPZ9	HP	11A G8 EE	Chromebook
76434	5ZD033CPYM	HP	11A G8 EE	Chromebook
76398	5CD033KDZ5	HP	11A G8 EE	Chromebook
76451	5CD033KZHZ	HP	11A G8 EE	Chromebook
	5CD033KDWS	HP	11A G8 EE	Chromebook
76551	5CD033KDV1	HP	11A G8 EE	Chromebook
76498	5CD030BFWL	HP	11A G8 EE	Chromebook
76554	5CD033KF0C	HP	11A G8 EE	Chromebook
76533	5CD033KDWY	HP	11A G8 EE	Chromebook
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76432	5CD033CK29	HP	11A G8 EE	Chromebook
76377	5CD033KF2M	HP	11A G8 EE	Chromebook
76382	5CD033KDYY	HP	11A G8 EE	Chromebook
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76559	5CD033KDX6	HP	11A G8 EE	Chromebook
76409	5DC33KZDQ	HP	11A G8 EE	Chromebook
76481	5CD030BFXH	HP	11A G8 EE	Chromebook
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77335	J8JB673	DELL	P98G	Chromebook
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	HRL8473	DELL	P98G	Chromebook
	709T273	DELL	P98G	Chromebook
	6ND9473	DELL	P98G	Chromebook
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	5cd042k2bz	HP	14A G5	Chromebook
77964	5cd042jsxw	HP	14A G5	Chromebook
78107	5cd042jszc0	HP	14A G5	Chromebook
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74940	5cd8245drw	HP	14A G5	Chromebook
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74445	GG7WWKAZJF8J	Apple	A1893	iPad
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73424	DMPTJRSDFHLF9	Apple	A1822	iPad
73639	F9GTRP9QHHLF9	Apple	A1822	iPad
73627	F9FTT6G9HLF9	Apple	A1822	iPad
74253	GCTV4Z7ZHLF9	Apple	A1822	iPad
73414	DMPTJRPPHLF9	Apple	A1822	iPad
73364	DMPT64YLHG5D	Apple	A1566	iPad
73366	DMPT687DHG5D	Apple	A1566	iPad
73367	DMPT68TPHG5D	Apple	A1566	iPad
73355	DMPT6D3ZH5D	Apple	A1566	iPad
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71751	DMQMLKHGFK10	Apple	A1474	iPad
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71772	DMQMJ1JSFK10	Apple	A1474	iPad
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71769	DMQMJ3CJFK10	Apple	A1474	iPad
71747	DMQMJZQMFK10	Apple	A1474	iPad
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71787	DMQQJ0LYFK10	Apple	A1474	iPad
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72957	C02H81C9F14V	Apple	A1369	laptop
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73091	C02H623AF14V	Apple	A1369	laptop
73083	C02H64XNF14V	Apple	A1369	laptop
72964	C02H62L2F14V	Apple	A1369	laptop
73076	C02H658DF14V	Apple	A1369	laptop
73136	C02H65BPF14V	Apple	A1369	laptop
73150	C02H64JXF14V	Apple	A1369	laptop
73152	C02H639AF14V	Apple	A1369	laptop
73102	C02H807ZF14V	Apple	A1369	laptop
73129	C02H64X4F14V	Apple	A1369	laptop
73107	C02H64GTF14V	Apple	A1369	laptop
73079	C02H659JF14V	Apple	A1369	laptop
73088	C02H63LSF14V	Apple	A1369	laptop
73121	C02H658BF14V	Apple	A1369	laptop
73074	C02H64V2F14V	Apple	A1369	laptop
73095	C02H64S5F14V	Apple	A1369	laptop

73130	C02H80JQF14V	Apple	A1369	laptop
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73037	C02H64M5F14V	Apple	A1369	laptop
72969	C02H63EHF14V	Apple	A1369	laptop
72933	C02H61XRF14V	Apple	A1369	laptop
73--5	C02H8079F14V	Apple	A1369	laptop
73141	C02H80D3F14V	Apple	A1369	laptop
73090	C02H63VFF14V	Apple	A1369	laptop
73027	C02H80CGF14V	Apple	A1369	laptop
73111	C02H63QKF14V	Apple	A1369	laptop
73078	C02H63QQF14V	Apple	A1369	laptop
72952	C02H5081F14V	Apple	A1369	laptop
72626	C02PQEKCG940	Apple	A1466	laptop
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72464	C02HD0Q4DJYC	Apple	A1370	laptop
72908	C02H62SMDJYC	Apple	A1370	laptop
72812	C02H63QSDJYC	Apple	A1370	laptop
70636	C02J5636DRV6	Apple	A1370	laptop
72461	C02H8A0NDJYC	Apple	A1370	laptop
72910	C02H882UDJYC	Apple	A1370	laptop
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72785	C02H61JVDJYC	Apple	A1370	laptop
72907	C02H475JDJYC	Apple	A1370	laptop
72789	C02H61ERDJYC	Apple	A1370	laptop
77278	GDQK473	Dell	Lattitude 5400	Chromebook
74191	GCTV4ZKCHLF9	Apple	A1822	iPad
	11RZPC2	Dell	P66F	laptop
75471	nxhpvaa0030190f4767600	Acer	C933	Chromebook
75446	NSHPVAA0030190F46E7600	ACER	C933	Chromebook
75487	nxhpvaa00302001a187600	Acer	C933	Chromebook
75447	NXHPVAA0030190F4797600	Acer	C933	Chromebook
73231	C02KV6UNF6T5	Apple	A1466	Laptop
73703	F9FTT6F2HLF9	Apple	A1822	iPad
74238	GCVV4274HLF9	Apple	A1822	iPad
74671	GG7WWDWYJF8J	Apple	A1822	iPad
	5CD8245DM9	HP	Chromebook 14 G5	Chromebook
78155	5CD042JSQZ	HP	Chromebook 14 G5	Chromebook
74945	5CD8245DRM	HP	Chromebook 14 G5	Chromebook
	5CD042JT17	HP	Chromebook 14 G5	Chromebook
77087	NXHPVAA0030340E40B7600	Acer	C933	Chromebook

**AMENDED MEMORANDUM OF UNDERSTANDING  
AND COLLEGE AND CAREERS ACCESS PATHWAYS PARTNERSHIP AGREEMENT  
BETWEEN VICTOR VALLEY COMMUNITY COLLEGE DISTRICT  
AND THE LEWIS CENTER FOR EDUCATIONAL RESEARCH DISTRICT (AAE)  
FOR THE 2022/23 SCHOOL YEARS**

Victor Valley Community College District "COLLEGE" and The Lewis Center for Educational Research District "SCHOOL DISTRICT" (AAE) have agreed to the following amendments to the current July 1, 2021 - June 30, 2024 Memorandum of Understanding "MOU" and College and Career Pathways (CCAP) Partnership Agreement "AGREEMENT." The purpose of the Amendment is to revise the course offerings within the AGREEMENT Appendix. All other terms and conditions of the MOU and AGREEMENT shall remain unchanged and in full force and effect.

**RECITALS**

WHEREAS, California Education Code section 76004 allows community colleges to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities with the goal of developing seamless pathways from high school to community college; and

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Victor Valley Community College District; and

WHEREAS, on April 12, 2021 COLLEGE and SCHOOL DISTRICT adopted this MOU and AGREEMENT governing the 2021/24 CCAP programs; and

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the AGREEMENT using the Appendix for purposes addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and

WHEREAS, the AGREEMENT Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy cases, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and

WHEREAS, COLLEGE now desires to amend the MOU and AGREEMENT, pursuant to MOU section 22.1, to be consistent with the courses actually offered to students under the MOU and AGREEMENT.

NOW, THEREFORE, the parties hereto do mutually agree as follows:

## APPENDIX: AMENDED COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIP AGREEMENT

### 1.0 COLLEGE AND SCHOOL DISTRICT INFORMATION

#### 1.1 COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT

<u>College/District</u>	<u>Name</u>	<u>Telephone</u>	<u>Email</u>
Victor Valley College	Chris Piercy	760-559-6991	<a href="mailto:Chris.Piercy@vvc.edu">Chris.Piercy@vvc.edu</a>
The Lewis Center-AAE	Lisa Lamb	760-946-5414	Llamb@lcer.org

**PROGRAM YEAR: 2022/2024**

COLLEGE: Victor Valley College

#### 1.2 APPROVED CCAP COURSES

The COLLEGE and the SCHOOL DISTRICT agree to the following courses being approved and available to participating schools as part of their CCAP offering. Availability may be limited due to the ability of the COLLEGE to staff the requested course. **No course will be offered during the duration of this MOU that is not on this approved list.**

VVC APPROVED CCAP COURSES 2022-24				
	SUBJECT	COURSE	UNIT	DESCRIPTION
1	AGNR	60	1.0-4.0	HORTICULTURE LABORATORY
2	AGNR	121	3	INTRODUCTION TO ENVIROMENTAL HORTICULTURE
3	AGNR	122	3	PLANT PROAGATION AND GREENHOUSE PRODUCTION
4	AGNR	123	3	INTRODUCTION TO PLANT SCIENCE
5	AGNR	131	4	INTRODUCTION TO SOIL SCIENCE
6	AGNR	141	3	PLANT MATERIAL AND USAGE
7	AGNR	170	4	ENVIROMENTAL SCIENCE AND SUSTAINABILITY
8	AGNR	172	3	NAT RES REMOTE SENSING AND GEOGRAPHIC INF SYST (GIS)
9	AGNR	173	3	WATERSHED MANAGEMENT AND RESTORATION
10	AGNR	175	3	SUSTAINABLE AGRICULTURE, ENVIROMENT, AND SOCIETY
11	AGNR	74A	1	SUSTAINABLE COMMUNITY LEADERSHIP
12	AGNR	74B	1	BIODIVERSITY MANAGEMENT & TECHNOLOGY
13	AGNR	74D	1	HABITAT RESTORATION
15	ANIM	160	3	3D MAX FUNDAMENTALS
16	ANTH	101	3	INTRODUCTION TO PHYSICAL ANTHROPOLOGY
17	ANTH	101L	1	PHYSICAL ANTHOROPOLGY LAB
18	ART	101	3	SURVEY OF ART HISTORY-PREHISTORIC TO MEDIEVAL
19	ART	102	3	SURVEY OF ART HISTORY-RENAISSANCE TO CONTEMPORARY
20	ART	104	3	FILM AS AN ART FORM
21	ART	105	3	INTRODUCTION TO ART



22	ART	125	3	DRAWING 1
23	ASL	122	4	AMERICAN SIGN LANGUAGE 1
24	ASL	123	4	AMERICAN SIGN LANGUAGE 2
25	ASL	124	4	AMERICAN SIGN LANGUAGE 3
26	ASL	125	4	AMERICAN SIGN LANGUAGE 4
27	ASTR	101	3	DESCRIPTIVE ASTRONOMY
28	AUTO	50.4	0	AUTO 911
29	AUTO	50.5	0	AUTO 911 LAB
30	AUTO	58	2	LUBRICATION TECHNICIAN
31	AUTO	59	3	AUTOMOTIVE TIRE TECHNICIAN
32	AUTO	77.3	2	AUTOMOTIVE WORKPLACE PROFESSIONALISM
33	AUTO	89.3	4	INTRO TO HYBRID, ELECTRIC VEHIC AND PROPULSION VEHIC TECH
34	AVA	50	4	AVIATION TECHNOLOGY SURVEY
35	AVA	50B	4	AIRCRAFT METALLIC FABRICATION
36	BADM	100	2	INTRODUCTIONS TO BUSINESS ORGANIZATIONS
37	BADM	109	3	HUMAN RESOURCE MANAGEMENT
38	BADM	112	3	INTRODUCTION TO MARKETING
39	BADM	118	3	BUSINESS LAW
40	BIOL	100	4	GENERAL BIOLOGY
41	BIOL	107	4	INTRODUCTION TO HUMAN BIOLOGY
42	CHDV	100	3	CHILD GROWTH AND DEVELOPMENT
43	CHDV	106	3	CHILD, FAMILY, AND COMMUNITY
44	CHDV	133	3	ART EXPERIENCES FOR YOUNG CHILDREN
45	CHDV	134	3	LANGUAGE AND EARLY LITERACY DEVELOPMENT
46	CHDV	144	2	MATH AND SCIENCE EXPERIENCES FOR YOUNG CHILDREN
47	CHDV	145	2	MUSIC AND MOVEMENT EXPERIENCES FOR YOUNG CHILDREN
48	CHEM	100	4	INTRODUCTORY CHEMISTRY
49	CIS	101	4	COMPUTER LITERACY
50	CIS	121	4	INTRODUCTION TO WEB ANIMATION
51	CJ	92	3	WRITING FOR CRIMINAL JUSTICE
52	CJ	93	3	TRAFFIC ENFORCEMENT AND INVERSTIGATION
53	CJ	101	3	INTRODUCTION TO CRIMINAL JUSTICE
54	CJ	103	3	CRIMINAL LAW
55	CJ	104	3	LEGAL ASPECTS OF EVIDENCE
56	CJ	135	3	JUVENILE LAW AND PROCEDURES
57	CMST	105	3	INTERCULTURAL COMMUNICATION
58	CMST	106	3	INTERPERSONAL COMMUNICATION
59	CMST	109	3	PUBLIC SPEAKING
60	CMST	107	3	FAMILY COMMUNICATION
61	CT	130	3	RESIDENTIAL REMODELING
62	CTMF	121A	3	WOODWORKING

63	CTMF	121B	3	INTERMEDIATE WOODWORKING
64	CTMT	120	4	RESIDENTIAL MAINTENANCE AND REPAIR
65	ECON	101	3	PRINCIPALS OF ECONOMICS: MACRO
66	ECON	100	3	INTRODUCTION TO ECONOMICS
67	EDUC	101	3	INTRODUCTION TO TEACHING
68	EMS	50	2.5	EMERGENCY MEDICAL RESPONDER
69	EMS	60	9.5	EMERGENCY MEDICAL TECHNICIAN
70	ENGD	101	3	INTRODUCTION TO DRAFTING
71	ENGD	110	3	INTRODUCTION TO 2-D AUTOCAD
72	ENGL	81	2	CO-REQUISITE SUPPORT FOR ENGLISH 101
73	ENGL	101	4	ENGLISH COMPOSITION AND READING
74	ENGL	102	3	COMPOSITION AND LITERATURE
75	ENGL	104	3	CRITICAL THINKING AND COMPOSITION
76	FIRE	100	3	PRINCIPLES OF EMERGENCY SERVICES
77	FIRE	101	3	FUNDAMENTALS OF FIRE SERVICE OPERATIONS
78	FIRE	102	3	FIRE PREVENTION TECHNOLOGY
79	FIRE	109	3	WILDLAND FIRE CONTROL
80	FIRE	110	3	PRIN OF FIRE AND EMER SERVICES SAFETY AND SURVIVAL
81	GEOG	101	3	INTRODUCTION TO PHYSICAL GEOGRAPHY
82	GEOG	104	3	WORLD REGIONAL GEOGRAPHY
83	GEOL	101	4	PHYSICAL GEOLOGY
84	GUID	50	1	COLLEGE SUCCESS
85	GUID	51	0.5	ORIENTATION TO COLLEGE
86	GUID	56	1.5	SELF ESTEEM
87	GUID	82	1	CAREER PLANNING: STAGE 1
88	GUID	101	3	FIRST YEAR EXPERIENCE
90	GUID	83	1	CAREER PLANNING: STAGE 2
92	GUID	107	3	LEARNING STRATEGIES AND STUDY SKILLS
93	HIST	103	3	WORLD HISTORY TO 1500
94	HIST	104	3	WORLD HISTORY SINCE 1500
95	HIST	115	3	HISTORY OF CALIFORNIA
96	HIST	117	3	HISTORY OF THE UNITED STATES TO 1876
97	HIST	118	3	HISTORY OF THE UNITED STATES FROM 1876
98	HIST	130	3	LATIN AMERICAN HISTORY TO 1822
99	HIST	131	3	LATIN AMERICAN HISTORY FROM 1822
100	LIBR	110	3	INFO LITERACY IN DIGITAL AGE
101	MATH	80	2	COREQUISITE SUPPORT FOR INTRODUCTORY STATISTICS
102	MATH	85	2	COREQUISITE SUPPORT FOR COLLEGE ALGEBRA
103	MATH	105	4	COLLEGE ALGEBRA
104	MATH	120	4	INTRODUCTION TO STATISTICS
105	MUSC	100	3	INTRODUCTION TO MUSIC

106	MUSC	101	3	THE FUNDAMENTALS OF MUSIC
107	MUSC	116	3	MUSIC IN AMERICA
108	MUSC	117	3	HISTORY OF JAZZ
109	MUSC	118	3	SURVEY OF ROCK AND ROLL
110	OCEA	101	3	OCEANOGRAPHY
111	PAL	100	3	INTRODUCTION TO PARALEGAL STUDIES
112	PAL	102	3	BEGINNING LEAGL RESEARCH FOR PARALEGALS
113	PAL	103	3	BEGINNING LEGAL WRITING
114	PAL	104	3	LEGAL ETHICS FOR PARALEGALS
115	PHIL	101	3	INTRODUCTION TO PHILOSPHY
116	PHOT	101	3	INTERMDIATE PHOTOGRAPHY
117	PHOT	111	3	BEGINNING DIGITAL PHOTOGRAPHY
118	PHYS	100	4	INTRODUCTORY PHYSICS
119	POLS	101	3	INTRODUCTION TO POLITICAL SCIENCE
120	POLS	102	3	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS
121	POLS	114	3	POLITICAL PHILOSOPHY
122	PSCI	101	3	PRINCIPLES OF PHYSICAL SCIENCE
123	PSYC	101	3	INTRODUCTION TO PSYCHOLOGY
124	PSYC	110	3	DEVELOPMENTAL PSYCHOLOGY
125	RLST	101	3	INTRODUCTION TO RELIGIOUS STUDIES
126	RLST	113	3	RELIGION AND SOCIETY
127	RMGT	2	4.5	PREP/LINE COOK
128	RMGT	7	4.5	BAKERY/PASTERY TRAINING
129	SOC	101	3	INTRODUCTION TO SOCIOLOGY
130	SOC	102	3	SOCIAL PROBLEMS
131	SPAN	101	5	ELEMENTARY SPANISH
132	SPAN	102	5	ELEMENTARY SPANISH
133	TA	101	3	INTRODUCTION TO THEATRE
134	TA	106	3	BEGINNING ACTING

### 1.3 DATE, TIME, AND LOCATION OF ALL CCAP COURSES

All COLLEGE CCAP courses will be taught on the school site designated for each course either in person or synchronously online. Classrooms will be assigned by the site administrator and will possess all required equipment. CCAP classes will be taught during the official school day Monday through Friday. CCAP courses can be taught on Saturday if the SCHOOL DISTRICT designates it as an official school day and part of their overall instructional plan.

#### **1.4 BEGINNING AND ENDING DATES FOR ALL CCAP COURSES IN THE SCHOOL DISTRICT(S)**

Fall 2022 classes will begin the week of August 9 and run through the week of December 16. Spring 2023 classes will begin the week of January 10 and run through the week of May 20.

#### **1.5 CCAP 2022-2023 COURSE TIME PERIOD**

AAE courses will be taught in an asynchronous ONLINE capacity for both fall and spring terms. A designated period will be set aside during the regular school day to satisfy instructional contact hours. Once Senate Bill 328 has been implemented, start and end times for fall 2022 through spring 2024 will be determined by COLLEGE and SCHOOL DISTRICT.

#### **1.6 COURSES REQUESTED**

Fall 2022, AAE High School requested ANTH 101/Lab and PSYC 101. Spring 2023, AAE High School requested AGNR 170 and PHIL 101.

#### **1.7 FTES 2022-2023 ESTIMATE**

The number of requested courses for AAE High School for 2022-2024 is 5. Based on average of 20 students per class (minimum requirement is 20) 100 students will be served. Total FTES estimate for 2022/2023 is 9.35.

### **2. PROGRAM SCOPE/GOAL**

SCHOOL DISTRICT will provide both CTE and transfer courses to students who may not be college bound and who are underrepresented in higher education through this CCAP agreement. The goal of the program is to establish seamless pathways that prepare students for transfer to COLLEGE and CSU/UC as well as CTE pathways aligned with the particular high school programs. High school CTE pathways include Criminal Justice, Computer Science, Manufacturing/Construction Tech, Engineering, Information and Communication Technologies, Restaurant Management, Family and Consumer Science, Automotive, Healthcare, and Environmental Studies.

### **3. BOOKS AND INSTRUCTIONAL MATERIALS**

The total cost of books and instructional materials for students participating as part of the CCAP agreement will be borne by school district.

### **4. ASSESSMENT OF BENEFIT TO STUDENTS**

COLLEGE is responsible for the tracking of students from SCHOOL DISTRICT to the college in order to assess the benefit gained from the courses in this agreement. Criteria will include, but is not limited to: the number of high school students enrolled in partnership, number of college courses offered, number and percentage of successful course completions, and number of FTES generated.

### **5. EMPLOYER OF RECORD**

COLLEGE will be the employer of record for purposes of assignment monitoring.

### **6. EDUCATIONAL PROGRAMS(S) AND COURSE(S)**

COLLEGE is responsible for all educational programs(s) and course(s) offered as part of this CCAP Agreement whether the educational programs(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE. School District is responsible for providing COLLEGE with a two-year course plan 150

days before the start of the first semester of this agreement. Requests for additional courses must be made no later than 90 day prior to the start of the semester. It is understood that the COLLEGE has the option of filling or not filling requested courses based on availability of instructors.

Signed: \_\_\_\_\_

Superintendent, School District

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Superintendent/President, Victor Valley College

Date: \_\_\_\_\_

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

Date of meeting: June 13, 2022

Title: Revision of AR 5132 – Dress Code and BP 5132 - Dress and Grooming:

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

Background: Appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Lewis Center Dress Code was developed using input from students, staff, and parents and shall be included in student handbooks. The specific minimum dress code and uniform requirements for each school is included in AR 5132.

Fiscal Implications (if any):

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

Recommendation: Approve Revision of AR 5132 – Dress Code and BP 5132 – Dress and Grooming

Submitted by: Lisa Lamb, Valli Andreasen and Fausto Barragan

## **Lewis Center for Educational Research**

**BP 5132:       STUDENTS  
                  DRESS AND GROOMING**

**Adopted:       June 13, 2022**

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”) believes that appropriate dress and grooming contribute to a productive and safe learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

The Lewis Center Dress Code was developed using input from students, staff, and parents and shall be included in student handbooks. The specific minimum dress code and uniform requirements for each school is included in AR 5132.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.



## Lewis Center for Educational Research

**AR 5132: STUDENTS  
UNIFORMS**

**Adopted: June 5, 2003**

**Revised: ~~June 11, 2012~~  
June 13, 2022**

Research has shown that schools [with an](#) adopted uniform policy show improved academics and fewer behavioral violations. The purpose of a uniform dress code is to ensure student safety, assist students in wearing modest clothing, and protect the academic integrity of the school. ~~In keeping with our status as a research based laboratory school, the Academic Management Team and the School Site Council have approved the following uniform dress code policy.~~

[In keeping with our status as research-based laboratory schools, the school administrative teams and the School Site Councils have developed the following uniform dress code policy with feedback from staff, parents, and students.](#)

The following [dress code](#) will be applied at LCER schools.

### Lewis Center Dress Code

- [1. Clothing must be neat and clean. No garment may be worn that is cut-off, faded, ragged or torn. Clothing must have appropriate hems, exhibit no slits, tears, or holes.](#)
- [2. Clothing or accessories that promote or depict obscenities, drugs, tobacco, alcohol, weapons, violence, gangs, hate or division are not permitted.](#)
- [3. Crop tops, clothing exposing bare midriffs, tank tops, halter tops, plunging necklines, tube tops, spaghetti straps, open-sided shirts, skirts and shorts shorter than mid-thigh \(finger-tip length\), and see-through or mesh materials which expose bare skin are not permitted at school. Undergarments must be fully covered.](#)
- [4. Safe footwear must be worn at all times. Sandals and clogs are not allowed in grades TK-](#)
- [5. Students in grades 6-12 may not wear sandals or clogs during PE/Athletic classes, or other classes that involve outdoor physical activity. Slippers and flip-flops are not permitted.](#)
- [5. Hats or caps are to be worn in an acceptable manner, may not be worn in the classroom or inside school buildings, and must reflect uniform colors. The only sports caps permitted are those representing AAE or NSLA. Hoods \(hoodies\) that are attached to shirts/sweatshirts/jackets may not be worn in the classroom or inside school buildings.](#)
- [6. Any apparel, accessories, or manner of grooming which by virtue of its arrangement, trademark, or any other attribute denotes gang affiliation or promotes drug use, disruptive behavior, or violence is not permitted.](#)
- [7. Sunglasses \(unless prescription\) may not be worn in classrooms or inside school buildings.](#)
- [8. Jewelry or accessories which may be considered disruptive or a safety hazard are not permitted. Ear piercings and a single, small nose piercing is permitted. Gauges are not permitted.](#)
- [9. Tattoos or drawings on the body may not be visible while on campus.](#)
- [10. Hairstyles that are disruptive to the educational process are not permitted.](#)

**Commented [LL1]:** Based on feedback, removed statement "hair must be of a naturally born color."

11. Meeting the requirements of the dress code does not prohibit a student from adhering to the tenets of an established religion or faith as they relate to dress and grooming.

12. Anything not specifically covered in the above code that is disruptive to the educational process or considered to pose a safety hazard will be at the discretion of the school administration or designee.

### **Academy for Academic Excellence (AAE) Uniform Policy**

AAE is a uniform school. Students must come in proper uniform daily, unless a Spirit Day is designated. The uniform dress code is mandatory whenever a student is on campus. All students must dress for school according to the established school uniform policy and LCER dress code. The school uniform may not be altered in any way and must be worn properly.

#### **Students are expected to wear the following to school Monday - Thursday:**

- Tops: Polo (short or long sleeves), button down~~s~~, Oxford style shirts~~s~~
  - Colors: white, navy, black and gray
- Bottoms: Pants, shorts, skirts, or jumpers~~s~~
  - Colors: khaki, navy, black
- Outerwear: Shall reflect the chosen uniform colors or approved AAE spirit wear and follow the LCER dress code. The only sports jackets permitted are those representing AAE school athletics. Trenchcoats are not permitted.
- All SFJROTC uniforms are considered AAE school uniforms~~s~~.
- Sweatpants, in the chosen school pant colors, are allowed in grades TK-5 only and during PE/Athletic classes in grades 6-12. T-shirts/sweatshirts in solid school uniform colors may be worn for P.E.

#### **Friday Knightly Dress:**

- Tops: AAE spirit wear, NASA, college and university, or U.S. military
- Bottoms: Uniform bottoms or blue jeans
- All Knightly Dress clothing must follow the LCER dress code policy
- Knightly Dress Day attire is considered appropriate for field trips, unless a teacher or administrator directs otherwise

\*Any family who would like additional information or uniform assistance is encouraged to contact the school receptionist.

### **Norton Science and Language Academy (NSLA) Uniform Policy**

NSLA is a uniform school. Students must come in proper uniform daily, unless a Spirit Day is designated. The uniform dress code is mandatory whenever a student is on campus. All students must dress for school according to the established school uniform policy and LCER dress code. The school uniform may not be altered in any way and must be worn properly.

#### **Students are expected to wear the following to school Monday - Thursday:**

- Tops: Polo (short or long sleeves) Colors: navy (elementary), light blue (middle school), black (high school)

- Bottoms: Pants, shorts, skirts, or jumpers. Colors: ~~K~~khaki (elementary), navy (middle school), khaki or black (high school).
- Outerwear: Shall reflect the chosen uniform colors, gray, or approved NSLA spirit wear and follow the LCER dress code. The only sports jackets permitted at those representing NSLA school athletics. Trenchcoats are not permitted.
- Sweatpants or athletic shorts during PE/Athletic classes in grades 6-12. T-shirts/sweatshirts in solid school uniform colors may be worn for P.E.

#### **Friday Rocket Dress Day:**

- Tops: NSLA Spirit Wear, NASA, college and university, or U.S. military
- Bottoms: uniform bottoms or blue jeans
- All Friday Rocket Dress clothing must follow the LCER Dress Code policy
- Rocket Dress attire is considered appropriate for field trips, unless a teacher or administrator directs otherwise

\*Any family who would like additional information or uniform assistance is encouraged to contact the school receptionist.

#### **SHIRTS**

~~Shirt colors: White, navy, black and light gray~~

~~Shirt Styles: Polo shirts (plain or AAE logo only), button down Oxford-style shirts (plain/no embellishments)~~

~~All shirts must be tucked in OR worn at a length that prevents underclothing or midriff from showing. Undershirts must be of a solid color (white, navy, black, light gray.) Button shirts must be buttoned from the third top button to the waist. Non-uniform shirts cannot be worn over the school uniform.~~

#### **PANTS**

~~Pants colors: khaki, navy, black (solid colors only)~~

~~Pants styles: pants, shorts, skirts, skorts, jumpers~~

~~Pants must fit snugly at the waist, utilizing a belt to keep pants at the waist level. Pants shall be unaltered, free of holes or decorations and hemmed at the bottom.~~

~~Shirts, skirts, skorts and jumpers may be no shorter than five (5) inches above the knee. They must conform to all AAE uniform dress code guidelines.~~

#### **AFJROTC**

~~All AFJROTC uniforms are considered AAE school uniforms.~~

#### **OUTERWEAR**

Jackets, coats, sweatshirts, sweaters and windbreakers (and any other items considered outerwear) shall reflect the chosen uniform colors or approved AAE Spirit wear. They must be free of decorations that are immodest, reflect gang affiliations or the occult. The only sports jackets permitted are those representing AAE school athletics. Trench coats are not permitted.

## ACCESSORIES

**Shoes**—Shoes are based on individual taste but may not reflect the occult or gang affiliations. All shoes, including sandals, are permitted provided they have a strap on the back and shoelaces are tied securely and snugly. **Open-toed shoes are not allowed in grades K-6.** Students may not wear sandals during PE/Athletic classes, or other classes that involve outdoor physical activity. **Slippers and flip-flops are not permitted.**

**Hair**—Hair must be of a natural born color. It may not be worn or styled in a manner that distracts from the educational process (i.e. Mohawk, striped, engraved styles, or anything deemed distracting by school administration).

**Tattoos and piercings**—Tattoos or drawings on the body may not be visible while on campus. Facial piercings are not allowed at the AAE. Ear piercings are permitted.

**Other**—Clothing accessories (belts, buckles, hats, beanies, scarves, ties, etc.) must reflect the chosen uniform dress code colors and be free of embellishments that are immodest, reflect gang affiliations or the occult (skulls, crossbones, knives, symbols of death, etc.). All hats must be removed indoors. Hats must be worn properly with the bill of the cap straightforward. Bandanas, doo-rags or sweatbands are not permitted. **Repeated dress code violations will be subject to progressive disciplinary actions, up to and including suspension or expulsion.** Some classes/school activities may occasionally require clothing that varies from the established uniform policy. Students will be notified in advance of the day and time. The clothing worn must still be modest in nature and reflect the tone of the AAE uniform policy.

Metal chains and studs may not be worn as necklaces, on belts or as a bracelet. Safety pins are not permitted.

Backpacks are to be kept neat and free from excessive/distracting writing, drawings, buttons, indicative of gang affiliation or other decorations.

**The uniform dress code is mandatory whenever a student is on campus. All students must dress for school according to the established dress code policy. The school uniform may not be altered in any way and must be worn properly.**

## OTHER GUIDELINES

Sweatpants, in the chosen school colors (navy, black) are allowed in grades K-6 only and during PE/Athletic classes in grades 7-12. T-shirts/sweatshirts in solid school uniform colors may be worn for P.E. Gang affiliated clothing and all professional sports clothing will not be permitted. Administration reserves the right to determine and update policy on gang affiliated clothing

based on current trends. Students are not allowed to come to school dressed for PE or Dance. Students will be given 10 minutes at the beginning and end of the period to dress out and/or dress back into the school uniform. Exceptions must be pre-approved by administration. All students attending the AAE are required to follow the dress code. Students not dressed appropriately will be required to call home to have their parents bring an appropriate change of clothes. When a change of clothes is not available, students will be offered "loaner" clothes. If a student refuses loaners, that student will serve an in-house suspension for the remainder of the day.

In exceptional circumstances (including, but not limited to health, safety or religious exercise), administration may waive an aspect of the AAE Uniform Dress Code as applied to a particular student. Waiver Requests must be submitted in writing and will be granted on a case-by-case basis.

The AAE ASB will determine Spirit Week dress in advance. Guidance will be provided as to allowed and disallowed clothing styles. In general, no dress may be immodest, distracting to the educational environment, reflective of gang affiliation or the occult. At no time, are tank tops or sleeveless tops allowed.

### **Knighly Dress Day**

Each Friday and minimum days have been designated as Knighly Dress Day. Students are encouraged to participate by wearing collegiate or AAE wear on Knighly Dress Day. Blue denim jeans and a college or AAE t-shirt, polo shirt and/or sweatshirt are acceptable wear. Clothing that relates to any school-related organization including ASB, AFJROTC, SRLA, the US Armed Forces, Dance Club, GAVRT and school clubs are acceptable on Knighly Dress Day. All Knighly Dress clothing must not be immodest, shall be free of holes, patches and may be no more than five (5) inches above the knee. The bottom of all pants (et al) must be hemmed.

### **Field Trips**

Knighly Dress Day attire is considered appropriate for field trips, unless a teacher or administrator directs otherwise. **Any decisions regarding the implementation of the dress code are made at the sole discretion of the Vice Principal or site administrator.**

### **NSAA Dress Code**

The following colors have been approved for the NSAA:

Shirts: navy blue

Pants, shorts, skirts, skorts: khaki

1. Shirts must be tucked in or worn at least 4 inches below the waist. Button shirt will be buttoned from the second top button to the waist. Students will be encouraged to wear shirts with AAE logos.

2. ~~Pants will fit snugly at the waist and if belt loops are provided, students must also wear a belt. Pants will be free of holes or decorations. Jeans will not be permitted except on special announced days.~~
3. ~~Shorts, skirts, and skorts are permitted provided that they are no shorter than five inches above the knee and meet the color requirements of pants. Denim shorts are not allowed.~~
4. ~~Shoes are based on individual taste, but may not reflect gang affiliations. A list of prohibited signs, symbols, colors or other indications of gang affiliation will be kept in the Dean of Student's office. Law enforcement officials may notify the school periodically of additions to the list. These will be distributed periodically throughout the year. Sandals are permitted provided they have a strap on the back. Students may not wear sandals during athletic classes, or other classes that may involve outdoor physical activity. Slippers are not appropriate footwear.~~
5. ~~Hair must be of a natural color (i.e. blonde, black, brown, red). It must not be styled in a manner that distracts from the educational process.~~
6. ~~No tattoos or drawings may be visible on students.~~
7. ~~Single or double ear piercings are permitted. No other visible body piercing jewelry is allowed.~~
8. ~~Backpacks are to be neat and kept free from excessive or distracting writing, drawings, buttons, or other decorations. A student's name may be written or attached to the backpack for identification purposes only.~~
9. ~~Metal chains and studs may not be worn as necklaces, or on belts or bracelets. Safety pins are not permitted. Fine jewelry chains are permitted. If you are in doubt, please check with the Dean of Students.~~
10. ~~Outerwear (jackets, coats, etc.) must be free of decorations that are immodest, reflect gang affiliations, or the occult. Trench coats are not acceptable outerwear. Sweatshirts, sweaters, and windbreakers should reflect the chosen uniform colors. AAE and NSAA logo wear is strongly recommended. Outerwear may not be used in such a way as to circumvent the uniform policy. Clothing worn under outerwear must still meet the uniform requirements.~~

~~The uniform dress code is mandatory. All students attending the AAE and NSAA will be required to follow the dress code. Students not dressed appropriately will be required to have their parents bring appropriate clothing to school. Five (5) documented violations of the uniform dress code in a year will result in termination of enrollment for the student.~~

~~Some classes may occasionally require clothing that varies from the uniform policy. Parents and students will be notified in advance of the day and date. The clothes must still be modest in nature and reflect the tone of the AAE/NSAA uniform policy. Time will be provided at the end of the class for students to change back into school appropriate clothing.~~

~~In exceptional circumstances (such as health, safety or religious exercise), the Vice Principal may waive an aspect of this uniform dress code as applied to a particular student. Waiver requests must be submitted in writing to the Vice Principal, and will be granted on a case-by-case basis after meeting with the student and parents.~~

**LEWIS CENTER FOR EDUCATIONAL RESEARCH**

**STRATEGIC PLAN**

**July 1, 20220 – June 30, 20225**

**The plan for our future**

**Adopted**

**February 8, 2021-June 13, 2022**

Lewis Center for Educational Research  
STRATEGIC PLAN

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**Lewis Center for Educational Research  
STRATEGIC PLAN  
The plan for our future**

**Introduction: Our Plan**

Our plan charts a course that is bold yet attainable. Our vision calls for the Lewis Center and its schools to be nationally recognized as successful role models for others wishing to provide relevant education and unlimited opportunity to those they serve – as we do. The plan lays out how we, an operator of two uniquely different charter schools serving two distinctly different demographics, will align our efforts over the next years to achieve the goals our students, parents and communities have a right to expect and enjoy.

We recognize our responsibility and the leadership we have been entrusted to provide. We also recognize the value and impact of what becoming a model institution of our kind can mean. The stakes are high, but so is the opportunity when our vision is achieved.

**MISSION  
Why we exist**

The mission of the Lewis Center for Educational Research is to ensure student success in a global society through data driven and research-based schools and programs that are safe, innovative and culturally inclusive.

**VISION  
What we want to be known for**

The Lewis Center for Educational Research, along with its award-winning TK-12 charter schools, is internationally recognized as a leader in education due in part to its unique, long-term partnership with NASA. The Lewis Center and its schools are model programs for STEM and World Languages.

The Lewis Center is deeply involved in serving its two communities — the High Desert and San Bernardino, as well as the greater educational community — through its local and global programs.

The Lewis Center's excellent reputation can be attributed to its highly qualified, enthusiastic staff who — with the support of engaged parents, Board members and stakeholders — ensure students achieve at the highest academic levels.

## VALUES

### **Ethical priorities to guide our decision-making and our treatment of one another**

- Integrity:** We strive to engender trust in our intentions and abilities by acting courageously and adhering to a strong moral compass.
- Excellence:** We aspire to excellence through supporting our community of learners in the practice of continuous innovation, collaboration and growth.
- Leadership:** Being forerunners, pace-setters and cultivators, we demonstrate strong leadership rooted in principles of integrity, accountability, respect and communication.
- Inclusiveness:** We will leverage our diverse and inclusive community to achieve superior results in the field of education.

Lewis Center for Educational Research  
STRATEGIC PLAN

GOALS  
Goals to achieve our vision  
(Updated Annually)

**Business/Fiscal**

Goal 1: ~~Maintain fiscal stability and seek diversified outside funding that allows us to be innovative. Build and sustain the financial capacity of the Lewis Center in order to achieve our Strategic Plan.~~

**Facilities**

~~Goal Two: Develop and maintain facilities to meet the TK-12 needs at both campuses.~~

**Student Success**

Goal ~~3~~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. 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.~~

**Staffing**

Goal ~~4~~3: ~~Recruit, develop and retain a highly qualified and diversified staff. Recruit, develop, and retain a highly-qualified, innovative, flexible, and diversified staff.~~

**Organizational Effectiveness**

Goal ~~Five~~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 Lewis Center for Educational Research will communicate and operate under a shared vision, mission, goals and objectives.~~

Lewis Center for Educational Research  
STRATEGIC PLAN

OBJECTIVES  
The outcomes we expect

Business/Fiscal

**Goal 1:** ~~Maintain fiscal stability and seek diversified outside funding that allows us to be innovative. Build and sustain the financial capacity of the Lewis Center in order to achieve our Strategic Plan.~~

1.1 ~~Objective:~~ ~~At the end of the fiscal year, the~~ Lewis Center ~~and each~~ schools will maintain a balance of no less than 45 days of cash on hand (or 12.33%).  
~~Strategy:~~ The annual budget will be developed ~~with to maintain~~ reserves set aside to meet this goal and ~~build the cash fund balance for each school~~ ~~uphold each school's bond covenant.~~  
~~Strategy:~~ ~~A deferred maintenance plan will be considered in the development of the annual budget.~~  
~~Strategy:~~ In the case of cash deferrals, alternative, short-term borrowing options ~~will~~ ~~may~~ be considered to preserve financial stability.

1.2 ~~Objective:~~ Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by ~~the~~ School Site Councils.  
~~Strategy:~~ ~~Principals, Budget Managers, Coordinators, and Finance staff will utilize a shared document to track all restricted fund plans and expenditures. will receive clear communication regarding~~ ~~This document will track~~ all restrictive dollars, the total amount of each fund, ~~allowable and planned expenses,~~ and reporting requirements and timelines.  
~~Strategy:~~ The planning for this spending will be ~~based on student learning outcomes and guided by input from staff, students, families, and community members. These priorities will be incorporated into~~ ~~initiated with the development of~~ the LCAP ~~and~~ annual budget. As information is released from the State and Federal governments, these plans will be updated and communicated to the Board and ~~stakeholders~~ ~~community partners.~~ The LCAP process will include ~~community partner engagement via School Site Council, English Language Advisory Council, Town Halls, Academic Leadership Team, etc.~~

~~1.3 Objective:~~ ~~Develop and share with stakeholders a proposed 3-year financial plan in alignment with the LCAP engagement process (presented annually at the June board meeting).~~

~~1.4.1.3~~ **Objective:** Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.

**Strategy:** Ensure both schools have full enrollment and substantial waiting lists.

**Strategy:** ~~Continually evaluate systems, efficiencies, duplications, and staffing levels to allow compensation to be prioritized.~~

**Strategy:** Continue to evaluate the salary ~~schedule~~ ~~scale~~ ~~structures~~ and ~~benefits packages~~ through comparison surveys and ~~accounting analysis to ensure the most competitive total compensation package for LCER employees in recognition of hard-to-fill positions.~~

~~1.5.1.4~~ **Objective:** The Foundation Board will raise funds annually to support the identified needs of LCER schools and programs.

**Strategy:** The Foundation will continue to host the annual gala each spring with the proceeds allocated 50/50 toward each ~~schools' capital campaign~~ ~~school~~.

**Strategy:** The Foundation will host an additional event each ~~fall~~ ~~year~~ that will cultivate our donors and raise additional funds.

**Strategy:** Foundation Board members will work to cultivate donors throughout our communities by attending local events and promoting the Lewis Center.

**Strategy:** ~~Stakeholders~~ ~~Community partners~~ will receive regular updates on Foundation-supported activities to build awareness and increase support for future fundraising efforts.

**Strategy:** Recruit additional Foundation Board Members to assist in these fund development efforts.

## **Facilities**

**Goal 2: Develop and maintain facilities to meet the identified TK-12 needs at both campuses.**

~~2.1~~ **Objective:** Complete NSLA TK-12 and Head Start campuses by August of 2021 and within budget.

**Strategy:** Continue to work with school development team to facilitate the construction process.

**Strategy:** ~~Create a regular schedule of site visits with staff to keep project momentum going.~~

~~2.2~~ **Objective:** Be prepared to open NSLA on August 30, 2021.

**Strategy:** Task Force to meet weekly rather than monthly.

**Strategy:** Increase student recruitment efforts to result in at least 100% in grades TK-6, and 80% capacity in grades 7-8, and 75% in grade 9 as of March lottery.

**Strategy:** Continue to fill remaining seats and build the waiting list by June 2021.

**Strategy:** NSLA administration will develop a logistics plan for campus relocation to be implemented May-August 2021. This plan should include: phased moving plan;

~~classroom placement, office placement, network infrastructure and testing schedule, Furniture, Fixtures and Equipment orders and placement/installation, compliance oversight, ensure staff work calendars support the move, etc.). The administrative team will meet weekly to discuss progress and needs.~~

~~2.3 Objective: 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.)~~

~~Strategy: Hold monthly meetings with Director of Finance, Facilities Manager, Director of IT, Principals to evaluate needs and monitor progress.~~

~~Strategy: Create annual staff and student surveys regarding maintenance and campus condition to guide planning and ensure safety.~~

~~Strategy: Create contingency plans for major system malfunctions in order not to interrupt instructional time.~~

~~2.4 Objective: Create a long-term plan for upcoming capital improvements at both campuses by June 2022.~~

~~Strategy: Include stakeholder engagement (such as: SSC, ALT, LCAP engagement) to identify needs.~~

~~Strategy: Prioritize these identified needs in the budget development process.~~

### Student Success

~~**Goal 32:** Strengthen all school programs and enrichment opportunities at both schools resulting in student success in the areas of academic, behavioral, and social emotional wellness. **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.**~~

~~32.1 Objective: Both schools will demonstrate continual increases in student mastery in the area of Mathematics all areas as reported on the annual California School Dashboard.~~

~~Strategy: Both schools will support the implementation of the adopted Math curricula and specialized subject matter through ongoing professional development and training.~~

~~Strategy: Increase elementary targeted academic interventions through teacher and MTSS Team's recommendations such as Universal Access Time, Rocket/Knight Lab, and tutoring. Both schools will increase STEM offerings across grade levels to reinforce and support cross-curricular application of mathematical standards and concepts.~~

~~Strategy: AAE Both schools will offer fee reductions/waivers for SAT/ACT/AP preparation classes and tests to increase student participation and passing rates.~~

~~Strategy: Utilize secondary homeroom or elective periods to offer additional academic and SEL support for students through Math labs, study skills, social~~

**Commented [L1]:** Changing this objective to match both schools' LCAPs.

[emotional wellness, suicide prevention, digital citizenship, and dual enrollment.](#) NSLA instructional observations/walks will be focused on "student talk" rather than "teacher talk" during math instruction. The data gathered will be used in coaching sessions with teachers.—

[Strategy: Continue to increase secondary Honors/AP offerings within the master schedule and through dual enrollment.](#)

~~32.2~~ **Objective:** ~~In order to demonstrate annual decreases in suspension rates on the California School Dashboard, Both schools are implementing curricula at the elementary, middle and high school to will support Social Emotional Learning (SEL).~~ ~~The collective outcomes of these strategies are to:~~ enhance the ability of students to self-regulate, strengthen [interpersonal relationships amongst students and staff](#), and ~~increase healthy coping skills~~ [empower teachers to support SEL needs in the classroom.](#)

[Strategy: Both schools are implementing age-appropriate, research-based SEL curricula at the elementary, middle and high school](#)

[Strategy:](#) A pre- and post-SEL survey will be developed and administered to students in grade-level bands (TK-2, 3-5, 7-8, 9-12) to measure students' social-emotional and adaptive skills. Data from pre- and post-assessments will be used to measure effectiveness of SEL implementation and guide future decision making.

[Strategy:](#) Both schools will continue implementing structured SEL time across grade levels to teach social skills, mindfulness strategies, coping skills, etc.

[Strategy:](#) To provide ongoing teacher support, SEL teaching strategies will be embedded into regular meetings and professional development.

[Strategy:](#) Both schools' MTSS and/or ALT teams will regularly analyze discipline and behavior data to develop strategies that address school wide and individual student interventions to increase positive behaviors. Attention will be given to subgroups as indicated on the California School Dashboard.

[Strategy: Both schools will partner with outside agencies to support mental health and social emotional needs for students \(SELPA, Department of Public Health, Department of Behavioral Health, California Children and Family Services, etc.\).](#)

~~32.3~~ **Objective:** Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.

[Strategy: Both schools will strengthen the secondary science offerings to align with current industry trends.](#)

[Strategy:](#) Both schools will increase student involvement in space science and other STEM enrichment learning opportunities (i.e.: GAVRT, NASA's BEST, Space Science Electives, NASA Public Talks, AVCI STEM Nights and field trips, [SAFJROTC](#), AEX/Civil Air Patrol, community events, and STEM camps).

[Strategy:](#) Partner with community agencies to support real-world STEM applications ~~at the middle/high school~~ [across grade](#) levels for both schools.

Strategy: Support professional development for teachers in the areas of technology, Next Generation Science Standards, GAVRT, engineering, and science.

Strategy: Both schools will increase offerings such as: coding, engineering, computer science, robotics, [eSports](#), and GIS.

**32.4 Objective:** Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings each school year.

Strategy: Field and study trips that support this objective will be encouraged for both students and staff (i.e.: Chilean Exchange, Chinese Delegation Exchange, international field trips, cultural activities, etc.)

Strategy: Develop the World Language component of the NSLA High School Program and seek ways to share courses between the two high schools.

Strategy: Seek community and governmental partners to provide real-world opportunities for global learning to students (i.e.: internships, field trips, collaborative projects, etc.)

Strategy: ~~Embed m~~Multiculturalism and global citizenship ~~will be embedded~~ throughout the entire school year and will not only celebrated only on dates where specific cultures, traditions and holidays are recognized. Schools will partner with local groups, Consulates, and multicultural and arts organizations to obtain resources for the school that will increase global citizenship and awareness.

### Staffing

**Goal 43:** Recruit, develop, and retain a highly-qualified, innovative, flexible, and diversified staff.

~~Recruit, develop, and retain a highly-qualified and diversified staff.~~

**43.1 Objective:** Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.

Strategy: Attend teacher recruitment job fairs specific to San Bernardino County.

Strategy: ~~Increase online recruitment efforts for all positions. Staff will utilize all features offered through Recruit job seekers on EdJoin (recruitment, application processing, interviews, reference/background checks, ongoing applicant communication, certificated and classified).~~ ~~Use~~ various outside online job platforms and local newspapers ~~(classified).~~ will be used for classified recruitment efforts.

Strategy: Share job postings through educational platforms (CSDC, ACSA, CASBO, etc.), on social media, and with LCER stakeholders.

Strategy: ~~Increase and~~ leverage community involvement (i.e.: chamber memberships, economic development forums, community alliances, community



cultural organizations, etc.) to elevate LCER's reputation across our communities and recruit diverse applicants for open positions.

Strategy: Offer a step incentive on the classified or certificated pay rate schedule for any AAE/NSLA high school graduate.

Strategy: Evaluate job requirements for certain entry-level positions to increase the applicant pool.

Strategy: Review workforce demographic data to assist with "target recruitment" efforts.

**43.2 Objective:** Develop a comprehensive succession plan for key positions.

Strategy: Under the direction of a board-appointed task force, Research and draft a succession plan for the CEO under the direction of a board-appointed task force. This plan will address both emergency and long-term replacement scenarios. A "responsibility chart" based off of the CEO's job description will be developed with the Executive Team to ensure that each director has the support necessary to perform specific duties should it be necessary.

Strategy: Under the direction of the CEO, the Executive Team will also draft Draft internal plans within their departments to develop staff for growth opportunities for internal promotion.

Strategy: Develop LCER board and Lewis Center Foundation Board succession plans.

Strategy: Prioritize support and training for new and aspiring school site administrators.

Strategy: Utilize the monthly LCER Manager's Meeting times for leadership development, training, and planning. The goal is to build the capacity of all levels of leadership across the organization.

**43.3 Objective:** Invest in professional development for classified and certificated staff, administration, and board members to align with strategic plan and LCAP goals.

Strategy: Utilize categorical and general funding to support teacher professional development that is aligned with student learning goals as stated in the LCAP.

Strategy: Support embedded and ongoing professional development in alignment with the ~~adopted Math and Science curriculum~~ academic, behavioral, and social emotional needs.

Strategy: Develop management and classified capacity through internal and external trainings.

Strategy: Identify potential organizational leaders who are interested in administrative roles. Support their professional growth through professional development, shadowing opportunities, and increased leadership roles within their area.

**43.4 Objective:** As measured annually, LCER will increase and/or maintain organizational staff retention rates.

Strategy: In alignment with Goal 1, Objective 1.5, continue to seek ways to increase compensation for staff using salary comparisons as a guide for priorities. Recruitment strategies may leverage increased salaries and benefits to attract strong candidates.

Strategy: Provide opportunities for shared decision making through PLCs, surveys, ALTs, task forces, cross-organization collaboration, etc.

Strategy: [Provide individualized support to staff who are striving to advance their careers \(for example: a paraprofessional who wants to become a teacher, a teacher who wants to enter administration, a teacher who would like to change grade level/subject, etc.\).](#)

### Organizational Effectiveness

**Goal 54:** ~~C-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 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.**

**54.1 Objective:** Board and Executive Team will actively communicate LCER's mission to the ~~stakeholders and communities~~ [community partners](#) that we serve.

Strategy: Include questions in the annual LCAP stakeholder engagement survey that seek knowledge/awareness of our outstanding schools and programs. ~~Use the results of those responses to strategize recruitment and public relations efforts.~~

Strategy: Each director will be engaged in key organizations within their area of expertise and will continue to seek opportunities to network, lead, and present.

Strategy: Under the direction of the LCER PR and Marketing Coordinator, marketing and branding will increase through social media, print media, conference and community participation, and recruitment efforts as measured by monthly staff board reports.

Strategy: Communicate with parents of the school sites through School Site Councils, Parents and Pastries/Cafecito, Parent/Teacher Groups, English Learner Advisory Councils, Principal's Cabinets, school events, and ongoing communication to ensure that our reputation is strong (with the goal to measure increased attendance at these events or committees).

Strategy: Executive Team and LCER Support Staff will maintain an active presence on both campuses.

**54.2 Objective:** Increase ongoing communication with LCER stakeholders as evidenced by staff, parent and student satisfaction on annual surveys.

Strategy: Give progress updates at All Staff Meetings (August, December, ~~June~~ [May](#)).

Strategy: ~~Hold open~~Provide financial updates around Interim Reporting timeframes or any major financial developments with staff to ensure transparency in LCER finances.

Strategy: Hold ~~annual~~ LCAP ~~stakeholder~~ meetings and Town Halls to report ~~our~~ annual progress toward goals and seek feedback for new goals and needs.

Strategy: Add virtual attendance options to ~~all~~ meetings whenever feasible to increase ~~stakeholder~~ engagement and attendance.

**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX A**

**Historical Background of Strategic Plan**

The Lewis Center for Educational Research (LCER) is in a transitional period in its life cycle. With the retirement of our charismatic, visionary founder, the Board of Directors and Executive Team determined that we are facing a challenging future. To plan for that future, and to assure that it is the future we want it to be, we decided to engage in strategic planning. Board members and senior administrators became the planning team. This team convened several times over a two-month period in the spring of 2016, and spent many hours examining issues and concerns, and to share thoughts, ideas and suggestions on the future of LCER and its two charter schools. The results of those sessions are contained in this strategic plan.

**Process**

In order to address immediate concerns, the planning team first held a five hour "strategic issues" session. Administrative staff presented update reports on issues identified at an earlier board retreat held in November, 2015. Staff asked for and received direction from the Board on most of these issues which are presented in Appendix B.

The strategic issues session was followed by a full day planning meeting. During the morning session, discussion continued on issues where, due to time constraints at the earlier meeting, direction was still desired by staff. The results of these discussions are presented in Appendix C. Meeting minutes from 2017 are presented in Appendix D, meeting minutes from 2018 are presented in Appendix D and meeting minutes from 2019 are presented in Appendix F.

The afternoon session was devoted to reviewing and modifying the LCER mission statement, developing a set of values, and completing a S.W.O.T. analysis. Statements to accompany the values were developed by a small volunteer task force who met a few days later. Those values and value statements are included in the body of the plan. The 2016 S.W.O.T. analysis is presented in Appendix G, the 2017 S.W.O.T. analysis is presented in Appendix H, the 2018 S.W.O.T. analysis is presented in Appendix I and the 2019 S.W.O.T. analysis is presented in Appendix J.

The third session was devoted to determining any remaining critical issues and developing strategic goals and objectives. Additionally, strategies for strategic management were discussed and responsibilities for developing and implementing action plans were assigned.

**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX B**

**Summary of Issues Discussed at February 25, 2016 Session  
(More Detail in Board Minutes)**

<b><u>Issues</u></b>	<b><u>Board's Concerns/Direction</u></b>
<u>Finances</u>	<ol style="list-style-type: none"><li>1. Policies and procedures need revision.</li><li>2. Some new policies and procedures need to be written.</li><li>3. Restructuring of debt need to be completed.</li><li>4. Tetra contract should be reviewed by legal counsel.</li><li>5. Concern that staff is not on top of these issues</li></ol>
<u>Staffing</u>	<ol style="list-style-type: none"><li>1. Grant writer position/person needs review.</li><li>2. Do we need a PR/Community relations position? Can we afford it?</li><li>3. Consulting contracts/position/expenditures need review.</li><li>4. Concern that staff is not on top of these issues</li></ol>
<u>Parity</u>	<ol style="list-style-type: none"><li>1. What is the cost of offering step or stipend for hard-to-fill positions such as BCLAD. Can we afford it? Stacy was given direction to cost out this option.</li><li>2. Stacy was also given direction to cost out other options such as help with repaying student loans, improving leave and benefit package, absorbing health care cost increases, adding additional years to the salary schedule. Stacy to report costs with recommendations to Finance Committee. Finance Committee to bring recommendations to the full Board.</li><li>3. Recruiting teachers is difficult due to salary schedule. Board member suggestion: what if we offered to pay for the last year or two of college in exchange for a multi-year commitment to LCER?</li></ol>
<u>Revenues opportunities</u>	<ol style="list-style-type: none"><li>1. Board directed staff to pursue offering one TK class at each school starting fall 2016.</li><li>2. Board agreed with staff recommendation to try to fill grade levels, thus increasing ADA.</li><li>3. Staff floated several other ideas for increasing revenues. The three that the Board seemed most interested in were cell tower, selling surplus land, and fundraising.</li></ol>

Norton

1. Difficulty in filling upper grades because students must be bilingual and biliterate. Enrollment in upper grades will increase as students in lower grades move up.
2. Low test scores – student must answer questions by writing in English – no exceptions for English learners. No similar schools to use for comparison in California.  
This is a concern for charter renewal.
3. Lease – needs to be renegotiated. Who is responsible? Current lease requires LCER to provide facilities for Head Start – current requirement for a new parking lot.
4. Relocation/expansion – CSUSB not an option. Could expand on current property. Could apply for Prop 39 and/or SB 740 funds.  
Who's responsible?

**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX C**

**Summary of Issues Discussed at February 29, 2016 Session  
(More Detail in Board Minutes)**

<b><u>Issue</u></b>	<b><u>Board's Concerns/Direction</u></b>
<u>Use of Thunderbird</u>	<p>1. Board straw vote provided direction to Gordon to pursue after-school, joint program with AVUSD; keep Board informed of progress.</p> <p>2. Board expressed desire to explore option of selling TBC building, but only with consideration for improvements made by LCER. Can we sell if we don't own the land? Do we need AVUSD's approval to sell? Who's responsible for doing this?</p>
<u>Norton</u>	<p>1. Board decided to have charter renewed as a TK-12 school; strengthen TK-8 program while high school being developed; explore alternative models for high school; to be implemented by next charter renewal; bring plan and timeline for implementation with cost analysis for both the high school and the planning effort to the Board; put timeline in the current charter renewal application; should someone be hired to lead the planning effort?</p> <p>2. Board agreed NSAA's name needs to be changed to reflect what is actually happening. The School Board committee, staff and parents should discuss and recommend name change to the full Board. Some suggested name changes included:</p> <ul style="list-style-type: none"><li>• Norton Language and Science Academy</li><li>• Norton Science and Language Academy</li><li>• Norton Academy</li><li>• Norton Academy for Academic Excellence</li></ul> <p>3. Should Norton have an English Only strand for 5-8? NSAA School Board committee and staff should bring recommendation to the full Board along with implementation plan and cost analysis if recommendation is "yes."</p>

Organizational issues

Should LCER change its name?

Board consensus was to keep the LCER name. Some of the reasons given were:

- Too costly to rebrand
- The community knows us as LCER; to change the name would confuse the community.
- The name gives us a priority (research), and we should develop more university partnerships to do research. (Who is responsible?)
- The name reflects our desire to try new things, innovate

Should there be more emphasis on fundraising?

Board consensus was "yes," and to explore the option of pulling the Fundraising Committee from the Board and make it a separate fundraising foundation. Who will be responsible for this?



**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX D**

**Special Meeting of the  
Lewis Center for Educational Research Board of Directors**

**Minutes  
September 11, 2017**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 12:10 .m.

2.0 Roll Call

LCER Board Members Bud Biggs, Buck Goodspeed, Kirt Mahlum, Kevin Porter, Russell Stringham, Peter Torres, Marcia Vargas and Rick Wolf were present.

LCER Board Members Duberly Beck, Andy Jaramillo, Jose Palafox and Regina Weatherspoon-Bell were absent.

Staff members Valli Andreasen, Fausto Barragan, Ryan Dorcey, Teresa Dowd, Jim Foley, Wes Kanawyer, Lisa Lamb, Stacy Newman, Toni Preciado, Jim Quinn and Paul Rosell were also present.

3.0 Public Comments: None

4.0 Discussion/Action Items on Strategic Planning

.01 Consultant Pat Caldwell Reviewed/Updated LCER Strategic Plan Mission, Vision and Values with the Board and staff.

- Mission: It was discussed and confirmed that we are using data driven and research proven practices at both schools, and the LCER is improving in this area. It was confirmed that we are innovative by using technology at both schools and seek opportunities that prepare our students. It was suggested to interview and get feedback on how we're doing from our graduates (college, trade, business, military), and from our teachers and parents as well. We feel the need to be innovative moving forward - being innovative is what makes us different. We need to balance innovation with legislation/day to day duties. Do we have a

safe and inclusive culture? At NSLA the location, facilities and traffic flow are unsafe, and traffic will increase with the additional warehouses. Upset parents are unsafe to the campus. Lisa noted that surveys show a positive response for safe campuses. Buck asked if safety should be moved up within the mission statement. At AAE outdoor facilities pose a safety hazard. Students feel safe per the student advisory council. It was asked if there is there diversity on the AAE student advisory council and if AAE has a real or perceived issue with diversity. We need to seek advice on how to increase diversity within the boundaries of a lottery enrollment. The Board needs diversity also.

- Vision: Are we exceeding needs? We are not "meeting" CAASP, let alone exceeding. What we're doing needs to be known. We need to tell our story and we need someone to tell it. Paul discussed how special ed students are included. We need to come up with a definition of "a focus on science". We are leading the way in NGSS. Kevin noted we need more science emphasis at both schools. GAVRT doesn't touch our students. A dual immersion high school at NSLA was discussed. Is it a reality fiscally? Marcia feels it is possible. It should definitely be a language focus high school - teaching through the language. Paul asked if the goal is innovation or to prepare students for a global society. We will keep dual immersion high school in the vision. The Board can modify the strategic plan anytime. Marcia noted the need to develop a task force to decide secondary plans for NSLA. Community engagement can be better.
- Values: Last year our focus wasn't innovation. We can now move forward with it as a focus. Kevin felt things were handled in an excellent manner and we have had tremendous collaboration and growth. Lisa thanked Pat and Board for staying focused on plan over the last year.

.02 Consultant Pat Caldwell reviewed/updated LCER Strategic Plan strengths, weaknesses, opportunities and threats with Board and staff, and will incorporate them in the updated LCER Strategic Plan.

.03 Consultant Pat Caldwell reviewed/updated LCER Strategic Plan Existing Goals and Objectives. The goals are our highest priorities. Lisa Lamb provided an update on accomplishments towards the current goals.

Goal 1: "Improve the financial condition of the LCER, including key provisions for sustainability" - we are still working on this goal. Under Objective 1.2 - the budget needs to be more understandable for Board and staff. The date to accomplish this by was updated to December 2017. Kevin would like us to be proactive in looking at figures. Under Objective 1.3 - a 3% reserve is standard. The objective to have no less than two months of total payroll and costs in reserves is over and above the 3%.

Goal 2: "Renew Norton's charter in December 2016 and continually strengthen the academic program" – the charter was renewed and we are in lease negotiations with the City and County of San Bernardino regarding the campus. We need to determine our final option and our budget. Lisa has been able to tell NSLA's story to many during this process.

Goal 3: "The Lewis Center for Educational Research will be unified under a common vision, mission, goals and objectives" – we are still working on trust and transparency and will review the objectives.

.04 Consultant Pat Caldwell lead a discussion on identifying any new critical issues and goals and objectives. Lisa Lamb presented information on a new goal of academics that will be included in the updated LCER Strategic Plan.

Kirt asked that more information on what's being done in math, robotics, etc. be included in the Board packets/meetings. Russ asked about coding and measureable results.

Lisa and Pat will make the revisions to the LCER Strategic Plan, and the Exec Team will review the objectives, and then bring the revised plan to the LCER Board for approval.

#### 5.0 Adjournment

Chairman Bud Biggs adjourned the meeting at 3:30 p.m.

**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX E**

**Special Meeting of the  
Lewis Center for Educational Research Board of Directors**

**Minutes  
October 19, 2018**

1. **CALL TO ORDER:** Chairman Kevin Porter called the meeting to order at 8:35 a.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Kirt Mahlum (arrived at 9:00 a.m.), Jim Morris, Omari Onyango (left at 2:30 p.m.), Kevin Porter, David Rib and Marcia Vargas were in attendance.

LCER Board Members Sharon Page and Rick Wolf were absent.

Staff members Valli Andreasen, Fausto Barragan, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb and Stacy Newman and Paul Rosell were also in attendance.

Pat Caldwell facilitated the Strategic Planning.

3. **PUBLIC COMMENTS:** None
4. **DISCUSSION/ACTION ITEMS ON STRATEGIC PLANNING:**
  - .01 **LCER Organizational Structure/Board and Staff Roles:** Pat Caldwell led an activity on the structure of the LCER. David Gruber also presented information on how LCER is funded.
  - .02 **Review/Update LCER Strategic Plan S.W.O.T. Analysis:** Strengths, weaknesses, opportunities and threats were identified.
  - .03 **Review/Update LCER Strategic Plan Existing Goals:** Pat Caldwell instructed the Board that strategic planning is visionary. The Board sets goals, which give direction for staff and the organization. Staff then develops objectives and strategies for how to implement the goals. Strategies can change throughout the year. Existing goals were reworded to the following:  
Goal 1 – Build the financial capacity of the LCER, including key provisions for sustainability.  
Goal 2 – Develop and maintain facilities to meet the TK-12 needs at both campuses.

Goal 3 - Strengthen the academic programs at both schools resulting in increased student mastery.

Goal 5 – (formerly Goal 4) The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals and objectives.

**.04 Identify any New Critical Issues and Goals:** The top 3 critical issues identified were: Successful NSLA expansion, financial stability/capacity, and maintain a high quality staff.

The following new goal was numbered as Goal 4 – Recruit, develop and retain a highly qualified staff.

The Executive Team will develop new objectives and strategies for implementing the goals, and the Strategic Plan will be revised and brought back to the Board for approval in February.

5. **ADJOURNMENT:** Chairman Kevin Porter adjourned the meeting at 3:30 p.m.

**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX F**

**Special Meeting of the  
Lewis Center for Educational Research Board of Directors**

**Minutes  
August 9, 2019**

1. **CALL TO ORDER:** Chairman Duberly Beck called the meeting to order at 8:25 a.m.
2. **ROLL CALL:** LCER Board Members Duberly Beck, Pat Caldwell, Jim Morris, Sharon Page, and Jessica Rodriguez (left at 1:00 pm.), Marcia Vargas and Rick Wolf were in attendance.

LCER Board Members David Rib and Omari Onyango were absent.

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

Heather Kinney attended the afternoon session on behalf of SBCSS.

3. **PUBLIC COMMENTS:** None

4. **DISCUSSION/ACTION ITEMS:**

.01 Review and Update LCER Mission and Vision – the LCER Board stated they would like to be more informed verbally about data driven results. They would like to add Global Society into the objectives. The LCER Board and LCER staff divided into 4 groups to work on the mission and vision, and then had a discussion as a whole. There was a discussion whether “student success” or “school and programs” should be first in the mission statement. The new mission statement developed for approval within the updated Strategic Plan is: “To ensure student success in a global society through data driven and research based schools and programs that are safe, innovative and culturally inclusive.” A committee was developed to work on the vision – Lisa Lamb, Sharon Page, Matt Cabe and Fausto Barragan.

They will bring the vision forward for approval by the LCER Board.  
Information from the groups will be shared with the committee.

.02 Complete S.W.O.T. Analysis for 2019-20 School Year -

Strengths - NASA, passion, leadership, longevity, culture, safe, language, model-exemplary, campuses-facilities, student services, broadly supportive, different expectations, well-known, community, partnerships, diversity, committed board, parents, staff & faculty, Special Ed, inclusive, unique programs, STEAM, extra-curricular, diverse community, best practices, data driven, research based, PLCs, camaraderie, big wait list, curiosity, relationship with authorizers, relationships with elected officials, finances, stability, reputation, WASC accreditation, dual language, award winning programs, well established, back office structure, innovation, partnerships world wide, PR person, Lewis Center Foundation

Weaknesses - Internal marketing, student participation in GAVRT and space science classes, visibility, external marketing, local outreach needs to be reimagined, nobody knows our current story, not visionary, two schools working together to share best practices - still feels like forced play, branding, fundraising, energy of science teachers - no passion, competition for teachers, science isn't a fundamental part of our culture, salaries for teachers and administration, lack of science labs and resources, lack of team development in science programs, facilities a challenge, budgeting management of facilities, management of facilities - not enough special types of classrooms, maintenance and upkeep of grounds, not enough space, student recruitment at NSLA and AAE HS, grading policy no D, rigor, lack of fiscal and staffing to innovate, need more thinking outside of the box, challenge to meet the basics while enhancing ability to innovate, sports facilities at NSLA, stipends for sports staff, lack of school spirit, not enough onsite facilities for sports

Opportunities - NASA is cool right now, grant \$ for languages/STEM/low economic populations, college partnerships, optical telescope at CSUSB, parent connection, partnership opportunities, fundraising opportunities, artificial intelligence, leverage partnerships with business community, industry internships, cyber security program at CSUSB, free camp for ms girls, informal education partnerships (i.e. Discovery Cube), expand global exchanges, alumni involvement, local elected officials

Threats - political, California, litigious society, legislative, unfunded mandates, rules, compliance, CTA, other district compensation, other dual immersion programs, magnet schools, anti-immigration, tariffs, teacher shortage, city of SB disfunction, special ed law and litigation, vaping, social media, social-emotional trauma, mental health, cost of providing services, school safety, hard to keep up with changes - esp in technology, cost of doing it, home school charters/other educational opportunities, screen

time, cell phones, lack of human interaction, irrational parents, teachers who come with bad habits, cyber hacking

.03 Review Goals and Progress Made in 2018-2019 School Year – Lisa Lamb handed out progress on the goals and reviewed the current goals which she feels are still relevant.

.04 Finance Presentation – John Phan, Urban Futures Incorporated - Jim Morris recused himself for this presentation. John Phan reported that we interviewed and hired a new development team and the reasons for the change. He talked about the structure options for financing including concepts and terms. A tax exempt bond is the number one way for charters to finance. For the underwriter selection, two firms were chosen. Cross collateralization will not be required. We will need to establish two special purpose entities (LLC). This also allows an opportunity to refinance current bonds and separate additional financing to build AAE a multipurpose room as well as the NSLA new campus. The LCER Board would like a breakdown of how AAE can afford a higher loan amount. John will provide this.

.05 Norton Campus Expansion Development – Larry Rieder, Charter School Property Solutions

Larry Rieder presented on the Norton campus expansion development and provided an entitlement approval schedule. Final approval is expected February 15. Financing doesn't close until that process is completed. He also showed a new site plan that was reviewed.

.06 Critical Issues were not discussed as the current goals are still relevant.

.07 Updated and Revise LCER Goals as Needed - Goal 3 was updated to be titled "Student Success" instead of "Academics" to reflect the new mission statement. "Diversity" will be added to Goal 4. New objectives will be created by the Exec Team based on today's conversations.

5. **ADJOURNMENT:** Chairman Duberty Beck adjourned the meeting at 3:53 p.m.



**Lewis Center for Educational Research**  
**STRATEGIC PLAN**

**APPENDIX G**

**Special Meeting of the**  
**Lewis Center for Educational Research Board of Directors**

**Minutes**  
**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  
STRATEGIC PLAN**

**APPENDIX GH**

**S.W.O.T. ANALYSIS (2016)**

At the second planning session, planning team members engaged in a “mini” environmental analysis by brainstorming the organization’s strengths and weaknesses (internal) and opportunities and threats (external). Their determination of strengths that might be enhanced and weaknesses that might be corrected, along with opportunities and threats presented by the external environment, helped guide them when deciding what critical issues must be addressed. Their brainstormed S.W.O.T. follows:

**Strengths**

- Highly dedicated staff
- Parent support
- Engaged students
- Motivated Board
- Outside the box thinking
- Culture
- Safe environment
- Small class sizes
- Caring staff
- Private school environment
- Less bureaucracy
- Passionate about learning
- Tight community feel
- Non-negotiation
- Successful K-12 program
- Technology rich
- Partnerships
- Enrichment programs
- Well-balanced education
- Parents that care
- Facilities
- Locations
- Relationships with chartering agencies
- Relationships with other agencies
- Pride
- GAVRT, Bridge, Local Outreach, HiDas,
- Successful alumni

- AFROTC
- Political connections
- Media connections
- Bi-literacy
- Chinese partnerships
- Board connections

### **Weaknesses**

- Lack of planning
- GAVRT
- Lack of transparency
- Communication
- Facilities & Norton
- Lack of marketing
- Detailed budget planning
- No football team
- Weak in developing new partnerships
- Teacher turnover at NSAA
- Relationships between board & exec team
- Student attrition
- Fund development
- Low salaries
- No multi-year budget
- Lack of capital investment
- Current policies
- Lack of leadership transition planning
- Lack of stakeholder involvement
- Tracking alumni
- NSAA treated like stepchild
- Lack of proactive recruitment of teachers
- Lack of student recruitment
- Broken promises
- Weak Board
- Uninformed Board
- Lack of Board participation at Festival of Arts at AAE

### **Opportunities**

- Business partnerships
- University partnerships
- Developing real estate at AAE & NSAA
- STEM partnerships
- Fund development
- Relationship with alliance for education
- Internships

- Political relationships
- Alumni
- Low interest rates, rising economy
- Partnership with community service agencies
- 740 program & Prop 39

### **Threats**

- Other salary schedules elsewhere
- Competing dual immersion programs
- Shortage of teachers
- Uncertain revenues
- Common core vs. the unknown
- County/city involvement in our lease
- Anti-charter movement
- Negotiation
- Teacher training institutions have bad impression of charter schools
- More legislation coming
- Needing more legal advice due to regulations
- Security
- LCAPS more regulated
- Charter renewals
- Desert Trails controversy

**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX H**

**S.W.O.T. ANALYSIS (2017)**

**Strengths**

- After School Program
- At will
- Board of Directors
- Branding
- Chinese partnerships
- Communication
- Culture
- Engaged students
- Enrichment opportunities
- Jim Foley
- Leadership
- Low staff attrition
- Non-negotiation
- Parent support
- Partnerships
- Political connections
- Potential
- Private school environment
- Relationships
- Safe environment
- Salary flexibility
- Sports
- Strong administration
- Strong relationships with authorizers
- Teachers
- Technology rich
- Transparency

**Weaknesses**

- Data analysis
- Doing business in California
- Gathering data from stakeholders
- GAVRT in classrooms
- Facilities
- Financial responsibilities
- Financial resources

- Financial understanding
- Lack of marketing
- Low salaries
- Online presence – social media
- Policy revisions
- Standard operating procedures for support departments
- Tracking alumni
- Visibility

#### **Opportunities**

- Advocacy
- Alumni
- Conference presentations
- Corporate partnerships
- Educational association connections
- Environmental land trust
- Friendraising
- Funding opportunities
- Partnerships
- Political connections
- Speaker's bureau – former board members
- STEM partnerships
- Student internships
- University and community college partnerships

#### **Threats**

- Lease with SB County/City
- Legislation
- Natural disasters
- Other salary schedules elsewhere
- Security – cyber and campus
- Shortage of teachers and subs
- Negotiation
- Well-funded anti-charter movement

**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX IJ**

**S.W.O.T. ANALYSIS (2018)**

**Strengths**

- Board
- People
- Supportive arents
- Great reputation
- Innovation
- Diversity
- Partnerships
- GAVRT
- Relationship with authorizers
- Longevity
- History
- Wait list
- Strong & unique academic programs
- Dual immersion
- Fiscal stability
- Fiscal process
- Technology
- Location of schools
- Reach – global, national
- Discussing, not attacking
- Dedication
- Transparency of budget process
- Strategic Planning
- Bylaws revisions
- General morale
- More trust
- Leadership
- Communication
- Students first
- Retention
- High quality staff
- Retention of students
- Professional development
- Flexibility
- Utilize best practices
- Integrity



- Loyalty
- Respect
- Exemplary Systems
- Safe schools
- School uniforms
- Small class sizes
- TK-12 schools
- Nurturing Culture
- Fiduciary oversight
- Blank slate for Norton facilities
- Risk tolerance
- Risk takers
- Small schools
- Small CMO
- High level of volunteers
- Parents Involved
- Legacy

**Weaknesses**

- Financial uncertainty
- Growth – how to successfully grow Norton
- PR/marketing
- Fund development
- Compensation levels
- Communication
- Facility planning
- Facility maintenance
- Board knowledge of programs
- Goofy lease terms
- Historical decisions/mistakes
- Legacy
- Updating policies
- STEM/STEAM at Norton
- Board visibility
- Exec team presence
- Perception of inequities between Norton and AAE
- Succession plan
- Budget inflexibility
- Support for new employees
- High supervisor ratio
- Math test results
- Academic achievement at Norton and AAE
- Labs at both schools
- Complacency

- Lack of resources compared to non-charter public schools
- Lack of participation in activities for special needs students
- Special ed culture at Norton
- Geographical distance between schools
- Lack of understanding of the uniqueness of each school
- Challenge of writing IEPs for English speaking student in dual immersion program
- Lack of waiting list at Norton
- Stability/strength of middle school at Norton
- High school waiting list at AAE
- Lack of charitable giving
- LCER reputation and presence in Inland Empire
- Number of Board members from Inland Empire
- Small athletic program
- Overburdened leadership
- Lack of transitional planning

#### **Opportunities**

- NGSS standards
- NASA partnership
- Informal education
- Address local or regional educational needs
- Attract students because of graduation rates and college going numbers
- Lack of other high performing charter schools
- Magnet focus to fill the void in world languages
- Build a high school with an end in mind
- Align classroom experience with unique extracurricular programs
- Can put interns into the classroom
- Stay ahead of next cutting edge trend
- Become role model for other dual language schools
- Tough challenge to always be out in front
- Become known as the leading charter schools
- Can gain more community support
- Growth at Norton
- Land trust
- University partnerships for staff recruitment and PD

#### **Threats**

- Attack on charter schools
- Negotiation
- PERS/STRS
- Comparable salaries/compensation
- State funding for charter schools
- Anti-charter governor

- Economy
- Teacher shortage
- Competition for bilingual teachers
- Socio-economic status of demographics in region
- Growth of special ed needs
- Perception of bloated admin and fiscal mismanagement
- Declining prospective student population
- Technological demand of education in 21<sup>st</sup> century
- Litigation
- Security threats – cyber attack, terrorism, etc.
- Opposition to our program expansion
- AVUSD board election
- Increasing regulatory requirements
- No appeal rights with county authorizer
- Students overuse of technology/language skills dropping, etc., less interaction
- Diminishing social skills
- Ghost charters
- Substitute shortage

**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX JK**

**S.W.O.T. ANALYSIS (2019)**

**Strengths**

- NASA
- Passion
- Leadership
- Longevity
- Culture
- Safe
- Language
- Model-exemplary
- Campuses-facilities
- Student services
- Broadly supportive
- Different expectations
- Well-known
- Community
- Partnerships
- Diversity
- Committed board, parents, staff & faculty
- Special Ed
- Inclusive
- Unique programs
- STEAM
- Extra-curriculars
- Diverse community
- Best practices
- Data driven
- Research based
- PLCs
- Camaraderie
- Big wait list
- Curiosity
- Relationship with authorizers
- Relationships with elected officials
- Finances

- Stability
- Reputation
- WASC accreditation
- Dual language
- Award winning programs
- Well established
- Back office structure
- Innovation
- Partnerships world wide
- PR person
- Lewis Center Foundation

### **Weaknesses**

- Internal marketing
- Student participation in GAVRT and space science classes
- Visibility
- External marketing
- Local outreach needs to be reimagined
- Nobody knows our current story
- Not visionary
- Two schools working together to share best practices - still feels like forced play
- Branding
- Fundraising
- Energy of science teachers - no passion
- Competition for teachers
- Science isn't a fundamental part of our culture
- Salaries for teachers and administration
- Lack of science labs and resources
- Lack of team development in science programs
- Facilities a challenge
- Budgeting management of facilities
- Management of facilities - not enough special types of classrooms
- Maintenance and upkeep of grounds
- Not enough space
- Student recruitment at NSLA and AAE HS
- Grading policy no Ds
- Rigor
- Lack of fiscal and staffing to innovate
- Need more thinking outside of the box
- Challenge to meet the basics while enhancing ability to innovate
- Sports facilities at NSLA

- Stipends for sports staff
- Lack of school spirit
- Not enough onsite facilities for sports

**Opportunities**

NASA is cool right now  
 Grant \$ for languages/STEM/low economic populations  
 College partnerships  
 Optical telescope at CSUSB  
 Parent connections  
 Partnership opportunities  
 Fundraising opportunities  
 Artificial intelligence  
 Leverage partnerships with business community  
 Industry internships  
 Cyber security program at CSUSB  
 Free camp for ms girls  
 Informal education partnerships (i.e. Discovery Cube)  
 Expand global exchanges  
 Alumni involvement  
 Local elected officials

**Threats**

Political  
 California  
 Litigious society  
 Legislation  
 Unfunded mandate  
 Rules  
 Compliance  
 CTA  
 Other district compensation  
 Other dual immersion programs  
 Magnet schools  
 Anti-immigration  
 Tariffs  
 Teacher shortage  
 City of SB disfunction  
 Special ed law and litigation  
 Vaping  
 Social media

Social-emotional trauma  
Mental health  
Cost of providing services  
School safety  
Hard to keep up with changes - esp in technology  
Cost of doing it  
Home school charters/other educational opportunities  
Screen time  
Cell phones  
Lack of human interaction  
Irrational parents  
Teachers who come with bad habits  
Cyber hacking

**Lewis Center for Educational Research  
STRATEGIC PLAN**

**APPENDIX ~~K~~L**

**S.W.O.T. ANALYSIS (2020)**

**Strengths**

- Professional organization for 30 years
- Academic record
- Financially stable
- Parent engagement
- Strong community
- Partnerships
- Innovation
- Unique programs
- Board
- Leadership
- Facilities/buildings
- Interesting story
- Inclusive
- Our people
- Staff stability
- Experience
- Committed staff
- Special education
- History
- Reputation
- We are global
- Alumni excel
- Student perspective
- Student leadership opportunities
- AFJROTC
- Field trips
- ASB
- Ambassadors
- Chilean delegation
- Global travel
- Advocacy
- Fundraising
- Research



- Data driven
- Financial discipline
- Safe
- Desired schools
- Vigor
- Strong professional development
- Bilingual
- Connections because we are TK-12
- Waitlist
- GAVRT
- Small schools
- Family feel
- Personal relationships
- Strong relationship with authorizers
- Strong technology
- Relationship builders
- Pride of students and staff
- Multi-cultural
- Diversity
- Student supports
- Lewis Center Foundation
- Exec/Board Collaboration
- Social emotional learning (SEL)
- Shared leadership
- Parents
- Volunteers
- How we have weathered COVID
- Locations of our 3 campuses
- Distinguished/honors
- WASC
- Enrichment

**Weaknesses**

- Don't recognize strengths
- Don't self promote (e.g. ordering banners and completing applications for recognition)
- Distance between campuses
- Aligning practices across organization/schools
- Branding
- Recruitment for students
- Staff diversity

- Salary schedules
- Building leadership succession
- Online presence
- Consistency in communication using different platforms
- Lack of tech training for parents
- Lack of intentional outreach to students of higher need
- AAE reputation of not being a diverse population
- Reality vs. Reputation
- Being one, sharing opportunities with all students (e.g. GAVRT)
- Staff don't know GAVRT
- Staff doesn't understand charters
- We don't tell our story
- Feel too established, not hungry, like a District
- Waitlist at NSLA
- Not taking advantage of recruitment opportunities
- GAVRT not benefitting our own students
- Lack of teacher enthusiasm for programs
- Strength of HS sports (facilities, transportation)

#### **Opportunities**

- To become involved in IE groups
- Partner w/SBCUSD
- Voice in chambers
- Shine as a charter compared to districts
- Alumni
- Social injustice
- Share courses between our high school or with local community colleges
- Space Force
- New NSLA campus
- COVID silver linings
- NSLA as a demonstration school for dual immersion
- MPR at AAE
- Bias training
- Bringing more science to NSLA
- STEM programs
- Grants – 3 NSF, ROSES, NASA
- Marketing LCER Program
- Math – build out strength
- Aviation licensing/career pathway (much to develop)
- Apple Valley train station
- Outreach

- Together United
- Diversification

### **Threats**

- COVID-19
- Closures impact on students
- Unlearn unhealthy habits from pandemic
- Learning loss
- Negotiation
- California budget
- Political landscape/climate
- Reliable sources
- Biases
- Fears
- Election results
- Litigation (e.g. SPED)
- SB City political instability/chaos
- AVUSD school board changes
- County-wide benefit lacks appeal process
- Changing nature of delivering education – online programs/charters
- Media (e.g. COVID-19)
- Social media
- Competitive salaries in local districts

**Lewis Center for Educational Research**  
**STRATEGIC PLAN**

**APPENDIX M**

**S.W.O.T. ANALYSIS (2022)**

**Strengths**

- strategic planning
- great reputation
- leadership
- collaboration with authorizer
- staff
- families
- facilities
- leadership
- ROTC
- Technology
- community interest
- longevity of staff
- leadership opportunities for students
- STEM opportunities for students
- Partnerships, i.e. NASA/JPL
- professional development
- 2 very different schools
- nationally recognized special education program
- talented teachers (including bilingual)
- dual immersion program
- our board (caliber, attendance, support, longevity)
- reputation within charter community
- finances
- sound fiduciary oversight
- scientific and educational research
- global organization
- transparency
- positive publicity
- Foundation fundraising
- alumni (returning to work at LCER)
- athletics program
- sportsmanship/character
- academic rigor
- preparing students for college and career
- SEL support
- advocacy

- LCER general admin support of schools
- waiting list at both schools
- AAE endangered species on campus: tui chub and desert tortoise
- AP capstone diploma
- Volunteers
- TK-12

### **Weaknesses**

- distance between schools
- LCER/AAE/NSLA relationship/location
- secondary science program
- science facilities/labs at AAE
- communication and perception from parents
- school meals (vendor for two schools, scale of purchasing, administration, quality)
- diversity of staff (gender, race)
- staff response to changing student demographics and needs
- transportation
- developing staff leadership and admin capacity
- communicating GAVRT
- internal GAVRT offerings
- economic uncertainty
- major student discipline and ability to handle
- math assessment scores
- became traditional district/model
- communicating research,
- \$\$\$
- need more space at AAE
- athletic facilities

### **Opportunities**

- external funding
- STEM ecosystems
- growing our Inland Empire partnerships
- community outreach
- partnering between both schools
- cutting edge educational research
- technology
- bring in professionals
- engineering
- increase community use of facilities
- increase outside field trips
- MEEC
- NSLA gym/athletics

- non-traditional elective offerings
- non-negotiation
- parents
- volunteers

### **Threats**

- risk adverse
- litigation
- economic
- negative charter environment
- negotiation
- social media
- technology
- charter school funding
- homeless
- special ed due process
- great resignation
- teacher shortage
- external culture
- anti-authority/education
- entitlement
- over protective labor laws
- increasing sp ed population
- political battles impacting education
- pandemic – endemic
- school safety/violence
- environment – theft/homeless
- future not stable
- uncertainty
- increasing mental health concerns

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

Date of meeting: June 13, 2022

Title: 2022-2023 Budget

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Presentation:      Consent:      Action:  X  Discussion:      Information:     

**Background:**

The Finance Department presented a Budget Draft to the Board of Directors on May 24, 2022.

**Budget details as presented:**

- 1) Latest LCFF Calculation (v20.1) COLA of 6.56% for 22/23
- 2) Certificated Salary Schedules adjustments for Column unit requirements & Column III Step increase at year 17
- 3) Classified position salary comparison completed to increase the salary ranges for 11 classifications (52 positions)
- 4) 7 Additional Certificated Staff positions at NSLA for the growth of MS/HS and 1 Additional Certificated Staff position at AAE for the growth of TK

**Fiscal Implications (if any):**

The Lewis Center for Educational Research will continue to absorb the increases to the base medical plan, funding step and class increases across the board and providing a 6.5% COLA increase to all salary schedules.

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

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

**Recommendation:**

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

Submitted by: Lisa Lamb, President/CEO, LCER  
David Gruber, Chief Business Officer, LCER

# Lewis Center 2021/2022 Multi-Year Budget Projections

## Revenue

Name	Proposed 2022-2023				2023-2024	2024-2025
	AAE	NSLA	LCER	Total	Total	Total
ADA/LCFF	8,113,034	7,773,463	-	15,886,497	18,401,899	20,592,117
Property Tax	1,683,069	-	-	1,683,069	1,707,563	1,707,563
LCFF Supplemental	1,082,523	1,633,553	-	2,716,076	3,108,501	3,443,921
LCFF Concentration	-	1,565,488	-	1,565,488	1,886,928	2,141,361
Education Protection Act	3,790,597	2,821,523	-	6,612,120	7,007,783	7,324,854
Lottery	238,753	190,462	-	429,215	455,656	477,046
Lottery - Res. 6300	95,208	75,951	-	171,159	181,704	190,233
Special Needs - AB602	1,076,019	706,816	-	1,782,835	1,782,835	1,782,835
Special Needs - Federal	177,502	172,466	-	349,968	349,968	349,968
Mandate Block Grant	36,536	15,310	-	51,846	53,672	55,376
MAA	30,000	40,000	-	70,000	70,000	78,000
Cafeteria - Local	-	-	-	-	-	-
Cafeteria - State	32,473	38,551	-	71,024	71,024	71,024
Cafeteria - Federal	634,402	611,558	-	1,245,960	1,245,960	1,245,960
A-G Completion Grant	145,182	-	-	145,182	-	-
ELO-ASP/Summer Academy	190,734	360,173	-	550,907	-	-
AB/SB 86 In Person Instruction	-	-	-	-	-	-
AB/SB 86 Expanded Learning Opportunities	-	-	-	-	-	-
GEER	-	-	-	-	-	-
Corona Virus Relief Fund	-	-	-	-	-	-
ESSER I	-	-	-	-	-	-
ESSER II	42,453	42,455	-	84,908	-	-
ESSER III	30,593	32,174	-	62,767	-	-
COVID	-	-	-	-	-	-
Classified Professional PD	-	-	-	-	-	-
SB740	-	1,150,000	-	1,150,000	1,275,000	1,425,000
Title I	188,768	270,882	-	459,650	459,650	459,650
Title II	36,825	38,452	-	75,277	75,277	75,277
Title III	-	30,420	-	30,420	30,420	30,420
Title IV	11,999	17,175	-	29,174	29,174	29,174
Before & After School	-	-	-	-	-	-
Interest	1,000	1,000	-	2,000	2,000	2,000
ROTC	80,916	-	-	80,916	80,916	80,916
Juno Project	-	-	74,990	74,990	74,990	74,990
NASA Solar Probe	-	-	-	-	-	-
Foundation	-	-	10,000	10,000	10,000	10,000
Local Outreach	-	-	2,500	2,500	10,000	15,000
	17,718,586	17,587,872	87,490	35,393,948	38,370,920	41,662,685

## Reserves

Economic Uncertainty	(154,216)	(110,352)	-	(264,568)	-	-
	(154,216)	(110,352)	-	(264,568)	-	-

## Contributions to LCER

LCER Management	(1,863,982)	(1,748,061)	3,612,043	-	-	-
Food Services	(11,987)	(11,987)	23,974	-	-	-
SPED	(165,273)	(165,273)	330,546	-	-	-
ESSER Support	(16,087)	(16,087)	32,174	-	-	-
Nursing	(85,151)	(21,288)	106,439	-	-	-
	(2,142,480)	(1,962,696)	4,105,176	-	-	-

## Total Revenue

Revenue+Reserves+Contribution to LCER	15,421,890	15,514,824	4,192,666	35,129,380	38,370,920	41,662,685
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# Lewis Center 2021/2022 Multi-Year Budget Projections

## Expenditures

36241 Name	Proposed 2021-2022				2022-2023	2023-2024
	AAE	NSLA	LCER	Total	Total	Total
Certificated	6,430,873	5,447,516	801,225	12,679,614	13,686,799	14,784,271
Certificated Hourly	58,015	20,000	-	78,015	85,000	120,000
Certificated Substitute	112,500	100,000	-	212,500	220,000	260,000
Certificated Supplemental	20,000	9,000	-	29,000	30,000	40,000
Certificated Stipends	89,104	49,150	-	138,254	160,000	180,000
Certificated OT	-	-	-	-	-	-
Total Certificated	6,710,492	5,625,666	801,225	13,137,383	14,181,799	15,384,271
Classified	701,781	501,239	1,542,134	2,745,154	2,854,960	2,983,433
Classified Hourly	1,160,993	1,150,922	66,143	2,378,058	2,553,180	2,833,074
Classified Substitute	47,500	41,000	-	88,500	88,500	88,500
Classified Supplemental	35,165	10,000	-	45,165	60,000	60,000
Classified Stipends	67,750	29,750	-	97,500	97,500	97,500
Classified OT	17,532	16,196	4,135	37,863	40,000	40,000
Total Classified	2,030,721	1,749,107	1,612,412	5,392,240	5,694,140	6,102,507
Employee Benefits	1,279,436	1,024,334	387,968	2,691,738	2,839,784	3,010,171
STRS	1,214,627	1,025,588	124,814	2,365,029	2,708,724	2,938,396
PERS	568,496	519,131	453,349	1,540,976	1,486,171	1,653,779
Apple	3,794	-	715	4,509	4,690	4,900
Social Security	145,353	124,016	107,949	377,318	353,037	378,355
Medicare	126,748	106,863	35,173	268,784	288,201	311,558
State Unemployment Ins.	43,706	36,874	12,130	92,710	244,474	264,287
Workers Comp.	122,377	103,178	33,959	259,514	278,263	300,815
Total Benefits	3,504,537	2,939,984	1,156,057	7,600,578	8,203,344	8,862,261
Approved Textbooks	227,000	196,300	-	423,300	450,000	480,000
Classroom Books	15,500	8,500	-	24,000	30,000	35,000
Class Supplies	75,306	57,325	-	132,631	140,000	150,000
Other Supplies	72,338	81,249	13,300	166,887	170,000	180,000
Equipment (under 5k)	24,500	18,000	1,500	44,000	50,000	55,000
Reimbursables	-	-	-	-	-	-
Food	517,000	503,000	-	1,020,000	1,200,000	1,300,000
Office Supplies	26,750	19,000	5,025	50,775	60,000	65,000
Postage	-	200	12,000	12,200	13,500	15,000
Computers	72,000	88,000	-	160,000	160,000	160,000
Equipment for resale	-	-	-	-	-	-
Software	98,750	80,750	41,500	221,000	230,000	240,000
Furniture	25,500	102,500	2,000	130,000	130,000	130,000
Books, Media, Library	7,500	12,000	-	19,500	25,000	25,000
Total Supplies	1,162,144	1,166,824	75,325	2,404,293	2,658,500	2,835,000

# Lewis Center 2021/2022 Multi-Year Budget Projections

Name	Proposed 2021-2022				2022-2023	2023-2024
	AAE	NSLA	LCER	Total	Total	Total
Employee Admin	2,000	1,500	250	3,750	3,750	3,750
Volunteer Fingerprinting	-	-	-	-	-	-
Testing	31,499	13,500	-	44,999	47,500	50,000
Referees	14,400	7,500	-	21,900	26,500	29,000
Field Trip	-	2,000	-	2,000	-	-
Travel/Mileage	7,924	7,500	33,755	49,179	55,000	75,000
Car Allowance	-	-	12,000	12,000	12,000	12,000
Training & Conferences	16,750	22,565	15,675	54,990	60,000	65,000
Other Services	1,250	24,000	-	25,250	30,000	30,000
Provided Training	-	-	-	-	-	-
Dues & Membership	23,825	6,500	11,150	41,475	41,475	41,475
AVUSD Fees	16,673	-	-	16,673	17,075	17,075
SB Co Fees	10,000	147,940	-	157,940		
Banking Fees	-	2,200	2,500	4,700	5,000	5,000
Insurance	165,000	165,000	140,000	470,000	500,000	525,000
Legal Fees	18,164	5,500	99,564	123,228	135,000	135,000
Consulting	61,500	134,000	35,000	230,500	240,000	250,000
Trash-Sewer	55,000	50,000	8,800	113,800	115,000	115,000
Gardening	5,000	10,000	4,000	19,000	20,000	20,000
Janitorial	50,000	50,000	6,500	106,500	115,000	120,000
Pest Control	-	2,300	-	2,300	2,500	2,500
Security	20,436	5,000	6,500	31,936	35,000	35,000
Telephone	39,900	41,800	30,420	112,120	120,000	120,000
Utilities	295,000	200,000	38,000	533,000	550,000	575,000
Copier	46,500	46,500	10,333	103,333	105,000	105,000
Emergency-First Aid	10,000	14,000	1,000	25,000	25,000	25,000
Rentals - Leases	3,150	2,000	10,000	15,150	15,150	15,150
Advertising - Marketing	7,500	7,500	2,500	17,500	22,500	25,000
Public Relations	7,500	5,000	2,500	15,000	20,000	20,000
Special Events	15,000	5,000	7,200	27,200	30,000	30,000
Facilities - Maintenance	100,000	70,000	11,500	181,500	215,000	215,000
Auto	-	-	1,000	1,000	1,000	1,000
Bus	49,000	23,500	-	72,500	80,000	90,000
Equipment Repairs	61,000	60,000	37,500	158,500	160,000	175,000
<b>Total Services</b>	<b>1,133,971</b>	<b>1,132,305</b>	<b>527,647</b>	<b>2,793,923</b>	<b>2,804,450</b>	<b>2,926,950</b>
Sites - Improvements of Site	250,000	25,000	12,500	287,500	350,000	400,000
Building - Improvements of Bldg	50,000	10,000	7,500	67,500	75,000	100,000
Capital Equipment (Over 5K)	-	5,000	-	5,000	25,000	25,000
<b>Total Capital Exp</b>	<b>300,000</b>	<b>40,000</b>	<b>20,000</b>	<b>360,000</b>	<b>450,000</b>	<b>525,000</b>
Bond Payment	580,025	2,860,938	-	3,440,963	3,440,738	3,440,513
<b>Total Debt Services</b>	<b>580,025</b>	<b>2,860,938</b>	<b>-</b>	<b>3,440,963</b>	<b>3,440,738</b>	<b>3,440,513</b>
Revenue - Expenditures	-	-	-	-	937,949	1,586,183



# LCER 2021/2022 Budget

Expense Name	CEO Budget	Finance Budget	HR Budget	AVCI Budget	GP Budget	IT Budget	Facilities Budget		SPED Budget	LCER Total
							MRC	TBC		
Approved Textbooks	-	-	-	-	-	-	-	-	-	-
Classroom Books	-	-	-	-	-	-	-	-	-	-
Class Supplies	-	-	-	-	-	-	-	-	-	-
Other Supplies	700.00	1,000.00	800.00	10,000.00	500.00	-	-	-	300.00	13,300.00
Equipment (under 5k)	500.00	-	-	-	-	1,000.00	-	-	-	1,500.00
Reimburseables	-	-	-	-	-	-	-	-	-	-
Food	-	-	-	-	-	-	-	-	-	-
Office Supplies	800.00	1,750.00	975.00	-	-	1,000.00	-	-	500.00	5,025.00
Postage	-	12,000.00	-	-	-	-	-	-	-	12,000.00
Computers	-	-	-	-	-	-	-	-	-	-
Equipment for resale	-	-	-	-	-	-	-	-	-	-
Software	-	12,500.00	-	-	-	29,000.00	-	-	-	41,500.00
Furniture	2,000.00	-	-	-	-	-	-	-	-	2,000.00
Books, Media, Library	-	-	-	-	-	-	-	-	-	-
Total Supplies	4,000.00	27,250.00	1,775.00	10,000.00	500.00	31,000.00	-	-	800.00	75,325.00

Employee Admin	-	-	250.00	-	-	-	-	-	-	250.00
Volunteer Fingerprinting	-	-	-	-	-	-	-	-	-	-
Testing	-	-	-	-	-	-	-	-	-	-
Referees	-	-	-	-	-	-	-	-	-	-
Field Trip	-	-	-	-	-	-	-	-	-	-
Travel/Mileage	8,000.00	7,505.00	7,500.00	-	1,250.00	1,000.00	1,500.00	-	7,000.00	33,755.00
Training & Conferences	6,000.00	5,000.00	2,675.00	-	-	-	-	-	2,000.00	15,675.00
Other Services	-	-	-	-	-	-	-	-	-	-
Provided Training	-	-	-	-	-	-	-	-	-	-
Dues & Membership	3,500.00	1,750.00	3,875.00	-	-	825.00	-	-	1,200.00	11,150.00
AVUSD Fees	-	-	-	-	-	-	-	-	-	-
SB Co Fees	-	-	-	-	-	-	-	-	-	-
Banking Fees	-	2,500.00	-	-	-	-	-	-	-	2,500.00
Insurance	-	140,000.00	-	-	-	-	-	-	-	140,000.00
Legal Fees	15,000.00	25,800.00	50,000.00	-	-	-	8,764.00	-	-	99,564.00
Consulting	-	-	-	-	10,000.00	-	-	-	25,000.00	35,000.00
Trash-Sewer	-	-	-	-	-	-	5,200.00	3,600.00	-	8,800.00
Gardening	-	-	-	-	-	-	4,000.00	-	-	4,000.00
Janitorial	-	-	-	-	-	-	6,500.00	-	-	6,500.00
Pest Control	-	-	-	92	-	-	-	-	-	-

## LCER 2021/2022 Budget

Expense Name	CEO Budget	Finance Budget	HR Budget	AVCI Budget	GP Budget	IT Budget	Facilities Budget		SPED Budget	LCER Total
							MRC	TBC		
Security	-	-	-	-	-	-	5,000.00	1,500.00	-	6,500.00
Telephone	-	-	-	-	-	30,420.00	-	-	-	30,420.00
Utilities	-	-	-	-	-	-	20,000.00	18,000.00	-	38,000.00
Copier	-	-	-	-	-	10,333.00	-	-	-	10,333.00
Emergency-First Aid	-	-	-	-	-	-	1,000.00	-	-	1,000.00
Rentals - Leases	-	5,000.00	-	-	-	-	5,000.00	-	-	10,000.00
Advertising - Marketing	-	-	2,500.00	-	-	-	-	-	-	2,500.00
Public Relations	2,500.00	-	-	-	-	-	-	-	-	2,500.00
Special Events	7,200.00	-	-	-	-	-	-	-	-	7,200.00
Facilities - Maintenance	-	-	-	-	-	-	9,500.00	2,000.00	-	11,500.00
Auto	-	-	-	-	-	-	1,000.00	-	-	1,000.00
Bus	-	-	-	-	-	-	-	-	-	-
Equipment Repairs	-	-	-	-	10,000.00	27,500.00	-	-	-	37,500.00
<b>Total Services</b>	<b>42,200.00</b>	<b>187,555.00</b>	<b>66,800.00</b>	<b>-</b>	<b>21,250.00</b>	<b>70,078.00</b>	<b>67,464.00</b>	<b>25,100.00</b>	<b>35,200.00</b>	<b>515,647.00</b>
Sites - Improvements of Site	-	-	-	-	-	-	-	12,500.00	-	12,500.00
Building - Improvements of Bldg	-	-	-	-	-	-	7,500.00	-	-	7,500.00
Capital Equipment (Over 5K)	-	-	-	-	-	-	-	-	-	-
<b>Total Capital Exp</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7,500.00</b>	<b>12,500.00</b>	<b>-</b>	<b>20,000.00</b>
Tetra	-	-	-	-	-	-	-	-	-	-
Interest Expense	-	-	-	-	-	-	-	-	-	-
Loan Principal	-	-	-	-	-	-	-	-	-	-
<b>Total Debt Services</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Expenditures</b>	<b>46,200.00</b>	<b>214,805.00</b>	<b>68,575.00</b>	<b>10,000.00</b>	<b>21,750.00</b>	<b>101,078.00</b>	<b>74,964.00</b>	<b>37,600.00</b>	<b>36,000.00</b>	<b>610,972.00</b>





## AAE 2021/2022 Budget

Expense Name	General Budget	Athletics Budget	Library Budget	VAPA Budget	IT Budget	Facilities Budget	Unrestricted Total	SPED Budget	Cafeteria Budget	ELOP-	Title I Budget	Title II Budget	Title IV Budget	Restricted Total	AAE Total
Approved Textbooks	225,000.00	-	-	-	-	-	225,000.00	2,000.00	-	-	-	-	-	2,000.00	227,000.00
Classroom Books	15,000.00	-	-	-	-	-	15,000.00	500.00	-	-	-	-	-	500.00	15,500.00
Class Supplies	50,000.00	4,550.00	-	16,975.00	-	-	71,525.00	1,500.00	-	2,281.00	-	-	-	3,781.00	75,306.00
Other Supplies	33,000.00	15,250.00	-	700.00	-	500.00	49,450.00	1,500.00	6,703.00	12,500.00	2,185.00	-	-	22,888.00	72,338.00
Equipment (under 5k)	10,000.00	1,000.00	-	-	-	5,000.00	16,000.00	3,500.00	5,000.00	-	-	-	-	8,500.00	24,500.00
Reimburseables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food	-	-	-	-	-	-	-	-	517,000.00	-	-	-	-	517,000.00	517,000.00
Office Supplies	22,500.00	250.00	-	-	-	500.00	23,250.00	1,500.00	2,000.00	-	-	-	-	3,500.00	26,750.00
Postage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers	-	-	-	-	72,000.00	-	72,000.00	-	-	-	-	-	-	-	72,000.00
Equipment for resale	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	-	-	-	-	94,000.00	-	94,000.00	-	4,750.00	-	-	-	-	4,750.00	98,750.00
Furniture	-	-	-	-	-	25,000.00	25,000.00	500.00	-	-	-	-	-	500.00	25,500.00
Books, Media, Library	-	-	7,500.00	-	-	-	7,500.00	-	-	-	-	-	-	-	7,500.00
Total Supplies	355,500.00	21,050.00	7,500.00	17,675.00	166,000.00	31,000.00	598,725.00	11,000.00	535,453.00	14,781.00	2,185.00	-	-	563,419.00	1,162,144.00

Employee Admin	2,000.00	-	-	-	-	-	2,000.00	-	-	-	-	-	-	-	2,000.00
Volunteer Fingerprinting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Testing	12,000.00	-	-	-	-	-	12,000.00	7,500.00	-	-	-	-	11,999.00	19,499.00	31,499.00
Referees	-	14,400.00	-	-	-	-	14,400.00	-	-	-	-	-	-	-	14,400.00
Field Trip	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel/Mileage	2,500.00	1,500.00	-	-	1,500.00	500.00	6,000.00	-	1,000.00	-	-	924.00	-	1,924.00	7,924.00
Training & Conferences	-	2,500.00	-	-	5,000.00	-	7,500.00	2,000.00	2,500.00	-	-	4,750.00	-	9,250.00	16,750.00
Other Services	-	-	-	-	-	1,250.00	1,250.00	-	-	-	-	-	-	-	1,250.00
Provided Training	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dues & Membership	15,000.00	7,500.00	-	325.00	-	-	22,825.00	1,000.00	-	-	-	-	-	1,000.00	23,825.00
AVUSD Fees	16,673.00	-	-	-	-	-	16,673.00	-	-	-	-	-	-	-	16,673.00
SB Co Fees	10,000.00	-	-	-	-	-	10,000.00	-	-	-	-	-	-	-	10,000.00
Banking Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance	165,000.00	-	-	-	-	-	165,000.00	-	-	-	-	-	-	-	165,000.00
Legal Fees	7,500.00	-	-	-	-	7,164.00	14,664.00	3,000.00	500.00	-	-	-	-	3,500.00	18,164.00
Consulting	7,500.00	-	-	-	2,500.00	-	10,000.00	51,500.00	-	-	-	-	-	51,500.00	61,500.00
Trash-Sewer	-	-	-	-	-	55,000.00	55,000.00	-	-	-	-	-	-	-	55,000.00
Gardening	-	-	-	-	-	5,000.00	5,000.00	-	-	-	-	-	-	-	5,000.00
Janitorial	-	-	-	-	-	50,000.00	50,000.00	-	-	-	-	-	-	-	50,000.00
Pest Control	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	15,000.00	-	-	-	-	5,436.00	20,436.00	-	-	-	-	-	-	-	20,436.00
Telephone	-	-	-	-	39,900.00	-	39,900.00	-	-	-	-	-	-	-	39,900.00
Utilities	-	-	-	-	-	295,000.00	295,000.00	-	-	-	-	-	-	-	295,000.00
Copier	-	-	-	-	46,500.00	-	46,500.00	-	-	-	-	-	-	-	46,500.00
Emergency-First Aid	10,000.00	-	-	-	-	-	10,000.00	-	-	-	-	-	-	-	10,000.00
Rentals - Leases	-	-	-	-	-	3,150.00	3,150.00	-	-	-	-	-	-	-	3,150.00
Advertising - Marketing	7,500.00	-	-	-	-	-	7,500.00	-	-	-	-	-	-	-	7,500.00
Public Relations	7,500.00	-	-	-	-	-	7,500.00	-	-	-	-	-	-	-	7,500.00
Special Events	15,000.00	-	-	-	-	-	15,000.00	-	-	-	-	-	-	-	15,000.00
Facilities - Maintenance	-	-	-	-	-	100,000.00	100,000.00	-	-	-	-	-	-	-	100,000.00
Auto	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



## AAE 2021/2022 Budget

Expense Name	General Budget	Athletics Budget	Library Budget	VAPA Budget	IT Budget	Facilities Budget	Unrestricted Total	SPED Budget	Cafeteria Budget	ELOP-	Title I Budget	Title II Budget	Title IV Budget	Restricted Total	AAE Total
Bus	-	45,000.00	-	4,000.00	-	-	49,000.00	-	-	-	-	-	-	-	49,000.00
Equipment Repairs	-	-	-	-	61,000.00	-	61,000.00	-	-	-	-	-	-	-	61,000.00
Total Services	293,173.00	70,900.00	-	4,325.00	156,400.00	522,500.00	1,047,298.00	65,000.00	4,000.00	-	-	5,674.00	11,999.00	86,673.00	1,133,971.00
Sites - Improvements of Site	-	-	-	-	-	250,000.00	250,000.00	-	-	-	-	-	-	-	250,000.00
Building - Improvements of Bldg	-	-	-	-	-	50,000.00	50,000.00	-	-	-	-	-	-	-	50,000.00
Capital Equipment (Over 5K)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Capital Exp	-	-	-	-	-	300,000.00	300,000.00	-	-	-	-	-	-	-	300,000.00
Bond Payment	580,200.00	-	-	-	-	-	580,200.00	-	-	-	-	-	-	-	580,200.00
Total Debt Services	580,200.00	-	-	-	-	-	580,200.00	-	-	-	-	-	-	-	580,200.00
<b>Total Expenditures</b>	<b>1,228,873.00</b>	<b>91,950.00</b>	<b>7,500.00</b>	<b>22,000.00</b>	<b>322,400.00</b>	<b>853,500.00</b>	<b>2,526,223.00</b>	<b>76,000.00</b>	<b>539,453.00</b>	<b>14,781.00</b>	<b>2,185.00</b>	<b>5,674.00</b>	<b>11,999.00</b>	<b>650,092.00</b>	<b>3,176,315.00</b>







## NSLA 2021/2022 Budget

Expense Name	General Budget	Athletics Budget	IT Budget	Facilities Budget	Unrestricted Total	SPED Budget	Cafeteria Budget	ELOP-	Title I Budget	Title II Budget	Title III Budget	Title IV Budget	Restricted Total	NSLA Total
Special Events	5,000.00	-	-	-	5,000.00	-	-	-	-	-	-	-	-	5,000.00
Facilities - Maintenance	-	-	-	70,000.00	70,000.00	-	-	-	-	-	-	-	-	70,000.00
Auto	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bus	-	15,000.00	-	-	15,000.00	-	-	4,500.00	-	-	-	4,000.00	8,500.00	23,500.00
Equipment Repairs	-	-	60,000.00	-	60,000.00	-	-	-	-	-	-	-	-	60,000.00
<b>Total Services</b>	<b>450,140.00</b>	<b>22,500.00</b>	<b>157,300.00</b>	<b>390,300.00</b>	<b>1,020,240.00</b>	<b>13,000.00</b>	<b>4,500.00</b>	<b>64,500.00</b>	<b>-</b>	<b>18,065.00</b>	<b>2,000.00</b>	<b>10,000.00</b>	<b>112,065.00</b>	<b>1,132,305.00</b>
Sites - Improvements of Site	-	-	-	25,000.00	25,000.00	-	-	-	-	-	-	-	-	25,000.00
Building - Improvements of Bldg	-	-	-	10,000.00	10,000.00	-	-	-	-	-	-	-	-	10,000.00
Capital Equipment (Over 5K)	-	-	-	5,000.00	5,000.00	-	-	-	-	-	-	-	-	5,000.00
<b>Total Capital Exp</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>40,000.00</b>	<b>40,000.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>40,000.00</b>
Tetra	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense	2,860,938.00	-	-	-	2,860,938.00	-	-	-	-	-	-	-	-	2,860,938.00
Loan Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Debt Services</b>	<b>2,860,938.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,860,938.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,860,938.00</b>
<b>Total Expenditures</b>	<b>3,612,403.00</b>	<b>46,000.00</b>	<b>321,300.00</b>	<b>534,800.00</b>	<b>4,514,503.00</b>	<b>23,000.00</b>	<b>525,429.00</b>	<b>98,605.00</b>	<b>-</b>	<b>18,065.00</b>	<b>3,290.00</b>	<b>17,175.00</b>	<b>685,564.00</b>	<b>5,200,067.00</b>

Charter School Name: Academy for Academic Excellence  
 CDS #: 36750773631207  
 Charter Authorizer: Apple Valley Unified School District  
 County: San Bernardino  
 Charter #: 968

Form Originated 5/03/2022

To the authorizing/oversight district:  
 2022-23 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Charter School Official  
 (Original signature required)  
 Printed Name: David Gruber Title: Chief Business Officer

CERTIFICATION OF FINANCIAL CONDITION:

<input checked="" type="checkbox"/> <b>POSITIVE</b> As the Charter School Official, I certify that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.	<input type="checkbox"/> <b>QUALIFIED</b> As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.	<input type="checkbox"/> <b>NEGATIVE</b> As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.
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To the County Superintendent of Schools:  
 2022-23 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 Authorized Representative of  
 Charter Approving Entity  
 (Original signature required)  
 Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

<input type="checkbox"/> <b>POSITIVE</b> As the Charter School Authorizer, I believe that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.	<input type="checkbox"/> <b>QUALIFIED</b> As the Charter School Authorizer, I believe that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.	<input type="checkbox"/> <b>NEGATIVE</b> As the Charter School Authorizer, I believe that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.
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2022-23 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33(1).

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
 County Superintendent/Designee  
 (Original signature required)

For additional information on the budget report, please contact:

For Charter Authorizer/Reviewer:

\_\_\_\_\_  
 Name  
 \_\_\_\_\_  
 Title  
 \_\_\_\_\_  
 Telephone  
 \_\_\_\_\_  
 E-mail address

For Charter School:

David Gruber  
 Name  
Chief Business Officer  
 Title  
(760) 946-5414 ext. 172  
 Telephone  
Dgruber@lcer.org  
 E-mail address

Charter School Attendance		CHARTER NAME: Academy for Academic Excellence										
Form Originated 5/03/2022		#NAME?										
Fiscal Year 2022-23 Budget Projected ADA												
#NAME?	Line	2021-22		2022-23			2023-24			2024-25		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
<b>Non Classroom Funding Determination Rate*</b>		100%										
TK/K-3:												
Regular ADA	A-1	386.48		434.70		12.48%	440.89		1.42%	441.28		0.09%
Classroom-based ADA included in A-1	A-2	386.48		434.70		12.48%	440.89		1.42%	441.28		0.09%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	386.48		434.70		12.48%	440.89		1.42%	441.28		0.09%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	386.48	386.48	434.70	434.70	12.48%	440.89	440.89	1.42%	441.28	441.28	0.09%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1	21.86		42.35		93.73%	43.46		2.62%	43.85		0.90%
Grades 4-6												
Regular ADA	A-1	318.11		329.81		3.68%	335.76		1.80%	335.90		0.04%
Classroom-based ADA included in A-1	A-2	318.11		329.81		3.68%	335.76		1.80%	335.90		0.04%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	318.11		329.81		3.68%	335.76		1.80%	335.90		0.04%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	318.11	318.11	329.81	329.81	3.68%	335.76	335.76	1.80%	335.90	335.90	0.04%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Grades 7-8												
Regular ADA	A-1	224.99		231.53		2.91%	242.65		4.80%	244.37		0.71%
Classroom-based ADA included in A-1	A-2	224.99		231.53		2.91%	242.65		4.80%	244.37		0.71%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	224.99		231.53		2.91%	242.65		4.80%	244.37		0.71%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	224.99	224.99	231.53	231.53	2.91%	242.65	242.65	4.80%	244.37	244.37	0.71%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	

Charter School Attendance		CHARTER NAME: Academy for Academic Excellence											
Form Originated 5/03/2022		#NAME?											
Fiscal Year 2022-23 Budget Projected ADA													
#NAME?	Line	2021-22		2022-23			2023-24			2024-25			
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	
Grades 9-12													
	Regular ADA	A-1	392.76		406.35		3.46%	405.00		-0.33%	403.85		-0.28%
	Classroom-based ADA included in A-1	A-2	392.76		406.35		3.46%	405.00		-0.33%	403.85		-0.28%
	Extended Year Special Ed	A-3											
	Classroom-based ADA included in A-3	A-4											
	Special Ed - NPS	A-5											
	Classroom-based ADA included in A-5	A-6											
	Extended Year Special Ed - NPS	A-7											
	Classroom-based ADA included in A-7	A-8											
	ADA Totals (A-1, A3, A5, A7)	A-9	392.76		406.35		3.46%	405.00		-0.33%	403.85		-0.28%
	Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	392.76	392.76	406.35	406.35	3.46%	405.00	405.00	-0.33%	403.85	403.85	-0.28%
	Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Totals													
	Regular ADA	A-1	1,322.34		1,402.39		6.05%	1,424.30		1.56%	1,425.40		0.08%
	Classroom-based ADA included in A-1	A-2	1,322.34		1,402.39		6.05%	1,424.30		1.56%	1,425.40		0.08%
	Extended Year Special Ed	A-3	-		-			-			-		
	Classroom-based ADA included in A-3	A-4	-		-			-			-		
	Special Ed - NPS	A-5	-		-			-			-		
	Classroom-based ADA included in A-5	A-6	-		-			-			-		
	Extended Year Special Ed - NPS	A-7	-		-			-			-		
	Classroom-based ADA included in A-7	A-8	-		-			-			-		
	ADA Totals (A-1, A3, A5, A7)	A-9	1,322.34		1,402.39		6.05%	1,424.30		1.56%	1,425.40		0.08%
	Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	1,322.34	1,322.34	1,402.39	1,402.39	6.05%	1,424.30	1,424.30	1.56%	1,425.40	1,425.40	0.08%
	Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
	<b>Total Funded ADA</b>			<b>1,322.34</b>		<b>1,402.39</b>			<b>1,424.30</b>			<b>1,425.40</b>	

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



CHARTER NAME: Academy for Academic Excellence  
 #NAME?  
 #NAME?

Fiscal Year 2022-23 Budget

Form Originated 5/03/2022

ASSUMPTIONS:	2022-23	2023-24	Change	2024-25	Change
<b>Local Control Funding (LCFF) - BAS/FCMAT Calculator:</b>					
COLA (on Base)	6.56%	5.38%	-1.18%	4.02%	-1.36%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 14,669,223	\$ 15,685,427	6.93%	\$ 16,326,756	4.09%
LCAP: Public Hearing Date (mm/dd/yyyy)	5/9/2022				
Board Approval Date (mm/dd/yyyy)	6/13/2022				
<b>Lottery Allocation Amount Per ADA:</b>					
Unrestricted	\$ 163	\$ 163	\$ -	\$ 163	\$ -
Restricted	\$ 65	\$ 65	\$ -	\$ 65	\$ -
<b>ADA/Enrollment:</b>					
Total Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Classroom Based ADA	1,402.39	1,424.30	21.91	1,425.40	1.10
Total Funded P-2 Attendance	1,402.39	1,424.30	21.91	1,425.40	1.10
Estimated Enrollment PY CBEDS Certified Enrollment	1,456	1,490	1,503	1,506	3.00
Enrollment Growth Over Prior Year	2.34%	0.87%		0.20%	
ADA to Enrollment Ratio	2021-22 90.82%	94.12%	94.76%	94.65%	
Unduplicated Count PY CBEDS Certified Unduplicated Count	589	596	603	609	6.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %)	2021-22 40.18%	40.19%	40.19%	40.19%	
<b>Certificated Salaries and Benefits:</b>					
Number of Teachers (FTE)	68.60	68.60	0.00	68.60	0.00
Number of Certificated Management FTEs	3.50	3.00	-0.50	3.00	0.00
Number of Other Certificated FTEs	4.00	4.00	0.00	4.00	0.00
Classroom Staffing Ratio - Students per FTE	21.72	21.91	0.19	21.95	0.04
Teachers Increased/(Decreased) for projected Enrollment change over PY	7.00	6.00	-1.00	4.00	-2.00
Average Teacher FTE Salary	\$ 81,755	\$ 85,025	4.00%	\$ 88,426	4.00%
Average Certificated Management FTE Salary	\$ 137,650	\$ 140,000	1.71%	\$ 144,000	2.86%
Average Other Certificated FTE Salary	\$ 92,723	\$ 96,664	4.25%	\$ 100,530	4.00%
Cert Step and Column Increase (Total Annual Cost)	\$ 175,000	\$ 175,000	0.00%	\$ 175,000	0.00%
Other Pay, Stipends, Extra Pay	\$ 89,104	\$ 90,000	1.01%	\$ 90,000	0.00%
Health and Welfare Cost per Employee	\$ 14,027	\$ 14,764	5.25%	\$ 15,612	5.74%
Retirement Cost per Cert Employee	\$ 16,357	\$ 17,011	4.00%	\$ 17,692	4.00%
STRS Rate	19.10%	19.10%	0.00%	19.10%	0.00%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Salary increases are based on the traditional step and column advancement on the salary schedule. To support in the transition of a new principal and the implementation of ELOP, we will have our previous TK-12 Principal support as a Coordinator for the first 6 months of the school year.					
<b>Classified Salaries and Benefits:</b>					
Number of Classified (Non-Mgmt) FTEs	45.56	45.56	0.00	45.56	0.00
Number of Classified Management FTEs	1.00	1.00	0.00	1.00	0.00
Average Salary per Classified Non-Mgmt FTE	\$ 35,965	\$ 37,583	4.50%	\$ 39,275	4.50%
Average Salary per Classified Mgmt FTE	\$ 66,359	\$ 69,345	4.50%	\$ 72,466	4.50%
Class Step and Column Increase (Total Annual Cost)	\$ 55,000	\$ 55,000	0.00%	\$ 55,000	0.00%
Other Pay, Stipends, Extra Pay	\$ -	\$ -		\$ -	
Health and Welfare Cost per Class Employee	\$ 4,376	\$ 4,606	5.26%	\$ 4,875	5.84%
Retirement Cost per ClassEmployee	\$ 9,104	\$ 9,510	4.46%	\$ 9,919	4.30%
PERS Rate	25.37%	25.20%	-0.17%	24.60%	-0.60%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Increases to salaries are based on the traditional step advancement by our classified team.					

CHARTER NAME: Academy for Academic Excellence  
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Fiscal Year 2022-23 Budget

Form Originated 5/03/2022

<b>ASSUMPTIONS:</b>	2022-23	2023-24	Change	2024-25	Change
<b>Statutory Benefits</b>					
FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	0.50%	0.50%	0.00%	0.50%	0.00%
Workers Comp	1.40000%	1.40000%	0.00%	1.40000%	0.00%
<b>Facilities:</b>					
Rent	\$ 580,025	\$ 579,625	-0.07%	\$ 579,000	-0.11%
Electricity	\$ 200,000	\$ 200,000	0.00%	\$ 200,000	0.00%
Heating (gas)	\$ 20,000	\$ 20,000	0.00%	\$ 20,000	0.00%
Other	\$ 75,000	\$ 75,000	0.00%	\$ 75,000	0.00%
Explain "Other" facility costs:					
Other is accounting for water and trash utility expenses for the campus.					
<b>Administrative Service Agreements:</b>					
0.11% Oversight Fees to Sponsor	\$ 16,831	\$ 17,997	6.93%	\$ 18,733	4.09%
Administrative Service Contract	\$ 1,863,982	\$ 1,990,989	6.81%	\$ 2,071,178	4.03%
Other Contracted Costs					
<b>List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)</b>					

CHARTER NAME: Academy for Academic Excellence  
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Fiscal Year 2022-23 Budget  
 Unrestricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>REVENUES</b>							
LCFF Sources							
LCFF	8011	7,635,824	20.43%	10,228,611	11.23%	10,875,748	6.33%
EPA	8012	3,574,225	6.05%	3,849,818	1.56%	3,852,792	0.08%
State Aid - Prior Year	8019	(1,781,511)					
In Lieu Property Taxes	8096	1,667,221	0.95%	1,606,998	-4.52%	1,598,216	-0.55%
Federal	8100-8299	84,756	-4.53%	80,916	0.00%	80,916	0.00%
State							
Lottery - Unrestricted	8560	226,570	5.38%	242,483	1.56%	242,670	0.08%
Lottery - Prop 20 - Restricted	8560						
Other State Revenue	8300-8599	56,536	17.69%	66,536	0.00%	66,536	0.00%
Local							
Interest	8660	1,000	0.00%	1,000	0.00%	1,000	0.00%
AB602 Local Special Education Transfer	8792						
Other Local Revenues	8600-8799	-		-		-	
<b>Total Revenues</b>		<b>\$ 11,464,621</b>	<b>31.33%</b>	<b>\$ 16,076,362</b>	<b>6.77%</b>	<b>\$ 16,717,878</b>	<b>3.99%</b>
<b>EXPENDITURES</b>							
Certificated Salaries	1000-1999	5,405,816	10.85%	6,232,176	4.00%	6,512,624	4.50%
Classified Salaries	2000-2999	1,091,579	29.56%	1,477,919	4.50%	1,544,426	4.50%
Benefits	3000-3999	2,415,948	24.32%	3,153,609	5.00%	3,219,173	2.08%
Books & Supplies	4000-4999	525,600	13.91%	650,000	8.56%	685,000	5.38%
Contracts & Services	5000-5999	873,311	19.92%	1,200,000	14.58%	1,250,000	4.17%
Capital Outlay	6000-6599	254,688	17.79%	300,000	0.00%	300,000	0.00%
Other Outgo	7100-7299	1,717,980	13.45%	2,070,989	6.25%	2,151,178	3.87%
Debt Service (see Debt Form)	7400-7499	580,200	-0.03%	579,625	-0.07%	579,000	-0.11%
<b>Total Expenditures</b>		<b>\$ 12,865,122</b>	<b>15.70%</b>	<b>\$ 15,664,318</b>	<b>5.23%</b>	<b>\$ 16,241,401</b>	<b>3.68%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ (1,400,501)</b>		<b>\$ 412,044</b>	<b>140.88%</b>	<b>\$ 476,477</b>	<b>15.64%</b>
<b>OTHER SOURCES &amp; USES</b>							
Other Sources/Contributions to Restricted Programs	8900					\$ (121,670)	
Other Uses	7600						
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ (121,670)</b>	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ (1,400,501)</b>		<b>\$ 412,044</b>	<b>140.88%</b>	<b>\$ 354,807</b>	<b>-13.89%</b>

CHARTER NAME: Academy for Academic Excellence  
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Fiscal Year 2022-23 Budget  
 Unrestricted MYP

Form Originated 5/03/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>FUND BALANCE, RESERVES</b>								
Beginning Balance at Adopted Budget	9791	6,053,173	5,789,659	-4.35%	5,960,715	2.95%	6,372,758	6.91%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	1,136,987						
Beginning Fund Balance as per Audit Report +/- Restatements		7,190,160						
Ending Balance	9790	\$ 5,789,659	\$ 5,960,715	2.95%	\$ 6,372,758	6.91%	\$ 6,727,565	5.57%
<b>Components of Ending Fund Balance (Budget):</b>								
<b>a. Nonspendable</b>								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
<b>b. Restricted</b>								
	9740							
<b>c. Committed</b>								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
<b>d. Assignments</b>								
	9780							
<b>e. Unassigned</b>								
Reserve for Economic Uncertainties	9789	2,150,000	2,150,000	0.00%	2,150,000	0.00%	2,150,000	0.00%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	3,639,659	3,810,715	4.70%	4,222,758	10.81%	4,577,565	8.40%

CHARTER NAME: Academy for Academic Excellence  
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Fiscal Year 2022-23 Budget  
 Unrestricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:</b>							
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1 Ex. Erate							
2 ROTC	84,756	80,916	-4.53%	80,916	0.00%	80,916	0.00%
3							
4							
5							
6							
7							
8							
9							
<b>Total Federal Awards Budgeted:</b>	<b>\$ 84,756</b>	<b>\$ 80,916</b>	<b>-4.53%</b>	<b>\$ 80,916</b>	<b>0.00%</b>	<b>\$ 80,916</b>	<b>0.00%</b>
Lottery Unrestricted Allocation per ADA		\$ 163		\$ 163		\$ 163	
Lottery Unrestricted Estimated Award		\$ 238,753	5.38%	\$ 242,483	1.56%	\$ 242,670	0.08%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Ex. Mandated Cost							
2 Mandate Block Grant	36,536	36,536	0.00%	36,536	0.00%	36,536	0.00%
3 MAA	20,000	30,000	50.00%	30,000	0.00%	30,000	0.00%
4							
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17							
18							
<b>Total Other State Revenue Funds Budgeted:</b>	<b>\$ 56,536</b>	<b>\$ 66,536</b>	<b>17.69%</b>	<b>\$ 66,536</b>	<b>0.00%</b>	<b>\$ 66,536</b>	<b>0.00%</b>
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1 Ex. Services Reimbursed by District							
2							
3							
4							
5							
6							
<b>Total Other Local Revenue Funds Budgeted:</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	

CHARTER NAME: Academy for Academic Excellence  
 #NAME?  
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Fiscal Year 2022-23 Budget  
 Restricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	
<b>REVENUES</b>								
LCFF Sources								
LCFF	8011							
EPA	8012							
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096							
Federal	8100-8299	1,714,473	1,122,542	-34.53%	1,074,872	-4.25%	1,101,263	2.46%
State								
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	85,952	95,208		96,696		96,770	0.08%
Other State Revenue	8300-8599	373,956	223,207	-40.31%	224,499	0.58%	225,859	0.61%
Local								
Interest	8660	-	-		-		-	
AB602 Local Special Education Transfer	8792	994,321	1,076,019	8.22%	1,076,019	0.00%	1,076,019	0.00%
Other Local Revenues	8600-8799	-	-		-		-	
<b>Total Revenues</b>		\$ 3,168,702	\$ 2,516,976	-20.57%	\$ 2,472,086	-1.78%	\$ 2,499,911	1.13%
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	958,078	718,015	-25.06%	746,736	4.00%	778,472	4.25%
Classified Salaries	2000-2999	464,541	616,444	32.70%	642,643	4.25%	671,562	4.50%
Benefits	3000-3999	421,526	501,099	18.88%	528,659	5.50%	556,414	5.25%
Books & Supplies	4000-4999	625,549	563,419	-9.93%	570,619	1.28%	579,129	1.49%
Contracts & Services	5000-5999	203,318	86,673	-57.37%	89,762	3.56%	92,376	2.91%
Capital Outlay	6000-6599	323,172	-		-		-	
Other Outgo	7100-7299	180,364	193,347	7.20%	202,531	4.75%	211,645	4.50%
Debt Service (see Debt Form)	7400-7499	-	-		-		-	
<b>Total Expenditures</b>		\$ 3,176,548	\$ 2,678,997	-15.66%	\$ 2,780,950	3.81%	\$ 2,889,598	3.91%
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		\$ (7,846)	\$ (162,021)		\$ (308,864)		\$ (389,687)	
<b>OTHER SOURCES &amp; USES</b>								
Other Sources/Contributions to Restricted Programs	8900						121,670	
Other Uses	7600							
<b>Net Sources &amp; Uses</b>		\$ -	\$ -		\$ -		\$ 121,670	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		\$ (7,846)	\$ (162,021)		\$ (308,864)		\$ (268,017)	

CHARTER NAME: Academy for Academic Excellence  
 #NAME?  
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Fiscal Year 2022-23 Budget  
 Restricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	
<b>FUND BALANCE, RESERVES</b>								
Beginning Balance at Adopted Budget	9791	3,462,894	1,907,829	-44.91%	1,745,808	-8.49%	1,436,944	-17.69%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	(1,547,219)						
Beginning Fund Balance as per Audit Report +/- Restatements		1,915,675						
Ending Balance		\$ 1,907,829	\$ 1,745,808	-8.49%	\$ 1,436,944	-17.69%	\$ 1,168,927	-18.65%
<b>Components of Ending Fund Balance (Budget):</b>								
<b>a. Nonspendable</b>								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
<b>b. Restricted</b>	9740	1,907,829	1,745,808	-8.49%	1,436,944	-17.69%	1,168,927	-18.65%
<b>c. Committed</b>								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
<b>d. Assignments</b>								
9780								
<b>e. Unassigned</b>								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790							

CHARTER NAME: Academy for Academic Excellence  
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Fiscal Year 2022-23 Budget  
 Restricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
If Restricted Fund Balances Exist, Identify Balance by Program:							
1 EX. AB602 - Special Education							
2 Restricted Lottery	819,658	512,455		353,969		85,952	
3 Classified School Employee PD	5,196	5,196		-		-	
4 A-G Completion	-	145,182		-		-	
5 ELO	892,241	892,241	0.00%	892,241	0.00%	892,241	0.00%
6 ELOP	190,734	190,734		190,734		190,734	
7							
8							
9							
10							
11							
12							
13							
14							
15							
	1,907,829	1,745,808		1,436,944		1,168,927	

ASSUMPTIONS FOR RESTRICTED PROGRAMS:

LIST FEDERAL RESTRICTED REVENUES

1 EX. Title I							
2 Title I	218,381	188,768	-13.56%	188,768	0.00%	188,768	0.00%
3 Title II	37,868	36,825	-2.75%	36,825	0.00%	36,825	0.00%
4 Title IV	11,999	11,999		11,999		11,999	
5 SPED IDEA	177,502	177,502		177,502		177,502	
6 Child Nutrition	611,485	634,402		659,778		686,169	
7 ESSER II	165,000	42,453		-		-	
8 ESSER III	492,238	30,593		-		-	
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
<b>Total Federal Awards Budgeted:</b>	<b>\$ 1,714,473</b>	<b>\$ 1,122,542</b>	<b>-34.53%</b>	<b>\$ 1,074,872</b>	<b>-4.25%</b>	<b>\$ 1,101,263</b>	<b>2.46%</b>

Lottery Prop 20 Restricted Allocation per ADA		\$ 65		\$ 65		\$ 65	
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CHARTER NAME: Academy for Academic Excellence  
 #NAME?  
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Fiscal Year 2022-23 Budget  
 Restricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
Lottery Estimated Prop 20 Restricted Award		\$ 95,208		\$ 96,696	1.56%	\$ 96,770	0.08%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Child Nutrition	38,040	32,473	-14.63%	33,765	3.98%	35,125	4.03%
2 A-G Completion	145,182	-		-		-	
3 ELO	190,734	190,734	0.00%	190,734	0.00%	190,734	0.00%
4							
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17							
18							
<b>Total Other State Revenue Funds Budgeted:</b>	<b>\$ 373,956</b>	<b>\$ 223,207</b>	<b>-40.31%</b>	<b>\$ 224,499</b>	<b>0.58%</b>	<b>\$ 225,859</b>	<b>0.61%</b>
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1							
2							
3							
4							
5							
6							
<b>Total Other Local Revenue Funds Budgeted:</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	
<b>SPECIAL EDUCATION DETAILS:</b>							
What % of student population is Special Ed	11.10%	11.10%	0.00%	11.26%	0.16%	11.49%	0.23%
For SELPA services, is the Charter under School District, or a member LEA?	Desert Mountain SELPA						
AB602 Revenue	994,321	1,076,019	8.22%	1,076,019	0.00%	1,076,019	0.00%
Other Special Ed Revenue	177,502	177,502	0.00%	177,502	0.00%	177,502	0.00%
Unrestricted Contribution to Special Ed	-	91,956		142,411	54.87%	196,155	37.74%
Total Special Ed Funding	1,171,823	1,345,477		1,395,932		1,449,676	
Special Ed Expenditures	1,171,823	1,345,477	14.82%	1,395,932	3.75%	1,449,676	3.85%

CHARTER NAME: Academy for Academic Excellence  
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Fiscal Year 2022-23 Budget  
 Summary MYP

Form Originated 5/03/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>REVENUES</b>								
LCFF Sources								
LCFF	8011	7,635,824	9,195,557	20.43%	10,228,611	11.23%	10,875,748	6.33%
EPA	8012	3,574,225	3,790,597	6.05%	3,849,818	1.56%	3,852,792	0.08%
State Aid - Prior Year	8019	(1,781,511)	-		-		-	
In Lieu Property Taxes	8096	1,667,221	1,683,069	0.95%	1,606,998	-4.52%	1,598,216	-0.55%
Federal	8100-8299	1,799,229	1,203,458	-33.11%	1,155,788	-3.96%	1,182,179	2.28%
State								
Lottery - Unrestricted	8560	226,570	238,753	5.38%	242,483	1.56%	242,670	0.08%
Lottery - Prop 20 - Restricted	8560	85,952	95,208	10.77%	96,696	1.56%	96,770	0.08%
Other State Revenue	8300-8599	430,492	289,743	-32.69%	291,035	0.45%	292,395	0.47%
Local								
Interest	8660	1,000	1,000	0.00%	1,000	0.00%	1,000	0.00%
AB602 Local Special Education Transfer	8792	994,321	1,076,019	8.22%	1,076,019	0.00%	1,076,019	0.00%
Other Local Revenues	8600-8799	-	-		-		-	
<b>Total Revenues</b>		<b>\$ 14,633,323</b>	<b>\$ 17,573,404</b>	<b>20.09%</b>	<b>\$ 18,548,447</b>	<b>5.55%</b>	<b>\$ 19,217,789</b>	<b>3.61%</b>
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	6,363,894	6,710,492	5.45%	6,978,912	4.00%	7,291,096	4.47%
Classified Salaries	2000-2999	1,556,120	2,030,721	30.50%	2,120,562	4.42%	2,215,988	4.50%
Benefits	3000-3999	2,837,474	3,504,536	23.51%	3,682,268	5.07%	3,775,587	2.53%
Books & Supplies	4000-4999	1,151,149	1,162,144	0.96%	1,220,619	5.03%	1,264,129	3.56%
Contracts & Services	5000-5999	1,076,629	1,133,971	5.33%	1,289,762	13.74%	1,342,376	4.08%
Capital Outlay	6000-6599	577,860	300,000	-48.08%	300,000	0.00%	300,000	0.00%
Other Outgo	7100-7299	1,898,344	2,142,480	12.86%	2,273,520	6.12%	2,362,823	3.93%
Debt Service (see Debt Form)	7400-7499	580,200	580,025	-0.03%	579,625	-0.07%	579,000	-0.11%
<b>Total Expenditures</b>		<b>\$ 16,041,670</b>	<b>\$ 17,564,369</b>	<b>9.49%</b>	<b>\$ 18,445,268</b>	<b>5.02%</b>	<b>\$ 19,130,999</b>	<b>3.72%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ (1,408,347)</b>	<b>\$ 9,035</b>		<b>\$ 103,179</b>	<b>1042.02%</b>	<b>\$ 86,790</b>	<b>-15.88%</b>
<b>OTHER SOURCES &amp; USES</b>								
Other Sources/Contributions to Restricted Programs	8900	-	-		-		-	
Other Uses	7600	-	-		-		-	
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ (1,408,347)</b>	<b>\$ 9,035</b>		<b>\$ 103,179</b>	<b>1042.00%</b>	<b>\$ 86,790</b>	<b>-15.88%</b>

CHARTER NAME: Academy for Academic Excellence

#NAME?

#NAME?

Fiscal Year 2022-23 Budget  
Summary MYP

Form Originated 5/03/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>FUND BALANCE, RESERVES</b>								
Beginning Balance at Adopted Budget	9791	9,516,067	7,697,488	-19.11%	7,706,523	0.12%	7,809,702	1.34%
Adjustments for Unaudited Actuals	9792	-	-		-		-	
Beg Fund Balance at Unaudited Actuals		-	-		-		-	
Adjustments for Audit	9793	-	-		-		-	
Adjustments for Restatements	9795	(410,232)	-		-		-	
Beginning Fund Balance as per Audit Report +/- Restatements		9,105,835	-		-		-	
Ending Balance	9790	\$ 7,697,488	\$ 7,706,523	0.12%	\$ 7,809,702	1.34%	\$ 7,896,492	1.11%
<b>Components of Ending Fund Balance (Budget):</b>								
<b>a. Nonspendable</b>								
Revolving Cash	9711	-	-		-		-	
Stores	9712	-	-		-		-	
Prepaid Expenditures	9713	-	-		-		-	
All Others	9719	-	-		-		-	
<b>b. Restricted</b>								
	9740	1,907,829	1,745,808	-8.49%	1,436,944	-17.69%	1,168,927	-18.65%
<b>c. Committed</b>								
Committed - Stabilization Arrangements	9750	-	-		-		-	
Committed - Other	9760	-	-		-		-	
<b>d. Assignments</b>								
	9780	-	-		-		-	
<b>e. Unassigned</b>								
Reserve for Economic Uncertainties	9789	2,150,000	2,150,000	0.00%	2,150,000	0.00%	2,150,000	0.00%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	3,639,659	3,810,715	4.70%	4,222,758	10.81%	4,577,565	8.40%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		36.09%	33.94%		34.55%		35.17%	

Reserve Standard (unless different standard identified in MOU)

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

Reserve Standard Met/Not Met

3%	3%	3%	3%
Met	Met	Met	Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage

Unrestricted Deficit Spending Standard

Unrestricted Deficit Spending Standard Met/Not Met

10.9%	0.0%	0.0%	0.0%
12.0%	11.3%	11.5%	11.7%
Met	Met	Met	Met

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

## DEBT - Multiyear Commitments

Fiscal Year 2022-23 Budget

CHARTER NAME: Academy for Academic Excellence

Form Originated 5/03/2022

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

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

NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2022 Principal Balance	2022-23 Payment		2023-24 Payment		2024-25 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease	33	9,140,000	120,000	453,025	125,000	447,625	130,000	442,000	
Capital Lease									
Capital Lease									
Inter-Agency Borrowing									
Other									
<b>Total</b>		<b>9,140,000</b>	<b>120,000</b>	<b>453,025</b>	<b>125,000</b>	<b>447,625</b>	<b>130,000</b>	<b>442,000</b>	
Other Commitments:									
Comments:									
The Debt accounted for Academy for Academic Excellence is in the name of 17500 Mana Road LLC and the school pays rent to the LLC in the annual amount of the stated debt.									

CHARTER NAME: Academy for Academic Excellence

2022-23 Budget Cash Flow

DATE PREPARED: 5/24/2022

Form Originated 5/03/2022

			July	%	August	%	September	%	October	%	November	%	December	%	January	%
			Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud
<b>Beginning Cash Balance</b>	July 1, Cash=		6,421,760		7,308,187		6,719,605		6,131,022		7,772,468		7,526,707		7,305,947	
<b>REVENUE</b>																
LCFF Sources																
LCFF	8011		-		459,778	5.00%	459,778	5.00%	827,600	9.00%	827,600	9.00%	827,600	9.00%	827,600	9.00%
EPA	8012		-		-		-		947,649	25.00%	-		-		947,649	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		151,476	9.00%	151,476	9.00%	151,476	9.00%	151,476	9.00%	151,476	9.00%	151,476	9.00%
Federal	8100-8299		-		-		-		325,000	27.01%	-		-		250,000	20.77%
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		59,688	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		23,802	25.00%
Other State Revenue	8300-8599		-		-		-		120,000	41.42%	-		-		100,000	34.51%
Local																
Interest	8660		84	8.40%	84	8.40%	83	8.30%	84	8.40%	83	8.30%	84	8.40%	84	8.40%
AB602 Local Special Education Transfer	8792		-		89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%
Other Local Revenues	8600-8799		-		-		-		-		-		-		-	
<b>Total Revenues</b>			\$ 84	0.00%	\$ 701,006	3.99%	\$ 701,005	3.99%	\$ 2,461,477	14.01%	\$ 1,068,827	6.08%	\$ 1,068,828	6.08%	\$ 2,449,967	13.94%
<b>EXPENDITURES</b>																
Certificated Salaries	1000-1999		132,868	1.98%	597,966	8.91%	597,966	8.91%	597,966	8.91%	597,966	8.91%	597,966	8.91%	597,966	8.91%
Classified Salaries	2000-2999		63,968	3.15%	178,796	8.80%	178,796	8.80%	178,796	8.80%	178,796	8.80%	178,796	8.80%	178,796	8.80%
Benefits	3000-3999		100,136	2.86%	309,491	8.83%	309,491	8.83%	309,491	8.83%	309,491	8.83%	309,491	8.83%	309,491	8.83%
Books & Supplies	4000-4999		125,000	10.76%	75,000	6.45%	75,000	6.45%	75,000	6.45%	75,000	6.45%	75,000	6.45%	75,000	6.45%
Contracts & Services	5000-5999		120,000	10.58%	80,000	7.05%	80,000	7.05%	80,000	7.05%	80,000	7.05%	80,000	7.05%	80,000	7.05%
Capital Outlay	6000-6599		60,000	20.00%	-		-		-		25,000	8.33%	-		75,000	25.00%
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%
<b>Total Expenditures</b>			\$ 650,307	3.70%	\$ 1,289,588	7.34%	\$ 1,289,588	7.34%	\$ 1,289,588	7.34%	\$ 1,314,588	7.48%	\$ 1,289,588	7.34%	\$ 1,364,588	7.77%
<b>OTHER SOURCES/USES</b>																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
<b>Net Sources &amp; Uses</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>PRIOR YEAR TRANSACTIONS</b>																
	July 1 - Beginning Balances			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal
Accounts Receivable	9210	2,436,057	1,806,500	74.16%					469,557	19.28%					160,000	6.57%
Prepaid Expenditures	9330															
(Accounts Payable)	9510	269,850	269,850	100.00%												
(Line of Credit Payments)	9640															
(Deferred Revenue)	9650															
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ 2,166,207	\$ 1,536,650		\$ -		\$ -		\$ 469,557		\$ -		\$ -		\$ 160,000	
<b>OTHER ADJUSTMENTS (LIST)</b>																
Capital Assets (Not included in Expenditures above)																
<b>TOTAL MISC. ADJUSTMENTS</b>		\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>			\$ 886,427		\$ (588,582)		\$ (588,583)		\$ 1,641,446		\$ (245,761)		\$ (220,760)		\$ 1,245,379	
<b>ENDING CASH BALANCE</b>			\$ 7,308,187		\$ 6,719,605		\$ 6,131,022		\$ 7,772,468		\$ 7,526,707		\$ 7,305,947		\$ 8,551,326	

CHARTER NAME: Academy for Academic Excellence

DATE PREPARED: 5/24/2022

2022-23 Budget Cash Flow

Form Originated 5/03/2022

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference	
<b>Beginning Cash Balance</b>	8,551,326		8,330,562		8,109,802		9,020,180		8,799,420		6,436,665				
<b>REVENUE</b>															
LCFF Sources															
LCFF	8011	827,600	9.00%	827,600	9.00%	827,600	9.00%	827,600	9.00%	827,600	9.00%	827,601	9,195,557	9,195,557	-
EPA	8012	-		-		947,649	25.00%	-		-		947,650	3,790,597	3,790,597	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	151,476	9.00%	151,476	9.00%	151,476	9.00%	151,476	9.00%	151,476	9.00%	16,833	1,683,069	1,683,069	-
Federal	8100-8299	-		-		175,000	14.54%	-		-		453,458	1,203,458	1,203,458	-
State															
Lottery - Unrestricted	8560	-		-		59,688	25.00%	-		-		119,377	238,753	238,753	-
Lottery - Prop 20 - Restricted	8560	-		-		23,802	25.00%	-		-		47,604	95,208	95,208	-
Other State Revenue	8300-8599	-		-		25,000	8.63%	-		-		44,743	289,743	289,743	-
Local															
Interest	8660	80	8.00%	84	8.40%	83	8.30%	84	8.40%	83	8.30%	-	1,000	1,000	-
AB602 Local Special Education Transfer	8792	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,671	1,076,019	1,076,019	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
<b>Total Revenues</b>		\$ 1,068,824	6.08%	\$ 1,068,828	6.08%	\$ 2,299,966	13.09%	\$ 1,068,828	6.08%	\$ 1,068,827	6.08%	\$ 2,546,937	\$ 17,573,404	\$ 17,573,404	\$ -
<b>EXPENDITURES</b>															
Certificated Salaries	1000-1999	597,966	8.91%	597,966	8.91%	597,966	8.91%	597,966	8.91%	597,964	8.91%	-	6,710,492	6,710,492	-
Classified Salaries	2000-2999	178,796	8.80%	178,796	8.80%	178,796	8.80%	178,796	8.80%	178,793	8.80%	-	2,030,721	2,030,721	-
Benefits	3000-3999	309,491	8.83%	309,491	8.83%	309,491	8.83%	309,491	8.83%	309,490	8.83%	-	3,504,536	3,504,536	-
Books & Supplies	4000-4999	75,000	6.45%	75,000	6.45%	75,000	6.45%	75,000	6.45%	75,000	6.45%	212,144	1,162,144	1,162,144	-
Contracts & Services	5000-5999	80,000	7.05%	80,000	7.05%	80,000	7.05%	80,000	7.05%	80,000	7.05%	133,971	1,133,971	1,133,971	-
Capital Outlay	6000-6599	-		-		100,000	33.33%	-		-		40,000	300,000	300,000	-
Other Outgo	7100-7299	-		-		-		-		2,141,995	99.98%	485	2,142,480	2,142,480	-
Debt Service (see Debt Form)	7400-7499	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,340	8.33%	-	580,025	580,025	-
<b>Total Expenditures</b>		\$ 1,289,588	7.34%	\$ 1,289,588	7.34%	\$ 1,389,588	7.91%	\$ 1,289,588	7.34%	\$ 3,431,582	19.54%	\$ 386,600	\$ 17,564,369	\$ 17,564,369	\$ -
<b>OTHER SOURCES/USES</b>															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
<b>Net Sources &amp; Uses</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
<b>PRIOR YEAR TRANSACTIONS</b>															
		% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal				Remaining Balance	
Accounts Receivable	9210												2,436,057	-	
Prepaid Expenditures	9330												-	-	
(Accounts Payable)	9510												269,850	-	
(Line of Credit Payments)	9640												-	-	
(Deferred Revenue)	9650												-	-	
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 2,166,207	\$ -	
<b>OTHER ADJUSTMENTS (LIST)</b>															
Capital Assets (Not included in Expenditures above)															
<b>TOTAL MISC. ADJUSTMENTS</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>		\$ (220,764)		\$ (220,760)		\$ 910,378		\$ (220,760)		\$ (2,362,755)		\$ 2,160,337	\$ 2,175,242		
<b>ENDING CASH BALANCE</b>		\$ 8,330,562		\$ 8,109,802		\$ 9,020,180		\$ 8,799,420		\$ 6,436,665		\$ 8,597,002			

Ending Fund Balance \$ 7,706,523  
Ending Cash plus Accruals should equal Ending Fund Balance \$ 890,479

CHARTER NAME: Academy for Academic Excellence

2023-24 Budget Cash Flow

DATE PREPARED: 5/24/2022

Form Originated 5/03/2022

			July	%	August	%	September	%	October	%	November	%	December	%	January	%
			Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud
<b>Beginning Cash Balance</b>	July 1, Cash=		6,436,665		7,236,550		6,646,406		6,056,261		7,604,696		7,423,695		7,242,695	
<b>REVENUE</b>																
LCFF Sources																
LCFF	8011		-		511,431	5.00%	511,431	5.00%	920,575	9.00%	920,575	9.00%	920,575	9.00%	920,575	9.00%
EPA	8012		-		-		-		962,454	25.00%	-		-		962,454	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		144,630	9.00%	144,630	9.00%	144,630	9.00%	144,630	9.00%	144,630	9.00%	144,630	9.00%
Federal	8100-8299		-		-		-		325,000	28.12%	-		-		200,000	17.30%
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		60,621	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		24,174	25.00%
Other State Revenue	8300-8599		-		-		-		50,000	17.18%	-		-		65,000	22.33%
Local																
Interest	8660		84	8.40%	84	8.40%	83	8.30%	84	8.40%	83	8.30%	84	8.40%	84	8.40%
AB602 Local Special Education Transfer	8792		-		89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%
Other Local Revenues	8600-8799		-		-		-		-		-		-		-	
<b>Total Revenues</b>			\$ 84	0.00%	\$ 745,813	4.02%	\$ 745,812	4.02%	\$ 2,492,411	13.44%	\$ 1,154,956	6.23%	\$ 1,154,957	6.23%	\$ 2,467,206	13.30%
<b>EXPENDITURES</b>																
Certificated Salaries	1000-1999		137,484	1.97%	621,948	8.91%	621,948	8.91%	621,948	8.91%	621,948	8.91%	621,948	8.91%	621,948	8.91%
Classified Salaries	2000-2999		65,740	3.10%	186,802	8.81%	186,802	8.81%	186,802	8.81%	186,802	8.81%	186,802	8.81%	186,802	8.81%
Benefits	3000-3999		119,313	3.24%	323,905	8.80%	323,905	8.80%	323,905	8.80%	323,905	8.80%	323,905	8.80%	323,905	8.80%
Books & Supplies	4000-4999		125,000	10.24%	75,000	6.14%	75,000	6.14%	75,000	6.14%	75,000	6.14%	75,000	6.14%	75,000	6.14%
Contracts & Services	5000-5999		180,000	13.96%	80,000	6.20%	80,000	6.20%	80,000	6.20%	80,000	6.20%	80,000	6.20%	80,000	6.20%
Capital Outlay	6000-6599		120,000	40.00%	-		-		75,000	25.00%	-		-		-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		48,302	8.33%	48,302	8.33%	48,302	8.33%	48,302	8.33%	48,302	8.33%	48,302	8.33%	48,302	8.33%
<b>Total Expenditures</b>			\$ 795,839	4.31%	\$ 1,335,957	7.24%	\$ 1,335,957	7.24%	\$ 1,410,957	7.65%	\$ 1,335,957	7.24%	\$ 1,335,957	7.24%	\$ 1,335,957	7.24%
<b>OTHER SOURCES/USES</b>																
Other Sources/Contributions to Restricted Programs	8900		-		-		-		-		-		-		-	
Other Uses	7600		-		-		-		-		-		-		-	
<b>Net Sources &amp; Uses</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>PRIOR YEAR TRANSACTIONS</b>																
	July 1 - Beginning Balances			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal
Accounts Receivable	9210	2,546,937	1,981,755	77.81%					466,981	18.34%					98,201	3.86%
Prepaid Expenditures	9330															
Accounts Payable	9510	386,115	386,115	100.00%												
Line of Credit Payments	9640															
Deferred Revenue	9650															
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ 2,160,822	\$ 1,595,640		\$ -		\$ -		\$ 466,981		\$ -		\$ -		\$ 98,201	
<b>OTHER ADJUSTMENTS (LIST)</b>																
Capital Assets (Not included in Expenditures above)																
<b>TOTAL MISC. ADJUSTMENTS</b>		\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>			\$ 799,885		\$ (590,144)		\$ (590,145)		\$ 1,548,435		\$ (181,001)		\$ (181,000)		\$ 1,229,450	
<b>ENDING CASH BALANCE</b>			\$ 7,236,550		\$ 6,646,406		\$ 6,056,261		\$ 7,604,696		\$ 7,423,695		\$ 7,242,695		\$ 8,472,145	

CHARTER NAME: Academy for Academic Excellence

DATE PREPARED: 5/24/2022

2023-24 Budget Cash Flow

Form Originated 5/03/2022

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference	
<b>Beginning Cash Balance</b>	8,472,145		8,291,141		8,110,141		9,376,389		9,195,389		6,740,867				
<b>REVENUE</b>															
<b>LCFF Sources</b>															
LCFF	8011	920,575	9.00%	920,575	9.00%	920,575	9.00%	920,575	9.00%	920,575	9.00%	920,574	10,228,611	10,228,611	-
EPA	8012	-		-		962,454	25.00%	-		-		962,456	3,849,818	3,849,818	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	144,630	9.00%	144,630	9.00%	144,630	9.00%	144,630	9.00%	144,630	9.00%	16,068	1,606,998	1,606,998	-
Federal	8100-8299	-		-		325,000	28.12%	-		-		305,788	1,155,788	1,155,788	-
<b>State</b>															
Lottery - Unrestricted	8560	-		-		60,621	25.00%	-		-		121,241	242,483	242,483	-
Lottery - Prop 20 - Restricted	8560	-		-		24,174	25.00%	-		-		48,348	96,696	96,696	-
Other State Revenue	8300-8599	-		-		100,000	34.36%	-		-		76,035	291,035	291,035	-
<b>Local</b>															
Interest	8660	80	8.00%	84	8.40%	83	8.30%	84	8.40%	83	8.30%	-	1,000	1,000	-
AB602 Local Special Education Transfer	8792	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,668	8.33%	89,671	1,076,019	1,076,019	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
<b>Total Revenues</b>		\$ 1,154,953	6.23%	\$ 1,154,957	6.23%	\$ 2,627,205	14.16%	\$ 1,154,957	6.23%	\$ 1,154,956	6.23%	\$ 2,540,180	\$ 18,548,447	\$ 18,548,447	\$ -
<b>EXPENDITURES</b>															
Certificated Salaries	1000-1999	621,948	8.91%	621,948	8.91%	621,948	8.91%	621,948	8.91%	621,948	8.91%	-	6,978,912	6,978,912	-
Classified Salaries	2000-2999	186,802	8.81%	186,802	8.81%	186,802	8.81%	186,802	8.81%	186,802	8.81%	-	2,120,562	2,120,562	-
Benefits	3000-3999	323,905	8.80%	323,905	8.80%	323,905	8.80%	323,905	8.80%	323,905	8.80%	-	3,682,268	3,682,268	-
Books & Supplies	4000-4999	75,000	6.14%	75,000	6.14%	75,000	6.14%	75,000	6.14%	75,000	6.14%	270,619	1,220,619	1,220,619	-
Contracts & Services	5000-5999	80,000	6.20%	80,000	6.20%	80,000	6.20%	80,000	6.20%	80,000	6.20%	229,762	1,289,762	1,289,762	-
Capital Outlay	6000-6599	-		-		25,000	8.33%	-		-		80,000	300,000	300,000	-
Other Outgo	7100-7299	-		-		-		-		2,273,520	100.00%	-	2,273,520	2,273,520	-
Debt Service (see Debt Form)	7400-7499	48,302	8.33%	48,302	8.33%	48,302	8.33%	48,302	8.33%	48,303	8.33%	-	579,625	579,625	-
<b>Total Expenditures</b>		\$ 1,335,957	7.24%	\$ 1,335,957	7.24%	\$ 1,360,957	7.38%	\$ 1,335,957	7.24%	\$ 3,609,478	19.57%	\$ 580,381	\$ 18,445,268	\$ 18,445,268	\$ -
<b>OTHER SOURCES/USES</b>															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
<b>Net Sources &amp; Uses</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
<b>PRIOR YEAR TRANSACTIONS</b>															
		% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal			Remaining Balance		
Accounts Receivable	9210											2,546,937	-		
Prepaid Expenditures	9330											-	-		
Accounts Payable	9510											386,115	-		
Line of Credit Payments	9640											-	-		
Deferred Revenue	9650											-	-		
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 2,160,822	\$ -		
<b>OTHER ADJUSTMENTS (LIST)</b>															
Capital Assets (Not included in Expenditures above)															
<b>TOTAL MISC. ADJUSTMENTS</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -		
<b>NET REVENUES LESS EXPENDITURES</b>		\$ (181,004)		\$ (181,000)		\$ 1,266,248		\$ (181,000)		\$ (2,454,522)		\$ 1,959,799	\$ 2,264,001		
<b>ENDING CASH BALANCE</b>		\$ 8,291,141		\$ 8,110,141		\$ 9,376,389		\$ 9,195,389		\$ 6,740,867		\$ 8,700,666			

Ending Fund Balance \$ 7,809,702  
Ending Cash plus Accruals should equal Ending Fund Balance \$ 890,964



Charter School Name: Norton Science and Language Academy  
 CDS #: 361036301155808  
 Charter Authorizer: San Bernardino County Superintendent of Schools  
 County: San Bernardino  
 Charter #: 903

Form Originated 5/03/2022

To the authorizing/oversight district:  
 2022-23 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_  
 Charter School Official  
 (Original signature required)

Date: \_\_\_\_\_

Printed Name: David Gruber

Title: Chief Business Officer

CERTIFICATION OF FINANCIAL CONDITION:

<input checked="" type="checkbox"/> <b>POSITIVE</b> As the Charter School Official, I certify that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.	<input type="checkbox"/> <b>QUALIFIED</b> As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.	<input type="checkbox"/> <b>NEGATIVE</b> As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.
--	---	--

To the County Superintendent of Schools:  
 2022-23 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: \_\_\_\_\_  
 Authorized Representative of  
 Charter Approving Entity  
 (Original signature required)

Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

<input type="checkbox"/> <b>POSITIVE</b> As the Charter School Authorizer, I believe that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.	<input type="checkbox"/> <b>QUALIFIED</b> As the Charter School Authorizer, I believe that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.	<input type="checkbox"/> <b>NEGATIVE</b> As the Charter School Authorizer, I believe that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.
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2022-23 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33(1).

Signed: \_\_\_\_\_  
 County Superintendent/Designee  
 (Original signature required)

Date: \_\_\_\_\_

For additional information on the budget report, please contact:

For Charter Authorizer/Reviewer:

Name \_\_\_\_\_

Title \_\_\_\_\_

Telephone \_\_\_\_\_

E-mail address \_\_\_\_\_

For Charter School:

David Gruber  
 Name

Chief Business Officer  
 Title

(760) 946-5414 ext. 172  
 Telephone

Dgruber@lcer.org  
 E-mail address

Charter School Attendance		CHARTER NAME: Norton Science and Language Academy										
Form Originated 5/03/2022		#NAME?										
Fiscal Year 2022-23 Budget Projected ADA												
#NAME?	Line	2021-22		2022-23			2023-24			2024-25		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Non Classroom Funding Determination Rate*	100%											
TK/K-3:												
Regular ADA	A-1	451.27		468.97		3.92%	500.94		6.82%	501.58		0.13%
Classroom-based ADA included in A-1	A-2	451.27		468.97		3.92%	500.94		6.82%	501.58		0.13%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	451.27		468.97		3.92%	500.94		6.82%	501.58		0.13%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	451.27	451.27	468.97	468.97	3.92%	500.94	500.94	6.82%	501.58	501.58	0.13%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1	23.06		43.90		90.37%	43.46		-1.00%	43.85		0.90%
Grades 4-6												
Regular ADA	A-1	290.06		300.40		3.56%	311.97		3.85%	336.62		7.90%
Classroom-based ADA included in A-1	A-2	290.06		300.40		3.56%	311.97		3.85%	336.62		7.90%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	290.06		300.40		3.56%	311.97		3.85%	336.62		7.90%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	290.06	290.06	300.40	300.40	3.56%	311.97	311.97	3.85%	336.62	336.62	7.90%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Grades 7-8												
Regular ADA	A-1	170.75		215.65		26.30%	225.62		4.62%	226.57		0.42%
Classroom-based ADA included in A-1	A-2	170.75		215.65		26.30%	225.62		4.62%	226.57		0.42%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	170.75		215.65		26.30%	225.62		4.62%	226.57		0.42%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	170.75	170.75	215.65	215.65	26.30%	225.62	225.62	4.62%	226.57	226.57	0.42%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	

Charter School Attendance		CHARTER NAME: Norton Science and Language Academy										
Form Originated 5/03/2022		#NAME?										
Fiscal Year 2022-23 Budget Projected ADA												
#NAME?	Line	2021-22		2022-23			2023-24			2024-25		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Grades 9-12												
Regular ADA	A-1	57.32		133.72		133.29%	213.61		59.74%	311.91		46.02%
Classroom-based ADA included in A-1	A-2	57.32		133.72		133.29%	213.61		59.74%	311.91		46.02%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	57.32		133.72		133.29%	213.61		59.74%	311.91		46.02%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	57.32	57.32	133.72	133.72	133.29%	213.61	213.61	59.74%	311.91	311.91	46.02%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Totals												
Regular ADA	A-1	969.40		1,118.74		15.41%	1,252.14		11.92%	1,376.68		9.95%
Classroom-based ADA included in A-1	A-2	969.40		1,118.74		15.41%	1,252.14		11.92%	1,376.68		9.95%
Extended Year Special Ed	A-3	-		-			-			-		
Classroom-based ADA included in A-3	A-4	-		-			-			-		
Special Ed - NPS	A-5	-		-			-			-		
Classroom-based ADA included in A-5	A-6	-		-			-			-		
Extended Year Special Ed - NPS	A-7	-		-			-			-		
Classroom-based ADA included in A-7	A-8	-		-			-			-		
ADA Totals (A-1, A3, A5, A7)	A-9	969.40		1,118.74		15.41%	1,252.14		11.92%	1,376.68		9.95%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	969.40	969.40	1,118.74	1,118.74	15.41%	1,252.14	1,252.14	11.92%	1,376.68	1,376.68	9.95%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
<b>Total Funded ADA</b>			<b>969.40</b>		<b>1,118.74</b>			<b>1,252.14</b>			<b>1,376.68</b>	

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

CHARTER NAME: Norton Science and Language Academy  
 #NAME?  
 #NAME?

Fiscal Year 2022-23 Budget

Form Originated 5/03/2022

ASSUMPTIONS:	2022-23	2023-24	Change	2024-25	Change
<b>Local Control Funding (LCFF) - BAS/FCMAT Calculator:</b>					
COLA (on Base)	6.56%	5.38%	-1.18%	4.02%	-1.36%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 13,794,027	\$ 16,427,247	19.09%	\$ 18,883,060	14.95%
LCAP: Public Hearing Date (mm/dd/yyyy)	5/9/2022				
Board Approval Date (mm/dd/yyyy)	6/13/2022				
<b>Lottery Allocation Amount Per ADA:</b>					
Unrestricted	\$ 163	\$ 163	\$ -	\$ 163	\$ -
Restricted	\$ 65	\$ 65	\$ -	\$ 65	\$ -
<b>ADA/Enrollment:</b>					
Total Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Classroom Based ADA	1,118.74	1,252.14	133.40	1,376.68	124.54
Total Funded P-2 Attendance	1,118.74	1,252.14	133.40	1,376.68	124.54
Estimated Enrollment	1,041	1,188	122.00	1,440	130.00
Enrollment Growth Over Prior Year	14.12%	10.27%		9.92%	
ADA to Enrollment Ratio	2021-22 93.12%	94.17%	95.58%	95.60%	
Unduplicated Count	824	926	95.00	1,122	101.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %)	2021-22 78.13%	78.01%	78.00%	78.30%	
<b>Certificated Salaries and Benefits:</b>					
Number of Teachers (FTE)	54.00	59.00	5.00	64.00	5.00
Number of Certificated Management FTEs	3.00	3.00	0.00	3.00	0.00
Number of Other Certificated FTEs	4.00	4.00	0.00	4.00	0.00
Classroom Staffing Ratio - Students per FTE	22.00	22.20	0.20	22.50	0.30
Teachers Increased/(Decreased) for projected Enrollment change over PY	7.00	6.00	-1.00	4.00	-2.00
Average Teacher FTE Salary	\$ 100,762	\$ 104,793	4.00%	\$ 108,984	4.00%
Average Certificated Management FTE Salary	\$ 137,650	\$ 140,000	1.71%	\$ 144,000	2.86%
Average Other Certificated FTE Salary	\$ 100,097	\$ 104,100	4.00%	\$ 108,265	4.00%
Cert Step and Column Increase (Total Annual Cost)	\$ 175,000	\$ 185,000	5.71%	\$ 195,500	5.68%
Other Pay, Stipends, Extra Pay	\$ 69,000	\$ 75,000	8.70%	\$ 81,500	8.67%
Health and Welfare Cost per Employee	\$ 13,416	\$ 13,953	4.00%	\$ 14,441	3.50%
Retirement Cost per Cert Employee	\$ 17,709	\$ 18,417	4.00%	\$ 19,154	4.00%
STRS Rate	19.10%	19.10%	0.00%	19.10%	0.00%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Norton Science and Language Academy (NSLA) is growing 1 grade level per year until our first graduating class of 2025, resulting in the need for additional teaching staff to support the growing student enrollment and programs being offered at NSLA.					
<b>Classified Salaries and Benefits:</b>					
Number of Classified (Non-Mgmt) FTEs	47.00	49.75	2.75	52.33	2.58
Number of Classified Mangement FTEs	0.00	0.00	0.00	0.00	0.00
Average Salary per Classified Non-Mgmt FTE	\$ 24,081	\$ 25,165	4.50%	\$ 26,297	4.50%
Average Salary per Classified Mgmt FTE	\$ -	\$ -		\$ -	
Class Step and Column Increase (Total Annual Cost)	\$ 48,000	\$ 50,000	4.17%	\$ 52,500	5.00%
Other Pay, Stipends, Extra Pay	\$ -	\$ -		\$ -	
Health and Welfare Cost per Class Employee	\$ 2,208	\$ 2,302	4.26%	\$ 2,403	4.39%
Retirement Cost per ClassEmployee	\$ 6,323	\$ 6,900	9.13%	\$ 7,350	6.52%
PERS Rate	25.37%	25.20%	-0.17%	24.60%	-0.60%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Norton Science and Language Academy (NSLA) is growing 1 grade level per year until our first graduating class of 2025, resulting in the need for additional support staff to assist the teachers and admin the growing student enrollment and programs being offered at NSLA.					

CHARTER NAME: Norton Science and Language Academy

#NAME?

#NAME?

Fiscal Year 2022-23 Budget

Form Originated 5/03/2022

ASSUMPTIONS:	2022-23	2023-24	Change	2024-25	Change
<b>Statutory Benefits</b>					
FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	0.50%	0.20%	-0.30%	20.00%	19.80%
Workers Comp	1.40000%	1.40000%	0.00%	1.40000%	0.00%
<b>Facilities:</b>					
Rent	\$ 2,860,938	\$ 3,076,875	7.55%	\$ 3,076,875	0.00%
Electricity	\$ 188,000	\$ 205,000	9.04%	\$ 225,000	9.76%
Heating (gas)	\$ 12,000	\$ 13,500	12.50%	\$ 15,000	11.11%
Other					
Explain "Other" facility costs:					
<b>Administrative Service Agreements:</b>					
1.00% Oversight Fees to Sponsor	\$ 137,940	\$ 164,272	19.09%	\$ 188,831	14.95%
Administrative Service Contract	\$ 1,769,349	\$ 2,045,492	15.61%	\$ 2,341,522	14.47%
Other Contracted Costs					
<b>List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)</b>					

CHARTER NAME: Norton Science and Language Academy  
 #NAME?  
 #NAME?

Fiscal Year 2022-23 Budget  
 Unrestricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>REVENUES</b>							
LCFF Sources							
LCFF	8011	8,568,528	28.06%	13,269,282	20.93%	15,410,998	16.14%
EPA	8012	2,444,879	15.41%	3,157,965	11.92%	3,472,062	9.95%
State Aid - Prior Year	8019	(708,118)					
In Lieu Property Taxes	8096	-		-		-	
Federal	8100-8299	-		-		-	
State							
Lottery - Unrestricted	8560	180,828	5.33%	213,173	11.92%	234,376	9.95%
Lottery - Prop 20 - Restricted	8560						
Other State Revenue	8300-8599	973,019	23.87%	1,337,136	10.94%	1,461,840	9.33%
Local							
Interest	8660	990	1.01%	1,000	0.00%	1,000	0.00%
AB602 Local Special Education Transfer	8792						
Other Local Revenues	8600-8799	-		-		-	
<b>Total Revenues</b>		<b>\$ 11,460,126</b>	<b>32.55%</b>	<b>\$ 17,978,556</b>	<b>18.35%</b>	<b>\$ 20,580,276</b>	<b>14.47%</b>
<b>EXPENDITURES</b>							
Certificated Salaries	1000-1999	3,996,793	23.33%	5,593,242	13.47%	6,116,972	9.36%
Classified Salaries	2000-2999	772,897	40.76%	1,165,744	7.15%	1,262,324	8.28%
Benefits	3000-3999	1,738,903	41.05%	2,782,928	13.46%	3,035,901	9.09%
Books & Supplies	4000-4999	761,729	-22.11%	685,000	15.45%	1,000,000	45.99%
Contracts & Services	5000-5999	806,527	26.50%	1,200,000	17.62%	1,325,000	10.42%
Capital Outlay	6000-6599	14,348	178.78%	300,000	650.00%	250,000	-16.67%
Other Outgo	7100-7299	1,416,676	24.89%	2,045,492	15.61%	2,341,522	14.47%
Debt Service (see Debt Form)	7400-7499	2,555,938	11.93%	3,076,875	7.55%	3,076,875	0.00%
<b>Total Expenditures</b>		<b>\$ 12,063,811</b>	<b>22.30%</b>	<b>\$ 16,849,281</b>	<b>14.20%</b>	<b>\$ 18,408,594</b>	<b>9.25%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ (603,685)</b>		<b>\$ 1,129,275</b>	<b>158.43%</b>	<b>\$ 2,171,682</b>	<b>92.31%</b>
<b>OTHER SOURCES &amp; USES</b>							
Other Sources/Contributions to Restricted Programs	8900					\$ (628,579)	
Other Uses	7600						
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ (628,579)</b>	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ (603,685)</b>		<b>\$ 1,129,275</b>	<b>158.43%</b>	<b>\$ 1,543,103</b>	<b>36.65%</b>

CHARTER NAME: Norton Science and Language Academy  
 #NAME?  
 #NAME?

Fiscal Year 2022-23 Budget  
 Unrestricted MYP

Form Originated 5/03/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>FUND BALANCE, RESERVES</b>								
Beginning Balance at Adopted Budget	9791	7,565,379	6,326,315	-16.38%	6,763,288	6.91%	7,892,563	16.70%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	(635,379)						
Beginning Fund Balance as per Audit Report +/- Restatements		6,930,000						
Ending Balance	9790	\$ 6,326,315	\$ 6,763,288	6.91%	\$ 7,892,563	16.70%	\$ 9,435,666	19.55%
<b>Components of Ending Fund Balance (Budget):</b>								
<b>a. Nonspendable</b>								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
<b>b. Restricted</b>								
	9740							
<b>c. Committed</b>								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
<b>d. Assignments</b>								
	9780							
<b>e. Unassigned</b>								
Reserve for Economic Uncertainties	9789	2,150,000	2,150,000	0.00%	2,150,000	0.00%	2,150,000	0.00%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	4,176,315	4,613,288	10.46%	5,742,563	24.48%	7,285,666	26.87%

CHARTER NAME: Norton Science and Language Academy  
 #NAME?  
 #NAME?

Fiscal Year 2022-23 Budget  
 Unrestricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:</b>							
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1 Ex. Erate							
2							
3							
4							
5							
6							
7							
8							
9							
<b>Total Federal Awards Budgeted:</b>	\$ -	\$ -		\$ -		\$ -	
Lottery Unrestricted Allocation per ADA		\$ 163		\$ 163		\$ 163	
Lottery Unrestricted Estimated Award		\$ 190,462	5.33%	\$ 213,173	11.92%	\$ 234,376	9.95%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Ex. Mandated Cost							
2 Mandate Block Grant	13,582	15,310	12.72%	17,136	11.93%	18,840	9.94%
3 MAA	28,000	40,000	42.86%	45,000	12.50%	48,000	6.67%
4 SB740	931,437	1,150,000	23.47%	1,275,000	10.87%	1,395,000	9.41%
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
<b>Total Other State Revenue Funds Budgeted:</b>	\$ 973,019	\$ 1,205,310	23.87%	\$ 1,337,136	10.94%	\$ 1,461,840	9.33%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1 Ex. Services Reimbursed by District							
2							
3							
4							
5							
6							
<b>Total Other Local Revenue Funds Budgeted:</b>	\$ -	\$ -		\$ -		\$ -	



CHARTER NAME: Norton Science and Language Academy

#NAME?

#NAME?

Fiscal Year 2022-23 Budget  
Restricted MYP

Form Originated 5/03/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>REVENUES</b>								
LCFF Sources								
LCFF	8011							
EPA	8012							
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096							
Federal	8100-8299	1,635,550	1,215,582	-25.68%	1,215,582	0.00%	1,140,953	-6.14%
State								
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	70,952	75,951		85,008		93,463	9.95%
Other State Revenue	8300-8599	395,467	398,724	0.82%	398,724	0.00%	398,724	0.00%
Local								
Interest	8660	-	-					
AB602 Local Special Education Transfer	8792	651,188	706,816	8.54%	706,816	0.00%	706,816	0.00%
Other Local Revenues	8600-8799	-	-		-		-	
<b>Total Revenues</b>		<b>\$ 2,753,157</b>	<b>\$ 2,397,073</b>	<b>-12.93%</b>	<b>\$ 2,406,130</b>	<b>0.38%</b>	<b>\$ 2,339,956</b>	<b>-2.75%</b>
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	735,002	696,298	-5.27%	724,150	4.00%	753,116	4.00%
Classified Salaries	2000-2999	336,979	661,190	96.21%	684,332	3.50%	708,283	3.50%
Benefits	3000-3999	339,448	487,295	43.56%	510,442	4.75%	535,964	5.00%
Books & Supplies	4000-4999	654,873	573,499	-12.43%	605,000	5.49%	630,000	4.13%
Contracts & Services	5000-5999	201,371	112,065	-44.35%	120,000	7.08%	127,500	6.25%
Capital Outlay	6000-6599	3,765	-		-		-	
Other Outgo	7100-7299	180,364	193,347	7.20%	203,014	5.00%	213,672	5.25%
Debt Service (see Debt Form)	7400-7499	-	-		-		-	
<b>Total Expenditures</b>		<b>\$ 2,451,802</b>	<b>\$ 2,723,694</b>	<b>11.09%</b>	<b>\$ 2,846,938</b>	<b>4.52%</b>	<b>\$ 2,968,535</b>	<b>4.27%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ 301,355</b>	<b>\$ (326,621)</b>		<b>\$ (440,808)</b>		<b>\$ (628,579)</b>	
<b>OTHER SOURCES &amp; USES</b>								
Other Sources/Contributions to Restricted Programs	8900						628,579	
Other Uses	7600							
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ 628,579</b>	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ 301,355</b>	<b>\$ (326,621)</b>		<b>\$ (440,808)</b>		<b>\$ (0)</b>	

CHARTER NAME: Norton Science and Language Academy

#NAME?

#NAME?

Fiscal Year 2022-23 Budget  
Restricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	
<b>FUND BALANCE, RESERVES</b>								
Beginning Balance at Adopted Budget	9791	3,046,244	1,514,288	-50.29%	1,187,667	-21.57%	746,859	-37.12%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	(1,833,311)						
Beginning Fund Balance as per Audit Report +/- Restatements		1,212,933						
Ending Balance		\$ 1,514,288	\$ 1,187,667	-21.57%	\$ 746,859	-37.12%	\$ 746,858	0.00%
<b>Components of Ending Fund Balance (Budget):</b>								
<b>a. Nonspendable</b>								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
<b>b. Restricted</b>								
	9740	1,514,288	1,187,667	-21.57%	746,859	-37.12%	746,858	0.00%
<b>c. Committed</b>								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
<b>d. Assignments</b>								
	9780							
<b>e. Unassigned</b>								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790							

CHARTER NAME: Norton Science and Language Academy

#NAME?

#NAME?

Fiscal Year 2022-23 Budget  
Restricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
If Restricted Fund Balances Exist, Identify Balance by Program:							
1 EX. AB602 - Special Education							
2 Lottery	343,353	280,325		-		152,018	
3 Cafeteria	209,806	195,000		152,019		179,250	
4 Classified School Employee PD	6,116	6,116		-		-	
5 ELOP	360,173	360,173	0.00%	360,173	0.00%	360,173	0.00%
6 ELO	594,840	346,053		234,667		55,417	
7							
8							
9							
10							
11							
12							
13							
14							
15							
	1,514,288	1,187,667		746,859		746,858	

ASSUMPTIONS FOR RESTRICTED PROGRAMS:

LIST FEDERAL RESTRICTED REVENUES

1 EX. Title I							
2 Title I	220,685	270,882	22.75%	270,882	0.00%	270,882	0.00%
3 Title II	29,470	38,452	30.48%	38,452	0.00%	38,452	0.00%
4 Title III	40,797	30,420		30,420		30,420	
5 Title IV	17,175	17,175		17,175		17,175	
6 ESSER II	143,658	42,455		42,455			
7 ESSER III	340,117	32,174		32,174			
8 Child Nutrition	560,117	611,558		611,558		611,558	
9 Special Education - IDEA	172,466	172,466		172,466		172,466	
10 ESSER I	110,768						
11 GEER	297						
12							
13							
14							
15							
16							
17							
18							
19							
20							
<b>Total Federal Awards Budgeted:</b>	<b>\$ 1,635,550</b>	<b>\$ 1,215,582</b>	<b>-25.68%</b>	<b>\$ 1,215,582</b>	<b>0.00%</b>	<b>\$ 1,140,953</b>	<b>-6.14%</b>

CHARTER NAME: Norton Science and Language Academy

#NAME?

#NAME?

Fiscal Year 2022-23 Budget  
Restricted MYP

Form Originated 5/03/2022

DESCRIPTION	Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
Lottery Prop 20 Restricted Allocation per ADA		\$ 65		\$ 65		\$ 65	
Lottery Estimated Prop 20 Restricted Award		\$ 75,951		\$ 85,008	11.92%	\$ 93,463	9.95%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Child Nutrition	35,294	38,551	9.23%	38,551	0.00%	38,551	0.00%
2 ELOP	360,173	360,173	0.00%	360,173	0.00%	360,173	0.00%
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
<b>Total Other State Revenue Funds Budgeted:</b>	<b>\$ 395,467</b>	<b>\$ 398,724</b>	<b>0.82%</b>	<b>\$ 398,724</b>	<b>0.00%</b>	<b>\$ 398,724</b>	<b>0.00%</b>
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1							
2							
3							
4							
5							
6							
<b>Total Other Local Revenue Funds Budgeted:</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	
<b>SPECIAL EDUCATION DETAILS:</b>							
What % of student population is Special Ed	12.10%	12.40%	0.30%	12.40%	0.00%	12.40%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Desert Mountain SELPA						
AB602 Revenue	651,188	706,816	8.54%	706,816	0.00%	706,816	0.00%
Other Special Ed Revenue	172,466	172,466	0.00%	172,466	0.00%	172,466	0.00%
Unrestricted Contribution to Special Ed	36,217	337,312	831.36%	428,580	27.06%	526,694	22.89%
Total Special Ed Funding	859,871	1,216,594		1,307,862		1,405,976	
Special Ed Expenditures	859,871	1,216,913	41.52%	1,308,181	7.50%	1,406,295	7.50%

CHARTER NAME: Norton Science and Language Academy

#NAME?

#NAME?

Fiscal Year 2022-23 Budget  
Summary MYP

Form Originated 5/03/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>REVENUES</b>								
LCFF Sources								
LCFF	8011	8,568,528	10,972,504	28.06%	13,269,282	20.93%	15,410,998	16.14%
EPA	8012	2,444,879	2,821,523	15.41%	3,157,965	11.92%	3,472,062	9.95%
State Aid - Prior Year	8019	(708,118)	-		-		-	
In Lieu Property Taxes	8096	-	-		-		-	
Federal	8100-8299	1,635,550	1,215,582	-25.68%	1,215,582	0.00%	1,140,953	-6.14%
State								
Lottery - Unrestricted	8560	180,828	190,462	5.33%	213,173	11.92%	234,376	9.95%
Lottery - Prop 20 - Restricted	8560	70,952	75,951	7.05%	85,008	11.92%	93,463	9.95%
Other State Revenue	8300-8599	1,368,486	1,604,034	17.21%	1,735,860	8.22%	1,860,564	7.18%
Local								
Interest	8660	990	1,000	1.01%	1,000	0.00%	1,000	0.00%
AB602 Local Special Education Transfer	8792	651,188	706,816	8.54%	706,816	0.00%	706,816	0.00%
Other Local Revenues	8600-8799	-	-		-		-	
<b>Total Revenues</b>		<b>\$ 14,213,283</b>	<b>\$ 17,587,872</b>	<b>23.74%</b>	<b>\$ 20,384,686</b>	<b>15.90%</b>	<b>\$ 22,920,231</b>	<b>12.44%</b>
<b>EXPENDITURES</b>								
Certificated Salaries	1000-1999	4,731,795	5,625,666	18.89%	6,317,392	12.30%	6,870,088	8.75%
Classified Salaries	2000-2999	1,109,876	1,749,107	57.59%	1,850,076	5.77%	1,970,607	6.51%
Benefits	3000-3999	2,078,351	2,939,984	41.46%	3,293,370	12.02%	3,571,865	8.46%
Books & Supplies	4000-4999	1,416,602	1,166,824	-17.63%	1,290,000	10.56%	1,630,000	26.36%
Contracts & Services	5000-5999	1,007,898	1,132,305	12.34%	1,320,000	16.58%	1,452,500	10.04%
Capital Outlay	6000-6599	18,113	40,000	120.84%	300,000	650.00%	250,000	-16.67%
Other Outgo	7100-7299	1,597,040	1,962,696	22.90%	2,248,506	14.56%	2,555,194	13.64%
Debt Service (see Debt Form)	7400-7499	2,555,938	2,860,938	11.93%	3,076,875	7.55%	3,076,875	0.00%
<b>Total Expenditures</b>		<b>\$ 14,515,613</b>	<b>\$ 17,477,520</b>	<b>20.40%</b>	<b>\$ 19,696,219</b>	<b>12.69%</b>	<b>\$ 21,377,129</b>	<b>8.53%</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES</b>		<b>\$ (302,330)</b>	<b>\$ 110,352</b>		<b>\$ 688,467</b>	<b>523.88%</b>	<b>\$ 1,543,102</b>	<b>124.14%</b>
<b>OTHER SOURCES &amp; USES</b>								
Other Sources/Contributions to Restricted Programs	8900	-	-		-		-	
Other Uses	7600	-	-		-		-	
<b>Net Sources &amp; Uses</b>		<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>		<b>\$ -</b>	
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>		<b>\$ (302,330)</b>	<b>\$ 110,352</b>		<b>\$ 688,467</b>	<b>523.88%</b>	<b>\$ 1,543,102</b>	<b>124.14%</b>

CHARTER NAME: Norton Science and Language Academy

#NAME?

#NAME?

Fiscal Year 2022-23 Budget  
Summary MYP

Form Originated 5/03/2022

DESCRIPTION		Estimated Actuals 2021-22	Adopted Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change
<b>FUND BALANCE, RESERVES</b>								
Beginning Balance at Adopted Budget	9791	10,611,623	7,840,603	-26.11%	7,950,955	1.41%	8,639,422	8.66%
Adjustments for Unaudited Actuals	9792	-	-		-		-	
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793	-	-		-		-	
Adjustments for Restatements	9795	(2,468,690)	-		-		-	
Beginning Fund Balance as per Audit Report +/- Restatements		8,142,933	-		-		-	
Ending Balance	9790	\$ 7,840,603	\$ 7,950,955	1.41%	\$ 8,639,422	8.66%	\$ 10,182,524	17.86%
<b>Components of Ending Fund Balance (Budget):</b>								
<b>a. Nonspendable</b>								
Revolving Cash	9711	-	-		-		-	
Stores	9712	-	-		-		-	
Prepaid Expenditures	9713	-	-		-		-	
All Others	9719	-	-		-		-	
<b>b. Restricted</b>	9740	1,514,288	1,187,667	-21.57%	746,859	-37.12%	746,858	0.00%
<b>c. Committed</b>								
Committed - Stabilization Arrangements	9750	-	-		-		-	
Committed - Other	9760	-	-		-		-	
<b>d. Assignments</b>								
9780		-	-		-		-	
<b>e. Unassigned</b>								
Reserve for Economic Uncertainties	9789	2,150,000	2,150,000	0.00%	2,150,000	0.00%	2,150,000	0.00%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	4,176,315	4,613,288	10.46%	5,742,563	24.48%	7,285,666	26.87%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		43.58%	38.70%		40.07%		44.14%	

Reserve Standard (unless different standard identified in MOU)

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

Reserve Standard Met/Not Met

4%	3%	3%	3%
Met	Met	Met	Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage

Unrestricted Deficit Spending Standard

Unrestricted Deficit Spending Standard Met/Not Met

5.0%	0.0%	0.0%	0.0%
14.5%	12.9%	13.4%	14.7%
Met	Met	Met	Met

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

## DEBT - Multiyear Commitments

Fiscal Year 2022-23 Budget

CHARTER NAME: Norton Science and Language Academy

Form Originated 5/03/2022

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

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

NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2022 Principal Balance	2022-23 Payment		2023-24 Payment		2024-25 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease	36	40,895,000	305,000	2,555,938	320,000	2,536,875	340,000	2,516,875	
Capital Lease	40	5,500,000	-	-	-	220,000	-	220,000	
Capital Lease									
Inter-Agency Borrowing									
Other									
<b>Total</b>		<b>46,395,000</b>	<b>305,000</b>	<b>2,555,938</b>	<b>320,000</b>	<b>2,756,875</b>	<b>340,000</b>	<b>2,736,875</b>	

Other Commitments:


Comments:

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CHARTER NAME: Norton Science and Language Academy

2022-23 Budget Cash Flow

DATE PREPARED: 5/16/2022

Form Originated 5/03/2022

			July	%	August	%	September	%	October	%	November	%	December	%	January	%		
			Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud		
<b>Beginning Cash Balance</b>			July 1, Cash=			6,627,764		6,990,711		6,224,927		5,521,223		6,707,049		6,614,711		6,349,907
<b>REVENUE</b>																		
LCFF Sources																		
LCFF	8011		-		548,625	5.00%	548,625	5.00%	987,525	9.00%	987,525	9.00%	987,525	9.00%	987,525	9.00%	987,525	9.00%
EPA	8012		-		-		-		705,380	25.00%	-		-		705,380	25.00%	-	
State Aid - Prior Year	8019		-		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		-		-		-		-		-		-		-	
Federal	8100-8299		-		-		-		375,000	30.85%	-		-		200,000	16.45%	-	
State																		
Lottery - Unrestricted	8560		-		-		-		-		-		-		47,615	25.00%	-	
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		18,988	25.00%	-	
Other State Revenue	8300-8599		-		-		-		300,000	18.70%	-		-		325,000	20.26%	-	
Local																		
Interest	8660		84	8.40%	84	8.40%	83	8.30%	84	8.40%	83	8.30%	84	8.40%	84	8.40%	84	8.40%
AB602 Local Special Education Transfer	8792		-		58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%
Other Local Revenues	8600-8799		-		-		-		-		-		-		-		-	
<b>Total Revenues</b>			\$ 84	0.00%	\$ 607,637	3.45%	\$ 607,636	3.45%	\$ 2,426,917	13.80%	\$ 1,046,536	5.95%	\$ 1,046,537	5.95%	\$ 2,343,520	13.32%		
<b>EXPENDITURES</b>																		
Certificated Salaries	1000-1999		49,845	0.89%	506,892	9.01%	506,892	9.01%	506,892	9.01%	506,892	9.01%	506,892	9.01%	506,892	9.01%	506,892	9.01%
Classified Salaries	2000-2999		42,141	2.41%	155,178	8.87%	155,178	8.87%	155,178	8.87%	155,178	8.87%	155,178	8.87%	155,178	8.87%	155,178	8.87%
Benefits	3000-3999		47,651	1.62%	262,939	8.94%	262,939	8.94%	262,939	8.94%	262,939	8.94%	262,939	8.94%	262,939	8.94%	262,939	8.94%
Books & Supplies	4000-4999		175,000	15.00%	125,000	10.71%	66,920	5.74%	66,920	5.74%	66,920	5.74%	66,920	5.74%	66,920	5.74%	66,920	5.74%
Contracts & Services	5000-5999		35,000	3.09%	85,000	7.51%	81,000	7.15%	81,000	7.15%	81,000	7.15%	81,000	7.15%	81,000	7.15%	81,000	7.15%
Capital Outlay	6000-6599		20,000	50.00%	-		-		7,500	18.75%	-		-		-		-	
Other Outgo	7100-7299		-		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		238,412	8.33%	238,412	8.33%	238,412	8.33%	238,412	8.33%	238,412	8.33%	238,412	8.33%	238,412	8.33%	238,412	8.33%
<b>Total Expenditures</b>			\$ 608,049	3.48%	\$ 1,373,421	7.86%	\$ 1,311,341	7.50%	\$ 1,318,841	7.55%	\$ 1,311,341	7.50%	\$ 1,311,341	7.50%	\$ 1,311,341	7.50%	\$ 1,311,341	7.50%
<b>OTHER SOURCES/USES</b>																		
Other Sources/Contributions to Restricted Programs	8900																	
Other Uses	7600																	
<b>Net Sources &amp; Uses</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>PRIOR YEAR TRANSACTIONS</b>																		
		July 1 -	%		%		%		%		%		%		%		%	
		Beginning	Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal	
		Balances																
Accounts Receivable	9210	1,707,392	1,390,911	81.46%					77,750	4.55%	172,466	10.10%			66,265	3.88%		
Prepaid Expenditures	9330																	
(Accounts Payable)	9510	420,000	420,000	100.00%														
(Line of Credit Payments)	9640																	
(Deferred Revenue)	9650																	
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ 1,287,392	\$ 970,911		\$ -		\$ -		\$ 77,750		\$ 172,466		\$ -		\$ 66,265			
<b>OTHER ADJUSTMENTS (LIST)</b>																		
Capital Assets (Not included in Expenditures above)																		
<b>TOTAL MISC. ADJUSTMENTS</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>			\$ 362,947		\$ (765,784)		\$ (703,705)		\$ 1,185,827		\$ (92,339)		\$ (264,804)		\$ 1,098,445			
<b>ENDING CASH BALANCE</b>			\$ 6,990,711		\$ 6,224,927		\$ 5,521,223		\$ 6,707,049		\$ 6,614,711		\$ 6,349,907		\$ 7,448,352			



CHARTER NAME: Norton Science and Language Academy

DATE PREPARED: 5/16/2022

2022-23 Budget Cash Flow

Form Originated 5/03/2022

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference	
<b>Beginning Cash Balance</b>	7,448,352		7,183,544		6,918,741		7,988,419		7,723,616		5,496,094				
<b>REVENUE</b>															
LCFF Sources															
LCFF	8011	987,525	9.00%	987,525	9.00%	987,525	9.00%	987,525	9.00%	987,525	9.00%	987,529	10,972,504	10,972,504	-
EPA	8012	-		-		705,380	25.00%	-		-		705,383	2,821,523	2,821,523	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	-		-		-		-		-		-	-	-	-
Federal	8100-8299	-		-		250,000	20.57%	-		-		390,582	1,215,582	1,215,582	-
State															
Lottery - Unrestricted	8560	-		-		47,615	25.00%	-		-		95,232	190,462	190,462	-
Lottery - Prop 20 - Restricted	8560	-		-		18,988	25.00%	-		-		37,975	75,951	75,951	-
Other State Revenue	8300-8599	-		-		325,000	20.26%	-		-		654,034	1,604,034	1,604,034	-
Local															
Interest	8660	80	8.00%	84	8.40%	83	8.30%	84	8.40%	83	8.30%	-	1,000	1,000	-
AB602 Local Special Education Transfer	8792	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,608	706,816	706,816	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
<b>Total Revenues</b>		\$ 1,046,533	5.95%	\$ 1,046,537	5.95%	\$ 2,393,519	13.61%	\$ 1,046,537	5.95%	\$ 1,046,536	5.95%	\$ 2,929,343	\$ 17,587,872	\$ 17,587,872	\$ -
<b>EXPENDITURES</b>															
Certificated Salaries	1000-1999	506,892	9.01%	506,892	9.01%	506,892	9.01%	506,892	9.01%	506,901	9.01%	-	5,625,666	5,625,666	-
Classified Salaries	2000-2999	155,178	8.87%	155,178	8.87%	155,178	8.87%	155,178	8.87%	155,186	8.87%	-	1,749,107	1,749,107	-
Benefits	3000-3999	262,939	8.94%	262,939	8.94%	262,939	8.94%	262,939	8.94%	262,943	8.94%	-	2,939,984	2,939,984	-
Books & Supplies	4000-4999	66,920	5.74%	66,920	5.74%	66,920	5.74%	66,920	5.74%	66,920	5.74%	197,624	1,166,824	1,166,824	-
Contracts & Services	5000-5999	81,000	7.15%	81,000	7.15%	81,000	7.15%	81,000	7.15%	81,000	7.15%	202,305	1,132,305	1,132,305	-
Capital Outlay	6000-6599	-		-		12,500	31.25%	-		-		-	40,000	40,000	-
Other Outgo	7100-7299	-		-		-		-		1,962,696	100.00%	-	1,962,696	1,962,696	-
Debt Service (see Debt Form)	7400-7499	238,412	8.33%	238,412	8.33%	238,412	8.33%	238,412	8.33%	238,412	8.33%	-	2,860,938	2,860,938	-
<b>Total Expenditures</b>		\$ 1,311,341	7.50%	\$ 1,311,341	7.50%	\$ 1,323,841	7.57%	\$ 1,311,341	7.50%	\$ 3,274,058	18.73%	\$ 399,929	\$ 17,477,520	\$ 17,477,520	\$ -
<b>OTHER SOURCES/USES</b>															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
<b>Net Sources &amp; Uses</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
<b>PRIOR YEAR TRANSACTIONS</b>															
		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal				Remaining Balance	
Accounts Receivable	9210												1,707,392	-	
Prepaid Expenditures	9330												-	-	
(Accounts Payable)	9510												420,000	-	
(Line of Credit Payments)	9640												-	-	
(Deferred Revenue)	9650												-	-	
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ -		\$ -		\$ -		\$ -		\$ -			\$ 1,287,392	\$ -	
<b>OTHER ADJUSTMENTS (LIST)</b>															
Capital Assets (Not included in Expenditures above)														-	
														-	
														-	
														-	
<b>TOTAL MISC. ADJUSTMENTS</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>		\$ (264,808)		\$ (264,804)		\$ 1,069,679		\$ (264,804)		\$ (2,227,522)		\$ 2,529,414	\$ 1,397,744		
<b>ENDING CASH BALANCE</b>		\$ 7,183,544		\$ 6,918,741		\$ 7,988,419		\$ 7,723,616		\$ 5,496,094		\$ 8,025,508			

Ending Fund Balance \$ 7,950,955  
 Ending Cash plus Accruals should equal Ending Fund Balance \$ 74,553

CHARTER NAME: Norton Science and Language Academy

2023-24 Budget Cash Flow

DATE PREPARED: 5/16/2022

Form Originated 5/03/2022

			July	%	August	%	September	%	October	%	November	%	December	%	January	%			
			Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud	Estimated	Bud			
<b>Beginning Cash Balance</b>			July 1, Cash=			5,496,094		6,498,403		5,522,722		5,247,287		6,568,917		6,338,195		6,132,474	
<b>REVENUE</b>																			
LCFF Sources																			
LCFF	8011		-		649,640	4.90%	649,640	4.90%	1,169,352	8.81%	1,169,352	8.81%	1,169,352	8.81%	1,169,352	8.81%	1,169,352	8.81%	
EPA	8012		-		-		-		789,491	25.00%	-		-		789,491	25.00%	-		
State Aid - Prior Year	8019		-		-		-		-		-		-		-		-		
In Lieu Property Taxes	8096		-		-		-		-		-		-		-		-		
Federal	8100-8299		-		-		-		303,895	25.00%	-		-		303,895	25.00%	-		
State																			
Lottery - Unrestricted	8560		-		-		-		-		-		-		-		53,293	25.00%	
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		-		21,252	25.00%	
Other State Revenue	8300-8599		-		-		-		433,965	25.00%	-		-		433,965	25.00%	-		
Local																			
Interest	8660		84	8.40%	84	8.40%	83	8.30%	84	8.40%	83	8.30%	84	8.40%	84	8.40%	84	8.40%	
AB602 Local Special Education Transfer	8792		-		58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	
Other Local Revenues	8600-8799		-		-		-		-		-		-		-		-		
<b>Total Revenues</b>			\$ 84	0.00%	\$ 708,652	3.48%	\$ 708,651	3.48%	\$ 2,755,715	13.52%	\$ 1,228,363	6.03%	\$ 1,228,364	6.03%	\$ 2,830,260	13.88%			
<b>EXPENDITURES</b>																			
Certificated Salaries	1000-1999		52,837	0.84%	569,505	9.01%	569,505	9.01%	569,505	9.01%	569,505	9.01%	569,505	9.01%	569,505	9.01%	569,505	9.01%	
Classified Salaries	2000-2999		44,250	2.39%	164,166	8.87%	164,166	8.87%	164,166	8.87%	164,166	8.87%	164,166	8.87%	164,166	8.87%	164,166	8.87%	
Benefits	3000-3999		59,282	1.80%	294,008	8.93%	294,008	8.93%	294,008	8.93%	294,008	8.93%	294,008	8.93%	294,008	8.93%	294,008	8.93%	
Books & Supplies	4000-4999		100,000	7.75%	250,000	19.38%	75,000	5.81%	75,000	5.81%	75,000	5.81%	75,000	5.81%	75,000	5.81%	75,000	5.81%	
Contracts & Services	5000-5999		135,000	10.23%	225,000	17.05%	75,000	5.68%	75,000	5.68%	75,000	5.68%	75,000	5.68%	75,000	5.68%	75,000	5.68%	
Capital Outlay	6000-6599		-		125,000	41.67%	-		-		25,000	8.33%	-		25,000	8.33%	-		
Other Outgo	7100-7299		-		-		-		-		-		-		-		-		
Debt Service (see Debt Form)	7400-7499		256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	
<b>Total Expenditures</b>			\$ 647,775	3.29%	\$ 1,884,085	9.57%	\$ 1,434,085	7.28%	\$ 1,434,085	7.28%	\$ 1,459,085	7.41%	\$ 1,434,085	7.28%	\$ 1,459,085	7.41%			
<b>OTHER SOURCES/USES</b>																			
Other Sources/Contributions to Restricted Programs	8900																		
Other Uses	7600																		
<b>Net Sources &amp; Uses</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		
<b>PRIOR YEAR TRANSACTIONS</b>																			
		July 1 -	%		%		%		%		%		%		%		%		
		Beginning	Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		Beg Bal		
		Balances																	
Accounts Receivable	9210	2,929,662	2,000,000	68.27%	250,000	8.53%	450,000	15.36%							229,662	7.84%			
Prepaid Expenditures	9330																		
Accounts Payable	9510	400,248	350,000	87.45%	50,248	12.55%													
Line of Credit Payments	9640																		
Deferred Revenue	9650																		
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ 2,529,414	\$ 1,650,000		\$ 199,752		\$ 450,000		\$ -		\$ -		\$ -		\$ 229,662				
<b>OTHER ADJUSTMENTS (LIST)</b>																			
Capital Assets (Not included in Expenditures above)																			
<b>TOTAL MISC. ADJUSTMENTS</b>			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		
<b>NET REVENUES LESS EXPENDITURES</b>			\$ 1,002,309		\$ (975,681)		\$ (275,434)		\$ 1,321,630		\$ (230,722)		\$ (205,721)		\$ 1,600,837				
<b>ENDING CASH BALANCE</b>			\$ 6,498,403		\$ 5,522,722		\$ 5,247,287		\$ 6,568,917		\$ 6,338,195		\$ 6,132,474		\$ 7,733,310				

CHARTER NAME: Norton Science and Language Academy

DATE PREPARED: 5/16/2022

2023-24 Budget Cash Flow

Form Originated 5/03/2022

	February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference	
<b>Beginning Cash Balance</b>	7,733,310		7,527,585		7,321,864		8,718,038		8,387,316		5,933,088				
<b>REVENUE</b>															
LCFF Sources															
LCFF	8011	1,169,352	8.81%	1,169,352	8.81%	1,169,352	8.81%	1,169,352	8.81%	1,169,352	8.81%	1,445,834	13,269,282	13,269,282	-
EPA	8012	-		-		789,491	25.00%	-		-		789,492	3,157,965	3,157,965	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	-		-		-		-		-		-	-	-	-
Federal	8100-8299	-		-		303,895	25.00%	-		-		303,897	1,215,582	1,215,582	-
State															
Lottery - Unrestricted	8560	-		-		53,293	25.00%	-		-		106,587	213,173	213,173	-
Lottery - Prop 20 - Restricted	8560	-		-		21,252	25.00%	-		-		42,504	85,008	85,008	-
Other State Revenue	8300-8599	-		-		433,965	25.00%	-		-		433,965	1,735,860	1,735,860	-
Local															
Interest	8660	80	8.00%	84	8.40%	83	8.30%	84	8.40%	83	8.30%	-	1,000	1,000	-
AB602 Local Special Education Transfer	8792	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,928	8.34%	58,608	706,816	706,816	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
<b>Total Revenues</b>		\$ 1,228,360	6.03%	\$ 1,228,364	6.03%	\$ 2,830,259	13.88%	\$ 1,228,364	6.03%	\$ 1,228,363	6.03%	\$ 3,180,887	\$ 20,384,686	\$ 20,384,686	\$ -
<b>EXPENDITURES</b>															
Certificated Salaries	1000-1999	569,505	9.01%	569,505	9.01%	569,505	9.01%	569,505	9.01%	569,505	9.01%	-	6,317,392	6,317,392	-
Classified Salaries	2000-2999	164,166	8.87%	164,166	8.87%	164,166	8.87%	164,166	8.87%	164,166	8.87%	-	1,850,076	1,850,076	-
Benefits	3000-3999	294,008	8.93%	294,008	8.93%	294,008	8.93%	294,008	8.93%	294,008	8.93%	-	3,293,370	3,293,370	-
Books & Supplies	4000-4999	75,000	5.81%	75,000	5.81%	75,000	5.81%	75,000	5.81%	75,000	5.81%	190,000	1,290,000	1,290,000	-
Contracts & Services	5000-5999	75,000	5.68%	75,000	5.68%	75,000	5.68%	75,000	5.68%	75,000	5.68%	210,000	1,320,000	1,320,000	-
Capital Outlay	6000-6599	-		-		-		125,000	41.67%	-		-	300,000	300,000	-
Other Outgo	7100-7299	-		-		-		-		2,248,506	100.00%	-	2,248,506	2,248,506	-
Debt Service (see Debt Form)	7400-7499	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	-	3,076,875	3,076,875	-
<b>Total Expenditures</b>		\$ 1,434,085	7.28%	\$ 1,434,085	7.28%	\$ 1,434,085	7.28%	\$ 1,559,085	7.92%	\$ 3,682,591	18.70%	\$ 400,000	\$ 19,696,219	\$ 19,696,219	\$ -
<b>OTHER SOURCES/USES</b>															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
<b>Net Sources &amp; Uses</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
<b>PRIOR YEAR TRANSACTIONS</b>															
		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal				Remaining Balance	
Accounts Receivable	9210												2,929,662	-	
Prepaid Expenditures	9330												-	-	
Accounts Payable	9510												400,248	-	
Line of Credit Payments	9640												-	-	
Deferred Revenue	9650												-	-	
<b>NET PRIOR YEAR TRANSACTIONS</b>		\$ -		\$ -		\$ -		\$ -		\$ -			\$ 2,529,414	\$ -	
<b>OTHER ADJUSTMENTS (LIST)</b>															
Capital Assets (Not included in Expenditures above)															
<b>TOTAL MISC. ADJUSTMENTS</b>		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	
<b>NET REVENUES LESS EXPENDITURES</b>		\$ (205,725)		\$ (205,721)		\$ 1,396,174		\$ (330,721)		\$ (2,454,228)		\$ 2,780,887	\$ 3,217,881		
<b>ENDING CASH BALANCE</b>		\$ 7,527,585		\$ 7,321,864		\$ 8,718,038		\$ 8,387,316		\$ 5,933,088		\$ 8,713,975			

Ending Fund Balance \$ 8,639,422

Ending Cash plus Accruals should equal Ending Fund Balance \$ 74,553

**Lewis Center for Educational Research**

**Board Packet Agenda Items**

Date of meeting: 6/13/2022

Title: AAE and NSLA Universal Prekindergarten Planning and Implementation Grant  
Program Plans

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

**Background:**

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). Under state law, the plan must be developed for consideration by the LEA’s governing board or body at a public meeting on or before June 30, 2022.

**Fiscal Implications (if any):**

Projected ADA:

AAE – 42.35

NSLA – 43.90

Planning & Implementation Grant:

AAE - \$114,005.00

NSLA - \$122,432

TK Funding through LCFF projection:

AAE - \$435,612 (2nd Classroom adding @ \$228,000)

NSLA - \$545,633 (2nd Classroom adding @ \$273,000)

Additional TK Funding through LCFF projection:

AAE - \$119,131

NSLA - \$123,491

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

The Lewis Center for Educational Research is committed to expanding and strengthening its Early Education Program so that children develop a love of learning, have positive associations with school, gain feelings of self-esteem and are ready to enter kindergarten with minimal to no knowledge gaps. This will ensure that students are prepared in the early grades to be successful in middle and high school.

**Recommendation:**

Board Approval of AAE and NSLA Universal Prekindergarten Planning and Implementation Grant Program Plans

**Submitted by:**

Lisa Longoria, AAE Elementary Vice Principal

Myrna Foster, NSLA Elementary Vice Principal

# Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies  
Released – December 17, 2021

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## Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

### **The California Universal Prekindergarten Planning and Implementation Grant Program – Overview**

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

### **Planning Template Purpose**

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.



The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
  - a. Vision and Coherence
  - b. Community Engagement and Partnerships
  - c. Workforce Recruitment and Professional Learning
  - d. Curriculum, Instruction, and Assessment
  - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

### **Accompanying Guidance**

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
  - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
  - b. Funding sources that can be utilized for facilities;
  - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

### **Directions, Timeline, and Suggested Planning Process**

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

## Key Considerations

### Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

**Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
<b>Eligibility</b>	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
<b>Ratios</b>	Not specified	1:12	1:10**	1:10**	1:10**
<b>Class Size</b>	24	24	24	24	24

\* average class size across the school site

\*\* Subject to future legislative appropriation

### Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

### Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

### **Creating Joint or Aligned Plans**

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

## UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Academy for Academic Excellence	Valli Andreasen	vandreasen@lcer.org	7609465414

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

## Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

**Table: Projected Student Enrollment**

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) <sup>4</sup>	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	25	37	53	55	55	55
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

**Table: Facilities Estimates (Cumulative)**

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	2	2	2	2
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	N/A	N/A	N/A	N/A	N/A	N/A

**Table: Staffing Estimates (Cumulative)**

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	2	2	2	2
TK Teacher's Assistants	1	1	2	2	2	2

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

**Table: Projected Number of TK Students Utilizing Extended Learning and Care**

2019–20	Current	2022–23	2023–24	2024–25	2025–26
0	0	24	24	24	24

**Table: Projected Number of Slots Available for TK Students**

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	N/A	N/A	N/A	N/A	N/A	N/A
Head Start	N/A	N/A	N/A	N/A	N/A	N/A
ASES Program/ELO-P	N/A	N/A	N/A	N/A	N/A	N/A

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

There are no required questions in this section.

## Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

The Academy for Academy Excellence (AAE) is committed to expanding and strengthening its Early Education Program so that children develop a love of learning, have positive associations with school, gain feelings of self-esteem, and are ready to enter kindergarten with minimal to no knowledge gaps. This will ensure that students are ready in the early grades to be successful in middle school and high school. Ultimately, as outlined in our school mission, AAE students should be "prepared for post-secondary success through a relevant, rigorous college-preparatory education." AAE's vision is to ensure high levels of learning and to nurture a growth mindset for all. As a collaborative community, we use effective instructional practices that are STREAM-focused, research-based, and data-driven. We engage in integrated learning experiences that promote global-mindedness, critical thinking, and a re-defined use of technology. This will require strong collaboration within our organization. The goal for AAE will be to offer parents a rich program and support, in a seamless manner, so that students receive joyful yet high-quality learning experiences throughout the day.

Research studies indicate that investment in early education is critical to the success of students in future grades. An analysis of academically high-performing countries demonstrates that countries that invest heavily in early learning and development show significantly higher levels of achievement in higher grades. According to First Things First (2021), "90% of brain growth happens before kindergarten. At birth, the average baby's brain is about a quarter of the size of the average adult brain. Incredibly, it doubles in size in the first year. It keeps growing to about 80% of adult size by age 3 and 90% — nearly full-grown — by age 5." Focusing on children in the early years will be a critical piece in the advancement of all students at AAE.

Almost 40% of the students who attend AAE are from a socioeconomically disadvantaged background. Even before they enter school, many of our students fall behind in their vocabulary and language proficiency compared to their middle-class peers. Studies have demonstrated that a vocabulary gap in the early years is reflected in the language performance in 3rd grade and, consequently, achievement in the upper grades. It is imperative that the AAE invest in early learning to ensure academic success through middle school and high school. Implementation of UPK will help AAE accomplish this vision.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

AAE will engage the partners in a provision of service that extends transitional kindergarten instructional time to the full day as identified and requested to meet the needs of families.



3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

To support and monitor the UPK program and facilitate connections with the ELO-P and other early learning and care programs, AAE will implement a structure to provide oversight and guidance of the UPK program for the full day. The team will engage with the county office of education for technical assistance and implementation support. In addition, the team will support site teams with planning and implementation processes. Effective coordination and communication between departments will be prioritized throughout the planning and implementation process.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

Key individuals that will be responsible for implementing UPK will include the following:

- Education Support Services
- Facilities Department
- Human Resources Department
- Curriculum, Instruction, Assessment Department
- MTSS team
- LCER Data Committee

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

UPK leadership will be integrated into the decision-making process. The AAE Principal is both a UPK representative and a member of the Lewis Center Executive Team. A communication process will be developed to share progress and needs across Lewis Center schools to support the local decision making process. Communication protocols that will be used to increase efficiency and transparency include but are not limited to: structured meetings, engagement of partners and stakeholders, and regular communication. An emphasis will be placed on effective communication between K-12 and early learning leaders.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

The identification of UPK goals and outcomes will be aligned to data driven goals and actions in the LCAP and leverage an integrated educational partner engagement process to ensure input is gathered to support UPK planning and implementation and integration into the AAE's LCAP. Areas of alignment in current and future LCAPs and UPK plans will be identified and leveraged to ensure shared goals, priorities and related action steps.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

To ensure the inclusion of students with disabilities, AAE will meaningfully and collaboratively engage with Desert Mountain SELPA teams as well as the students' Individualized Education Plan (IEP) teams. To guide the development of a continuum of support to engage every child in developmentally informed instruction in the least restrictive environment (LRE) and to ensure equity and access to early learning and care through universal prekindergarten, AAE will clearly articulate the emphasis on high quality early education prekindergarten through third grade. Consistent use of developmentally-informed practices as well as universally designed learning opportunities will be highlighted as integral components of a multi-tiered system of support for all students.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

AAE is working with Quality Start San Bernardino to build connections between our site and early learning and care partners.

## Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK offered at all sites

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Full Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

Consistent with our elementary bell schedule in grades K-5, TK will also begin their day at 8:15 a.m. TK dismissal will be at 1:30 p.m., an hour earlier than K-5th grades. After school care will be provided.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

Yes

- b. 2023–24 (Birthdays April 3 or after) [select one]

Yes

- c. 2024–25 (Birthdays June 3 or after) [select one]

Yes

## Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?

The Academy for Academic Excellence's UPK Plan cultivates and prioritizes the needs of families through the development of an early education system. Relationships with parents and families are fostered through transparent engagement, community partnerships and strategic communication efforts which provide opportunities for authentic input. Parental choices are shared via various platforms including but not limited to print resources, digital platforms and public forums.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?

AAE will consistently engage with extended learning and care partners through professional convening such as networks created and designed explicitly for intentional partnership development. Input will be gathered through various methods including but not limited to meetings, open forum discussions, and surveys

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

AAE will meet directly with representatives from local educational agencies, and other early learning and care partners to develop co-created resources designed to educate and inform parents and families of the options available for their children as well as to share information regarding programmatic details and locations. AAE will continue to share UPK Plan progress with partners in network meetings as well as in public forums. Open and consistent communication will be emphasized throughout the process to support parents in making informed choices that best fit the needs of their children and families.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

AAE will collaborate with Desert/Mountain SELPA to expand educator capacity to serve children with disabilities and provide access to needed professional learning opportunities.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

AAE will provide families with access to a minimum of nine hours per day of programming through the development of ELO-P. Students may have access to extended learning opportunities before school, during school hours in a mixed delivery system and/or after school hours through a partnership with local expanded learning providers. Funds to be used may include but not be limited to UPK Planning and Implementation, CSPP Expansion, ELOP, and may be braided to fiscally support a nine-hour school, summer and/or intersession day.

## Required Questions

**CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.**

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

Family or parent surveys

Parent Teacher Association Meetings

Special Education Local Plan Area (SELPA)

School Site Council

Other [describe, open response]

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Other [describe, open response]

Not applicable

## Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

AAE will offer current educators the opportunity to transition from their current teaching position to TK. If in the future it is necessary to recruit TK educators, recruitment will be implemented through a variety of outlets that may include but not be limited to professional convening such as networks, social media platforms, partnership agencies, and institutes of higher education. Employment opportunities may be offered through professional databases such as Ed Join and publicized through LEA communication portals.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

Coordinated efforts to collaborate with early learning providers on joint professional learning opportunities will be integrated into AAE's UPK Plan. Dual capacity professional learning and/or coaching for teachers and paraprofessionals will be supported by AAE in partnership with the Child Care Resource Center (CCRC).

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following:
  - a. Who will receive this professional learning?

- i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
- ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
- b. What content will professional learning opportunities cover?
  - i. Effective adult-child interactions
  - ii. Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - iii. Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - iv. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - v. Implicit bias and culturally- and linguistically-responsive practice
  - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
  - vii. Curriculum selection and implementation
  - viii. Creating developmentally-informed environments
  - ix. Administration and use of child assessments to inform instruction
  - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
  - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
  - i. Coaching and mentoring
  - ii. Classroom observations and demonstration lessons with colleagues
  - iii. Workshops with external professional development providers
  - iv. Internally-delivered professional learning workshops and trainings
  - v. Operating an induction program
  - vi. Partnerships with local QCC professional learning in CSPP settings
  - vii. In mixed groupings (for example, TK and CSPP teachers)

Teachers, paraprofessionals, and administrators will be eligible to participate in AAE’s professional learning. The content of these professional learning opportunities may include any of the following:

- Effective adult-child interactions
- Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families

Professional learning opportunities may be delivered in the following ways:

- Coaching and mentoring
- Classroom observations and demonstration lessons with colleagues
- Classroom observations and demonstration lessons with colleagues
- Operating an induction program
- In mixed groupings (TK and Kindergarten)

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

AAE will continue to promote site-based horizontal and vertical articulation through Professional Learning Community (PLC) to support student transitions, share strategies, and monitor student progress.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Effective adult-child interactions

Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Creating developmentally-informed environments

Administration and use of child assessments to inform instruction

Serving children with disabilities in inclusive settings, including Universal Design for Learning



## Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

AAE will research and support the development or selection of curriculum that aligns with the California Learning Foundations and California Preschool Curriculum Frameworks. Curriculum and supplemental materials will be reviewed to determine the effectiveness of supporting all learners including multilingual learners and students with disabilities. Care will be taken to identify the incorporation of developmentally informed, culturally and linguistically responsive assessments, and social-emotional learning and executive function support.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

The intended timeline for curriculum implementation will begin during the 2022-2023 school year and will encourage input from UPK educators with the adopted curriculum. Processes that will be used may include but not be limited to: curriculum fair for community members and educators to review possible resources, task force that includes early educators to determine possible curriculum for piloting, volunteer early educators to use curriculum with students, and rubrics to evaluate materials. After the vetting process has been completed, a list of curriculum options will be shared and presented to the Board for approval according to local policy. To ensure curriculum fidelity, educators and support personnel will receive professional learning and follow-up coaching focused on the effective use of adopted materials.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

AAE will support successful learning and joyful experiences for all students through the implementation of Multi-tiered System of Support (MTSS). Support for educators may include but not be limited to: Teaching with Love & Logic, Capturing Kids Hearts, Second Step social-emotional learning, research- and evidence-based classroom management and student engagement strategies, and developmentally-informed practices such as play as a context for learning. Support may include synchronous and asynchronous professional learning and continuous improvement coaching.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

In order to integrate UPK into the school site system, AAE will ensure early educators are actively engaged in professional learning, decision-making and feedback cycles as appropriate. UPK representatives will be included in school wide initiatives and system development and/or refinement such as MTSS. UPK representatives may also be included on the site-based decision making team as appropriate.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

AAE will support educators with professional learning emphasizing equitable access for students with disabilities through inclusive practices. An intentional focus on supporting students' learning and development by proactively removing barriers through the adaptation of instructional materials and classroom environments will be applied to professional learning and educator support. Educators will be encouraged to support students in an inclusive environment.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

AAE will highlight and encourage culturally and linguistically responsive practices to support multilingual learners and students and families from diverse communities. School wide resources that support early literacy skills and oral language development may include but not be limited to Second Step Early Literacy and Early Learning with Studies Weekly.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

AAE will utilize a variety of assessment tools to determine next steps for instruction of dual language learners. Tools may include but not be limited to: observations, anecdotal records, work samples, ESGI, and locally developed formative assessments.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

English-only instruction with home-language support

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

None

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

Use developmental observations to identify children's emerging skills and support their development through daily interactions

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide additional staff to support participation in instruction

Provide adaptations to instructional materials

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

Other [describe, open response]

Students identified through the Home Language Survey as a possible English Learner will be administered the ELPAC (English Language Proficiency Assessments for California) within the first 30 days of the start of the school year. ESGI will be administered each trimester to measure development of academic standards.

## Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

### For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

AAE is made up of grades TK through 12. Specifically, the TK classrooms are located in the same areas as grades K-2. Students interact in the morning before school starts, eating breakfast and playing on the playground. Classes integrate Reading Buddies between TK and older students. The AAE will ensure the safety of younger children by complying with health and safety regulations that meet the kindergarten facilities standards described in the California Code of Regulations. Modifications to systems and facilities will be assessed and planned accordingly. Shared spaces and successful implementation of coordinated services will also be reviewed, planned for and completed. Clearly articulated expectations will be communicated to all students, families and staff members regarding interactions between children of all ages.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

AAE does not provide transportation.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

Access to meals and adequate time for eating will be ensured by providing all students with free breakfast and lunch as well as incorporating early learners into the daily lunch schedule. The cafeteria manager and staff will be key in providing ample support to young children when selecting foods, carrying trays, and maneuvering through the designated eating area(s). Students will be supervised by the classroom paraprofessional. The AAE will continue to comply with all health and safety regulations, including those identified in the Child Nutrition Program.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

AAE will continue to engage early learning and care partners and agencies to design a mixed-delivery model that will provide families with options for UPK that best fit their needs. Whenever feasible, early education programs, both LEA-administered and non-LEA administered, will be considered and integrated into the UPK system.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

No

i. If no, how many more classrooms does the LEA need? [identify number, open response]

1

ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

AAE will be installing an additional classroom portable over the summer break.

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

Yes

i. If no, what modifications need to be made? What resources are needed to make them? ( See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

Yes

i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

Paved area

Total square feet required

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No, extended learning will be on the same site.

## Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Support for parent surveys to gauge interest in service delivery models

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

Creating inclusive classrooms, including implementing Universal Design for Learning

Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs

Technical assistance on how to integrate UPK and P–3 in the district LCAP

Guidance on best practices for smooth transitions through the P–3 continuum

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

Creating professional learning opportunities to provide site leaders with more early childhood knowledge

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Creating developmentally-informed environments

Administration and use of child assessments to inform instruction

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Internally-delivered professional learning workshops and trainings

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

Using manipulatives to develop fine motor skills

Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

Encouraging purposeful play, choice, social interactions, and collaboration

Providing language- and literacy-rich environments

Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Guidance on how to modify an elementary school classroom to serve young children



## Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE’s Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

## Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

### Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

### Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

### Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

### **Focus Area E: LEA Facilities, Services, and Operations**

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

# Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies  
Released – December 17, 2021

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## Universal Prekindergarten in California

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

### **The California Universal Prekindergarten Planning and Implementation Grant Program – Overview**

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California Education Code (EC) Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (EC Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day (EC Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

### **Planning Template Purpose**

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the June 30, 2022, deadline for LEAs to present their plans to their governing boards.

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.



The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
  - a. Vision and Coherence
  - b. Community Engagement and Partnerships
  - c. Workforce Recruitment and Professional Learning
  - d. Curriculum, Instruction, and Assessment
  - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

### **Accompanying Guidance**

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
  - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
  - b. Funding sources that can be utilized for facilities;
  - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

### **Directions, Timeline, and Suggested Planning Process**

LEAs are encouraged to use this template to fulfill the EC Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will

disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.
5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by June 30, 2022.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

## Key Considerations

### Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (EC 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

**Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
<b>Eligibility</b>	Turn five between September 2 and December 2; at district discretion,	Turn five between September 2 and February 2; at district discretion,	Turn five between September 2 and April 2; at district discretion, turn	Turn five between September 2 and June 2; at district discretion, turn	Turn four by September 1

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
	turn five between December 3 and the end of the school year	turn five between February 3 and the end of the school year	five between April 3 and the end of the school year	five between June 3 and the end of the school year	
<b>Ratios</b>	Not specified	1:12	1:10**	1:10**	1:10**
<b>Class Size</b>	24	24	24	24	24

\* average class size across the school site

\*\* Subject to future legislative appropriation

### Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

### Full-Day, Extended Learning and Care

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community’s needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

### **Creating Joint or Aligned Plans**

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

## UPK Planning Template Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Norton Science & Language Academy	Myrna Foster Vice Principal	mfoster@lcer.org	909-386-2300

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

No

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

## Projected Enrollment and Needs Assessment Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26. Complete the following tables.

**Table: Projected Student Enrollment**

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) <sup>4</sup>	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	25	57	48	55	55	55
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

**Table: Facilities Estimates (Cumulative)**

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	1	1	2	2	2	2
CSPP Classrooms	N/A	N/A	N/A	N/A	N/A	N/A
Head Start or Other Early Learning and Care Classrooms	N/A	N/A	N/A	N/A	N/A	N/A

**Table: Staffing Estimates (Cumulative)**

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	1	1	2	2	2	2
TK Teacher's Assistants	1	1	2	2	2	2

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Other CSPP Classroom Staff (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A
Early Education District-level staffing (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

**Table: Projected Number of TK Students Utilizing Extended Learning and Care**

2019–20	Current	2022–23	2023–24	2024–25	2025–26
5	5	5	5	5	5

**Table: Projected Number of Slots Available for TK Students**

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	N/A	N/A	N/A	N/A	N/A	N/A
Head Start	N/A	N/A	N/A	N/A	N/A	N/A
ASES Program/ELO-P	N/A	N/A	12	12	12	12

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

There are no required questions in this section.

## Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK?

Norton Science and Language Academy (NSLA) is committed to expanding and strengthening its Early Education Program so that children develop a love of learning, have positive associations with school, gain feelings of self-esteem, and are ready to enter kindergarten with minimal to no knowledge gaps. This will ensure that students are ready in the early grades to be successful in middle school and high school. Ultimately, as outlined in our school mission, NSLA supports "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, biliterate, and multicultural education". This will require strong collaboration within our organization. The goal for NSLA will be to offer parents a rich program and support, in a seamless manner, so that students receive joyful yet high-quality learning experiences throughout the day.

Research studies indicate that investment in early education is critical to the success of students in future grades. An analysis of academically high-performing countries demonstrates that countries that invest heavily in early learning and development show significantly higher levels of achievement in higher grades. According to First Things First (2021), "90% of brain growth happens before kindergarten. At birth, the average baby's brain is about a quarter of the size of the average adult brain. Incredibly, it doubles in size in the first year. It keeps growing to about 80% of adult size by age 3 and 90% — nearly full-grown — by age 5." Focusing on children in the early years will be a critical piece in the advancement of all students at NSLA.

72% of the students who attend NSLA are from a socioeconomically disadvantaged background. Even before they enter school, many of our students fall behind in their vocabulary and language proficiency compared to their middle-class peers. Studies have demonstrated that a vocabulary gap in the early years is reflected in the language performance in 3rd grade and, consequently, achievement in the upper grades. It is imperative that the NSLA invest in early learning to ensure academic success through middle school and high school. Implementation of UPK will help NSLA accomplish this vision.

2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.

NSLA will engage the partners in a provision of service that extends transitional kindergarten instructional time to the full day as identified and requested to meet the needs of families.



3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.

To support and monitor the UPK program and facilitate connections with the ELO-P and other early learning and care programs, NSLA will create, model and implement a structure to provide oversight and guidance of the UPK program for the full day. The Norton team will engage with the Lewis Center for technical assistance and implementation support. In addition, the Lewis Center will support Norton with planning and the implementation processes. Effective coordination and communication between departments will be prioritized throughout the planning and implementation process.

4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others).

Key individuals that will be responsible for implementing UPK will include the following:

- Education Support Services
- Facilities Department
- Human Resources department
- Curriculum, Instruction, Assessment department
- MTSS team
- LCAP Support and Advisory Services department

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.

UPK leadership will be integrated into the decision-making process. The NSLA Principal is both a UPK representative and a member of the Lewis Center Executive Team. A communication process will be developed to share progress and needs across Lewis Center schools to support the local decision making process. Communication protocols that will be used to increase efficiency and transparency include but are not limited to: structured meetings, engagement of partners and stakeholders, and regular communication. An emphasis will be placed on effective communication between K-12 and early learning leaders.

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.

The identification of UPK goals and outcomes will be aligned to data driven goals and actions in the LCAP and leverage an integrated educational partner engagement process to ensure input is gathered to support UPK planning and implementation and integration into the LEA's LCAP. Areas of alignment in current and future LCAPs and UPK plans will be identified and leveraged to ensure shared goals, priorities and related action steps.

7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.

To ensure the inclusion of students with disabilities, NSLA will meaningfully and collaboratively engage with teams from D/M SELPA as well as the students' Individualized Education Plan (IEP) teams. To guide the development of a continuum of support to engage every child in developmentally informed instruction in the least restrictive environment (LRE) and to ensure equity and access to early learning and care through universal prekindergarten, NSLA will clearly articulate the emphasis on high-quality early education prekindergarten through third grade. Consistent use of developmentally-informed practices, as well as universally designed

learning opportunities, will be highlighted as integral components of a multi-tiered system of support for all students.

8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.

NSLA will convene and facilitate new partnership introduction meetings and leverage additional opportunities to engage ELO-P and early learning and care partners in educational engagement meetings (e.g. SSC, ELAC, LCAP Advisory, PTO, etc). Inclusive practices for all student groups and their families will be prioritized in the UPK planning and implementation process.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

TK offered at all sites

TK stand-alone classes

2. Does the LEA plan to implement full-day TK, part-day TK, or both? [select one]

Full Day TK

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.

Consistent with our elementary bell schedule in grades K-5, TK will also begin their school day at 8:15 a.m. and end at 1:30 p.m, an hour earlier than 1st through 5th grades. After school childcare will be provided.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

No - the LEA has no plans to begin or expand a CSPP contract in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?

- a. 2022–23 (Birthdays February 3 or after) [select one]

Yes

- b. 2023–24 (Birthdays April 3 or after) [select one]

Yes

c. 2024–25 (Birthdays June 3 or after) [select one]

Yes

## Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA's UPK Plan prioritize parental needs and choices?

NSLA's UPK Plan cultivates and prioritizes the needs of families through the development of an early education system. Relationships with parents and families are fostered through transparent engagement, community partnerships and strategic communication efforts which provide opportunities for authentic input. Parental choices are shared via various platforms including but not limited to print resources, digital platforms and public forums.

2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan?

NSLA will consistently engage with extended learning and care partners through professional convenings such as networks created and designed explicitly for intentional partnership development. Input will be gathered through various methods including but not limited to School Site Council and English Language Advisory committee meetings, open forum discussions, surveys, and town hall meetings.

3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

NSLA will meet directly with representatives from local educational agencies, and other early learning and care partners to develop co-created resources designed to educate and inform parents and families of the options available for their children as well as to share information regarding programmatic details and locations. NSLA will continue to share UPK Plan progress with partners in network meetings as well as in public forums. Open and consistent communication will be emphasized throughout the process to support parents in making informed choices that best fit the needs of their children and families.

4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

NSLA will collaborate with the Desert Mountain SELPA to expand educator capacity to serve children with disabilities and provide access to needed professional learning opportunities through a variety of modalities including but not limited to asynchronous learning via a learning management system, virtual and/or in-person webinars, and continuous improvement coaching. SELPA representatives may be invited to participate in early learning professional convenings such as networks and public forums. SELPA input may be requested throughout the development and implementation of the UPK plan.

5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a

minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.

NSLA will provide families with access to a minimum of nine hours per day of programming through the development of ELO-P. Students may have access to extended learning opportunities before school, during school hours in a mixed delivery system and/or after school hours through a partnership with local expanded learning providers. Funds to be used may include but not be limited to UPK Planning and Implementation, CSPP Expansion, ELOP, and may be braided to fiscally support a nine-hour school, summer and/or intersession day.

### Required Questions

**CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.**

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

Parent Teacher Association Meetings

Family or parent surveys

School Site Council

English Learner Advisory Committee (ELAC)

LCAP educational partners input sessions

Annual Community Forum

2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

Other [describe, open response]

Not applicable

## Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)?

NSLA will offer current educators the opportunity to transition from their current teaching position to TK. If in the future it is necessary to recruit TK educators, recruitment will be implemented through a variety of outlets that may include but not be limited to professional convening such as networks, social media platforms, partnership agencies, and institutes of higher education. Employment opportunities may be offered through professional databases such as Ed Join and publicized through LEA communication portals.

2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities?

Coordinated efforts to collaborate with early learning providers on joint professional learning opportunities will be integrated into AAE's UPK Plan. Dual capacity professional learning and/or coaching for teachers and paraprofessionals will be supported by NSLA in partnership with the Child Care Resource Center (CCRC).

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P-3 continuum? Plans might include the following:
  - a. Who will receive this professional learning?
    - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
    - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
  - b. What content will professional learning opportunities cover?

- i. Effective adult-child interactions
- ii. Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- iii. Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- iv. Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- v. Implicit bias and culturally- and linguistically-responsive practice
- vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- vii. Curriculum selection and implementation
- viii. Creating developmentally-informed environments
- ix. Administration and use of child assessments to inform instruction
- x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- xii. Engaging culturally- and linguistically-diverse families
- c. How will professional learning be delivered?
  - i. Coaching and mentoring
  - ii. Classroom observations and demonstration lessons with colleagues
  - iii. Workshops with external professional development providers
  - iv. Internally-delivered professional learning workshops and trainings
  - v. Operating an induction program
  - vi. Partnerships with local QCC professional learning in CSPP settings
  - vii. In mixed groupings (for example, TK and CSPP teachers)

Teachers, paraprofessionals, and administrators will be eligible to participate in NSLA's professional learning. The content of these professional learning opportunities may include any of the following:

- Effective adult-child interactions
- Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
- Creating developmentally-informed environments
- Administration and use of child assessments to inform instruction
- Support for multilingual learners, including home language development and strategies for a bilingual classroom
- Serving children with disabilities in inclusive settings, including Universal Design for Learning
- Engaging culturally- and linguistically-diverse families

Professional learning opportunities may be delivered in the following ways:

- Coaching and mentoring
- Classroom observations and demonstration lessons with colleagues
- Classroom observations and demonstration lessons with colleagues
- Operating an induction program
- In mixed groupings (TK and Kindergarten)

4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

NSLA will continue to promote site-based horizontal and vertical articulation through Professional Learning Community (PLC) to support student transitions, share strategies, and monitor student progress.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)? [select all that apply]

None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC.

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

LEA-based, grade level benchmarks and a report card

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

Effective adult-child interactions

Children’s literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

Children’s developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Creating developmentally-informed environments

Administration and use of child assessments to inform instruction



Support for multilingual learners, including home language development and strategies for a bilingual classroom

Engaging culturally- and linguistically-diverse families

Serving children with disabilities in inclusive settings, including Universal Design for Learning

## Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the California Preschool Learning Foundations (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the California Preschool Curriculum Frameworks (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the California Preschool Learning Foundations and California Preschool Curriculum Frameworks.

To achieve coherence across grade levels TK-5 and support the school's dual immersion program, NSLA will continue its use of Benchmark Adelante in its TK classrooms. Any future curriculum and supplemental materials will be fully explored to ensure alignment with the California Learning Foundations and California Preschool Curriculum Frameworks. Curriculum components will be reviewed to determine the effectiveness of supporting all learners including multilingual learners and students with disabilities. Care will be taken to identify the incorporation of developmentally informed, culturally and linguistically responsive assessments, and social-emotional learning and executive function support.

2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity.

The intended timeline for curriculum implementation will begin during the 2022-2023 school year with the adopted curriculum. To ensure curriculum fidelity, educators and support personnel will receive professional learning and follow-up coaching focused on the effective use of adopted materials.

3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?

NSLA will support successful learning and joyful experiences for all students through the implementation of Multi-tiered System of Support (MTSS). Support for educators may include but not be limited to: Teaching with Love & Logic, Capturing Kids Hearts, Second Step social-emotional learning, research- and evidence-based classroom management and student engagement strategies, and developmentally-informed practices such as play as a context for learning. Support may include synchronous and asynchronous professional learning and continuous improvement coaching.

4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.

In order to integrate UPK into the school site system, NSLA will ensure early educators are actively engaged in professional learning, decision-making and feedback cycles as appropriate. UPK representatives will be included in school wide initiatives and system development and/or refinement such as MTSS. UPK representatives may also be included on the site-based decision making team as appropriate.

5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)?

NSLA will support educators with professional learning emphasizing equitable access for students with disabilities through inclusive practices. An intentional focus on supporting students' learning and development by proactively removing barriers through the adaptation of instructional materials and classroom environments will be applied to professional learning and educator support. Educators will be encouraged to support students in an inclusive environment.

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?

NSLA will highlight and encourage culturally and linguistically responsive practices to support multilingual learners and students and families from diverse communities. Schoolwide resources that support early literacy skills and oral language development may include but not be limited to Benchmark Adelante, Second Step Early Literacy, and Early Learning with Studies Weekly.

7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition?

NSLA will utilize a variety of assessment tools to determine the next steps for the instruction of dual language learners. Tools may include but not be limited to: observations, anecdotal records, work samples, and locally developed formative assessments.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]

Dual language program with a language allotment of 90/10 [open response for language offered]

NSLA's TK-5 program is a pure, Spanish dual immersion model. All students begin TK/K with 90% of their instruction delivered in Spanish.

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

Use developmental observations to identify children’s emerging skills and support their development through daily interactions

Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

Provide additional staff to support participation in instruction

Provide adaptations to instructional materials

Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

LEA-based grade level benchmarks and a report card

Other [describe, open response]

Students identified through the Home Language Survey as a possible English Learner will be administered the ELPAC (English Language Proficiency Assessments for California) within the first 30 days of the start of the school year.

## Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

### For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

### Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling?

NSLA will ensure the safety of younger children by complying with health and safety regulations that meet the kindergarten facilities standards described in the California Code of Regulations. Modifications to systems and facilities will be assessed and planned accordingly. Shared spaces and successful implementation of coordinated services will also be reviewed, planned for and completed. Clearly articulated expectations will be communicated to all students, families and staff members regarding interactions between children of all ages. Integration of the younger students into the school campus will be planned for and addressed in school wide programs such as Love and Logic.

2. Describe how the LEA plans to address transportation issues resulting from UPK implementation.

NSLA does not provide transportation for its students.

3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service)

Access to meals and adequate time for eating will be ensured by providing all students with free breakfast and lunch as well as incorporating early learners into the daily lunch schedule. The cafeteria supervisor and campus safety staff will be key in providing ample support to young children when selecting foods, carrying trays, and maneuvering through the designated eating area(s). NSLA will continue to comply with all health and safety regulations, including those identified in the Child Nutrition Program.

### Required Questions

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?

NSLA will continue to engage early learning and care partners and agencies to design a mixed-delivery model that will provide families with options for UPK that best fit their needs. Whenever feasible, early education programs, both LEA-administered and non-LEA administered, will be considered and integrated into the UPK system.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

Yes

- i. If no, how many more classrooms does the LEA need? [identify number, open response]

- ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in California Code of Regulations, Title 5, Section 14030(h)(2)? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to make them? ( See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

Yes

- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

The Facilities Master Plan will be amended to include retrofitting to an existing student restroom to change out the urinals to toilet stalls appropriate for preschool aged children.

6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]

Apparatus area

Paved area

7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]

No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

no

## Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

Support for parent surveys to gauge interest in service delivery models

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

Creating inclusive classrooms, including implementing Universal Design for Learning

Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs

Technical assistance on how to integrate UPK and P–3 in the district LCAP

Guidance on best practices for smooth transitions through the P–3 continuum

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]

Support for parent surveys and engagement activities to understand parent needs and support authentic choice

Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]

Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

Creating professional learning opportunities to provide site leaders with more early childhood knowledge

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]

Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Children's math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)



Children’s social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

Creating developmentally-informed environments

Administration and use of child assessments to inform instruction

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

Internally-delivered professional learning workshops and trainings

7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]

Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]

Using manipulatives to develop fine motor skills

Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities

Encouraging purposeful play, choice, social interactions, and collaboration

Providing language- and literacy-rich environments

Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

Guidance on how to modify an elementary school classroom to serve young children

## Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (EC Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.
- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and

expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE’s Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

## Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

### Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK?
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA?
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels?
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)?
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment?

### Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs?
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy?

### Focus Area D: Curriculum, Instruction, and Assessment

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks.

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.)

10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?

### **Focus Area E: LEA Facilities, Services, and Operations**

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families.

5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments.

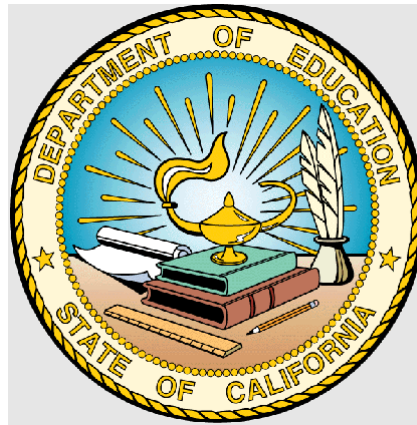
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade.

# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

<b>Name of Local Educational Agency or Equivalent:</b>	Academy for Academic Excellence
<b>Contact Name:</b>	Chet Richards
<b>Contact Email:</b>	crichards@lcer.org
<b>Contact Phone:</b>	760-946-5414

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Academy for Academic Excellence

### Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

### Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.



## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

AAE is committed to providing a safe and supportive environment for its students during normal school hours and extended learning times. Extended learning times will be offered before and after school for grades TK-5. Students moving from the extended day program to their classroom and from their classroom to extended day will be chaperoned by an AAE staff member, either a campus safety officer, paraprofessional, or teacher to ensure their safety.

## 2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Extended day students will receive two different instructional programs, supplementary and tutoring. Supplementary instruction will build on the skills and standards currently taught during the normal school day. Extended day instructors will work closely with classroom teachers to build lessons to enhance what is being taught in the classroom. Tutoring will be based on the immediate needs of students as identified by the teacher and current assessment data. Instructors will meet weekly with classroom teachers to review this data and plan for this individualized instruction.

## 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The extended learning program consists of both supplementary instruction and tutoring to assist in meeting grade-level Common Core State Standards and California Content Standards in all areas. Each day will consist of content instruction and extension activities such as STEM, art, physical fitness, drama, and other cross-curricular projects to support the classroom's academic program.

Planning between teachers and extended day instructors will ensure students are building on the skills already taught during the school day. It is the intent of the program to keep students engaged while building on skills learned. To accomplish this, project-based, physical, and hands-on activities will be implemented applying learning to real-world experiences. Students will be encouraged to join activities that apply to their grade level and interest level.

## 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student activities such as project-based learning and physical fitness will naturally allow for student leadership. With support from instructors, students will learn how to effectively work together and lead others. Through educational partnerships, leadership examples will be demonstrated. Guest speakers such as students in Space Force Junior ROTC or ASB, will be on hand to guide students in leadership roles and working together as a team.

## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Students will experience structured play to help them to grow both physically and mentally. Physical activities such as jump rope, soccer, and dance will provide the opportunity to learn while promoting healthy habits. They will learn how to play safely and practice positive social interaction. These activities will take place outdoors as weather permits. Students will enjoy having the extra outdoor play time after being indoors most of the day. If weather does not permit outdoor play, students will be able to participate indoors in an appropriate space.

Students who attend before school instruction will be given breakfast with adequate time to eat and a safe place to eat their meal. After school attendees will be provided a healthy snack once they enter the extended day program. Students will be escorted safely to and from extended day hours to their classroom before school and to their parent/guardian after school.

## 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Students will have the opportunity to learn about different cultures through project-based learning. Projects will be designed with the collaboration of the classroom teacher and extended day instructor. This may include the dress, language, holidays, food, etc. of a specific culture for students to explore. An example project would be for students to create a day in the life of a particular individual and share with other groups in extended learning. There is also an opportunity to have guest speakers, approved through administration, to present different aspects of cultures around the world.

Full access to our students with disabilities will be provided during extended learning. Instructors will work with Educational Specialists to provide the most accessible learning program for students.

## 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All extended day instructors will be in compliance with the Lewis Center's requirements for all school personnel including a criminal background check as required by the Department of Justice for all school employees. Instructors will have the minimum qualifications of a paraprofessional: a high school diploma or equivalent and either 48 college units, Associates Degree or higher, or pass a local assessment of knowledge and skills.

## 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The extended learning program will operate to support the school's mission, vision, and collective commitments.

Mission: Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education.

Vision: With Courage, Generosity and Honor, the Academy for Academic Excellence works to ensure high levels of learning and to nurture a growth mindset for all. As a collaborative community, we use effective instructional practices that are STREAM-focused, research-based and data-driven. We engage in integrated learning experiences that promote global-mindedness, critical thinking, and a re-defined use of technology.

**Collective Commitments:**

- Work collaboratively, using research-based curriculum and best practices to achieve vision-aligned goals that support the achievement of our students.
- Utilize multiple measures of assessment to monitor student learning, drive instruction and inform stakeholders.
- Provide an environment that engages students in technology rich, authentic learning.
- Promote a sense of global-mindedness to prepare students for success in the 21st century.
- Differentiate the educational experience to develop talents and abilities within students as well as nurture a growth mindset.

## **9—Collaborative Partnerships**

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

AAE will collaborate with the Town of Apple Valley Park & Recreation after school program to develop extended learning during the after school program. AAE's Elementary Vice Principal will work with this agency to monitor attendance, staffing, and program implementation.

## **10—Continuous Quality Improvement**

Describe the program’s Continuous Quality Improvement plan.

AAE will work to uphold the Quality Standards for Expanded Learning as set by the state of California.

[https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality\\_standards.pdf?1490047028](https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028)

These standards will guide the review of the extended day program, its quality and ways to improve. Information for review will include student academic data, student and parent feedback, observations by the administration, and other feedback from educational partners. These results will help to drive the future of the extended day program and its improvements. The Vice Principal will share results and reflections with educational partners on a monthly basis.

## **11—Program Management**

Describe the plan for program management.

The Elementary Vice Principal will oversee the extended learning program. They will ensure that the extended learning instructors have access in the student information system to student summary information including parent/guardian contact names and phone numbers as well as emergency contacts. The Vice Principal will review attendance and program implementation monthly. This information will be communicated to the school's administrative staff, parents, and other educational partners.

The Vice Principal will communicate with the Town of Apple Valley Park & Recreation in regards to their program implementation, staffing, and attendance.



## General Questions

### Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

AAE currently contracts with the Town of Apple Valley Park & Recreation after school program. ELO-P program will be added to the school's contract to ensure additional staff is available to meet the 10:1 ratio.

### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Current paraprofessional TK staff or other qualified AAE staff will be given additional hours to support the after school program. The TK program will be held in the TK classrooms. After ensuring potential staff have the qualifications necessary for an extended day instructor, they will receive professional development in supporting and educating young children. They will be included in all TK-5 professional development, PD provided by early education partners, and have weekly collaboration with classroom teachers. Instructors will work closely with TK teachers for support with our youngest learners. Supplemental curriculum will be approved by the classroom teacher to ensure it supports the skills and standards being addressed in the grade level class.

The ratio for staff will be 10:1. Additional staff will be hired to maintain this ratio as demand for the program increases.

### Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Morning Program during normal school days:  
7:15 a.m. - 8:10 a.m. Welcome extended learning students TK-5  
7:15 a.m. - 7:45 a.m. Constructive learning time  
7:45 a.m. Breakfast served and restroom break  
8:10 a.m. Students escorted to class

After School Program during normal school days:  
TK only

1:55 p.m. Restroom break and check-in for extended day

2:00 p.m. TK snack time

2:15 p.m. Structured play outside

2:35 p.m. Return indoors for academic play

TK-5

2:55 p.m. Receive Kinder through 5th grade students

3:00 p.m. Restroom break

3:15 p.m. Snack time (K-5)

3:30 p.m. - 5:00 p.m. Structured outside play, supplemental instruction, tutoring

5:00 p.m. Pick up

**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

**EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

**EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

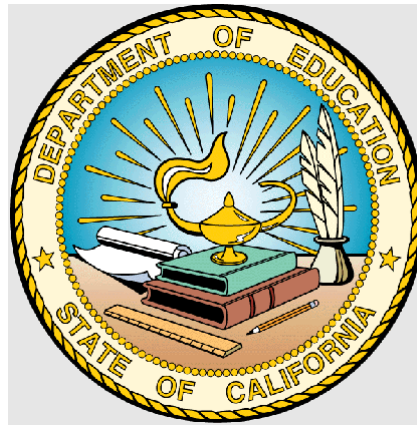


# Expanded Learning Opportunities Program Plan Guide

## EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

<b>Name of Local Educational Agency or Equivalent:</b>	Norton Science & Language Academy
<b>Contact Name:</b>	Victor Uribe
<b>Contact Email:</b>	vuribe@lcer.org
<b>Contact Phone:</b>	909-386-2600

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Norton Science & Language Academy

### Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

### Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

### Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

NSLA is committed to providing a safe and supportive environment for its students during normal school hours and extended learning times. Extended learning times will be offered before and after school for grades TK-5. Students moving from the extended day program to their classroom and from their classroom to extended day will be chaperoned by an NSLA staff member (campus safety officer, paraprofessional, or teacher) to ensure their safety.

## 2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Extended day students will receive two different instructional programs, supplementary and tutoring. Supplementary instruction will build on the skills and standards currently taught during the normal school day. Extended day instructors will work closely with classroom teachers to build lessons to enhance what is being taught in the classroom. Tutoring will be based on the immediate needs of students as identified by the teacher and current assessment data. Instructors will meet weekly with classroom teachers to review this data and plan for this individualized instruction

## 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The extended learning program consists of both supplementary instruction and tutoring to assist in meeting grade-level Common Core State Standards and California Content Standards in all areas. Each day will consist of content instruction and extension activities such as STEM, art, physical fitness, drama, and other cross-curricular projects to support the classroom's academic program. Planning between teachers and extended day instructors will ensure students are building on the skills already taught during the school day. It is the intent of the program to keep students engaged while building on skills learned. To accomplish this, project-based, physical, and hands-on activities will be implemented applying learning to real-world experiences. Students will be encouraged to join activities that apply to their grade level and interest level.

## 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student activities such as project-based learning and physical fitness will naturally allow for student leadership. With support from instructors, students will learn how to effectively work together and lead others. Through educational partnerships, leadership examples will be demonstrated. Guest speakers, such as students in ASB, will be on hand to guide students in leadership roles and working together as a team.

## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Students will experience structured play to help them to grow both physically and mentally. Physical activities such as jump rope, soccer, and dance will provide the opportunity to learn while promoting healthy habits. They will learn how to play safely and practice positive social interaction. These activities will take place outdoors as weather permits. Students will enjoy having the extra outdoor play time after being indoors most of the day. If weather does not permit outdoor play, students will be able to participate indoors in an appropriate space. Students who attend before school instruction will be given breakfast with adequate time to eat and a safe place to eat their meal. After school attendees will be provided a healthy snack once they enter the extended day program. Students will be escorted safely to and from extended day hours to their classroom before school and to their parent/guardian after school.

## 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Students will have the opportunity to learn about different cultures through project-based learning. Projects will be designed with the collaboration of the classroom teacher and extended day instructor. This may include the dress, language, holidays, food, etc. of a specific culture for students to explore. An example project would be for students to create a day in the life of a particular individual and share with other groups in extended learning. There is also an opportunity to have guest speakers, approved through administration, to present different aspects of cultures around the world. Full access to our students with disabilities will be provided during extended learning. Instructors will work with Educational Specialists to provide the most accessible learning program for students.

## 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All extended day instructors will be in compliance with the Lewis Center's requirements for all school personnel including a criminal background check as required by the Department of Justice for all school employees. Instructors will have the minimum qualifications of a paraprofessional: a high school diploma or equivalent and either 48 college units, Associates Degree or higher, or pass a local assessment of knowledge and skills.

## 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The extended learning program will operate to support the school's mission, vision, and collective commitments.

- Work collaboratively, using research-based curriculum and best practices to achieve vision-aligned goals that support the achievement of our students.
- Utilize multiple measures of assessment to monitor student learning, drive instruction and inform stakeholders.
- Provide an environment that engages students in technology rich, authentic learning.
- Promote a sense of global-mindedness to prepare students for success in the 21st century.
- Differentiate the educational experience to develop talents and abilities within students as well as nurture a growth mindset.

## 9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

NSLA will collaborate with Quality Start San Bernardino and the Child Care Resource Center to develop extended learning during the after school program. NSLA's Elementary Vice Principal will work with these agencies implement best practices to monitor attendance, staffing, and program implementation.

## 10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

NSLA will work to uphold the Quality Standards for Expanded Learning as set by the state of California.

[https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality\\_standards.pdf?1490047028](https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028)

These standards will guide the review of the extended day program, its quality and ways to improve. Information for review will include student academic data, student and parent feedback, observations by the administration, and other feedback from educational partners. These results will help to drive the future of the extended day program and its improvements. NSLA Administration will share results and reflections with educational partners on a monthly basis.

## 11—Program Management

Describe the plan for program management.

The Elementary Vice Principal will oversee the extended learning program. S/he will ensure that the extended learning instructors have access in the student information system to student summary information including parent/guardian contact names and phone numbers as well as emergency contacts. The Vice Principal will review attendance and program implementation monthly. This information will be communicated to the school's administrative staff, parents, and other educational partners.

## General Questions

### Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

NSLA has operated a paid after school program in past years. This year, ELO-P funds were allocated to support a free after school program for the second semester. Moving forward, the ELO-P program will be expanded to ensure additional after school program staff is available to meet the 10:1 ratio in TK/K and 20:1 ratio in grades 1-5.

### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Current paraprofessional TK/K staff or other qualified NSLA staff will be given additional hours to support the after school program. The TK/K program will be held in the TK/K classrooms. After ensuring potential staff have the qualifications necessary for an extended day instructor, they will receive professional development in supporting and educating young children. They will be included in all TK-5 professional development, PD provided by early education partners, and have weekly collaboration with classroom teachers. Instructors will work closely with TK/K teachers for support with our youngest learners. Supplemental curriculum will be approved by the classroom teacher to ensure it supports the skills and standards being addressed in the grade level class.

The ratio for staff will be 10:1. Additional staff will be hired to maintain this ratio as demand for the program increases.

### Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Morning Program during normal school days:  
7:15 a.m. - 8:10 a.m. Welcome extended learning students TK-5  
7:15 a.m. - 7:45 a.m. Constructive learning time  
7:45 a.m. Breakfast served and restroom break  
8:10 a.m. Students escorted to class

After School Program during normal school days:

TK and Kindergarten only

1:55 p.m. Restroom break and check-in for extended day

2:00 p.m. Snack time

2:15 p.m. Structured play outside

2:35 p.m. Return indoors for academic play

TK-5

2:55 p.m. Receive Kinder through 5th grade students

3:00 p.m. Restroom break

3:15 p.m. Snack time (K-5)

3:30 p.m. - 5:00 p.m. Structured outside play, supplemental instruction, tutoring

5:00 p.m. Pick up



**Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:**

**EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

**EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

**EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

**EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

**EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

**EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

**EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

**EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

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

Date of meeting: June 13, 2022

Title: AAE and NSLA Local Control Accountability Plan

Presentation:        Consent:        Action:   X   Discussion:        Information:       

**Background:**

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

**Fiscal Implications (if any):**

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

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

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

**Recommendation:**

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

**Submitted by:**

Valli Andreasen, Principal AAE  
Fausto Barragan, Principal NSLA



## 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

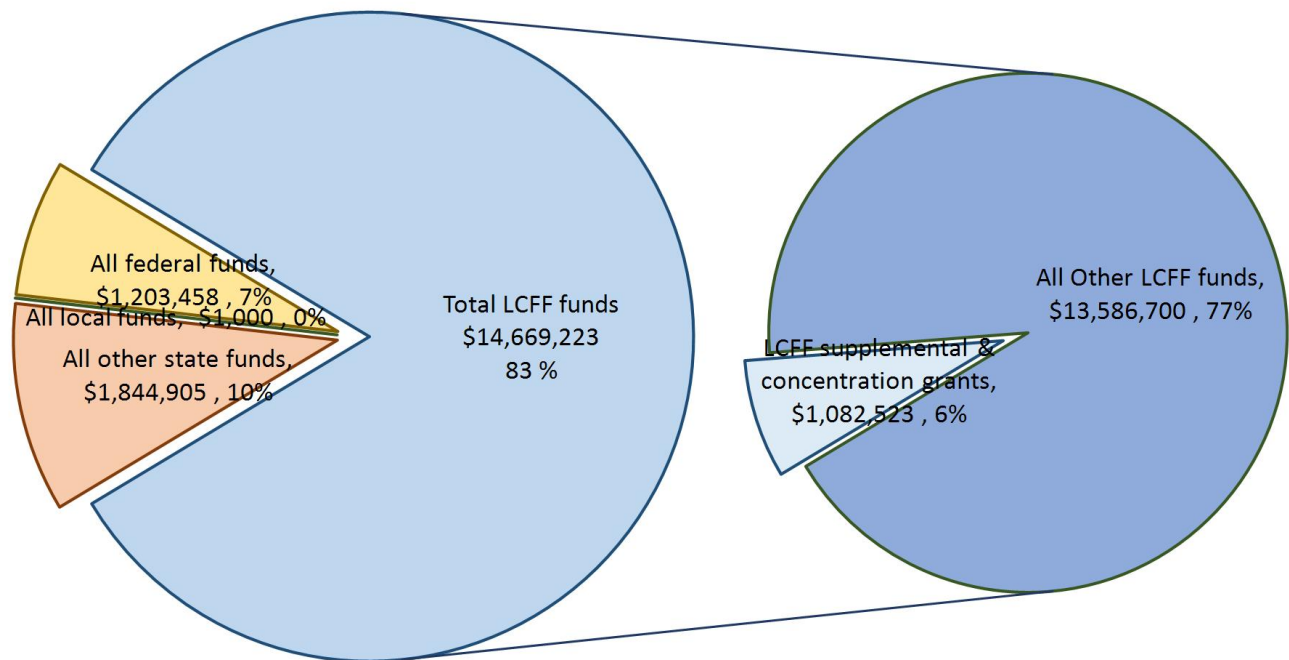
vandreassen@lcer.org

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

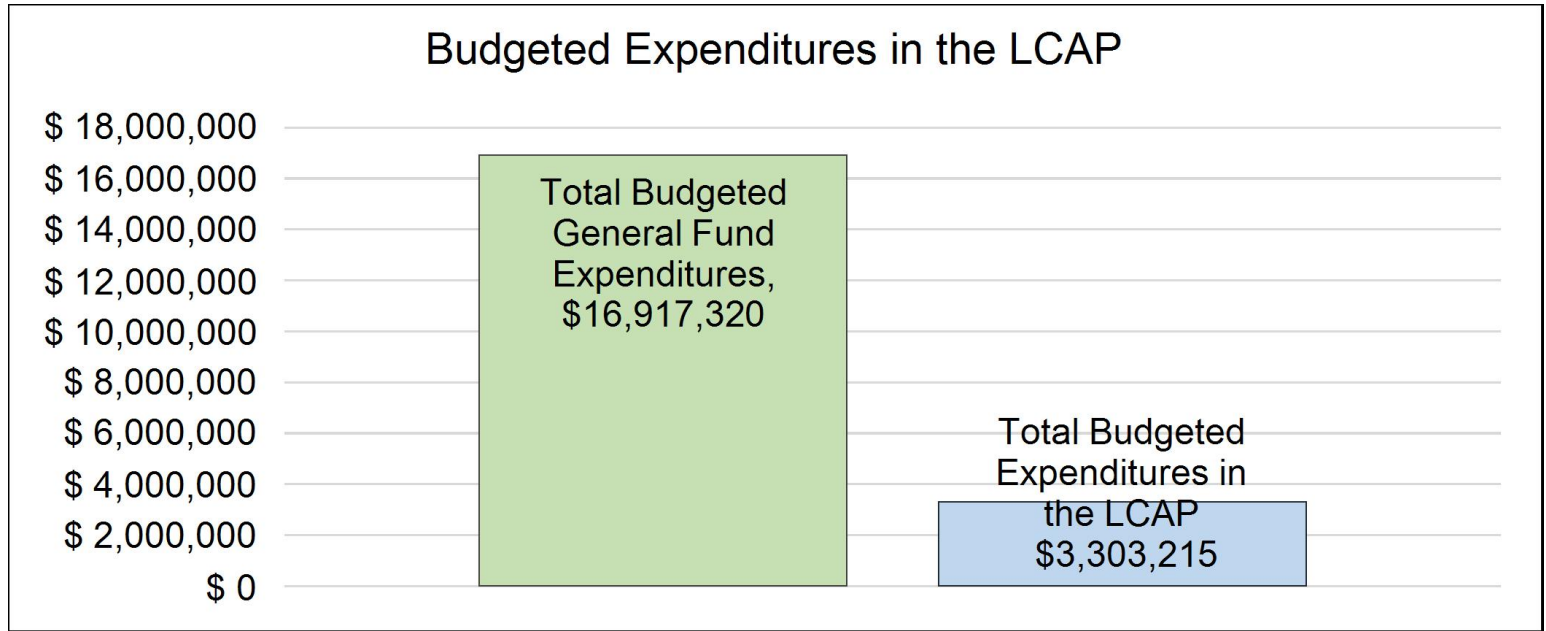


This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$17,718,586, of which \$14,669,223.00 is Local Control Funding Formula (LCFF), \$1,844,905.00 is other state funds, \$1,000.00 is local funds, and \$1,203,458.00 is federal funds. Of the \$14,669,223.00 in LCFF Funds, \$1,082,523.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much 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 \$16,917,320.00 for the 2022-23 school year. Of that amount, \$3,303,215.00 is tied to actions/services in the LCAP and \$13,614,105 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP for services include:

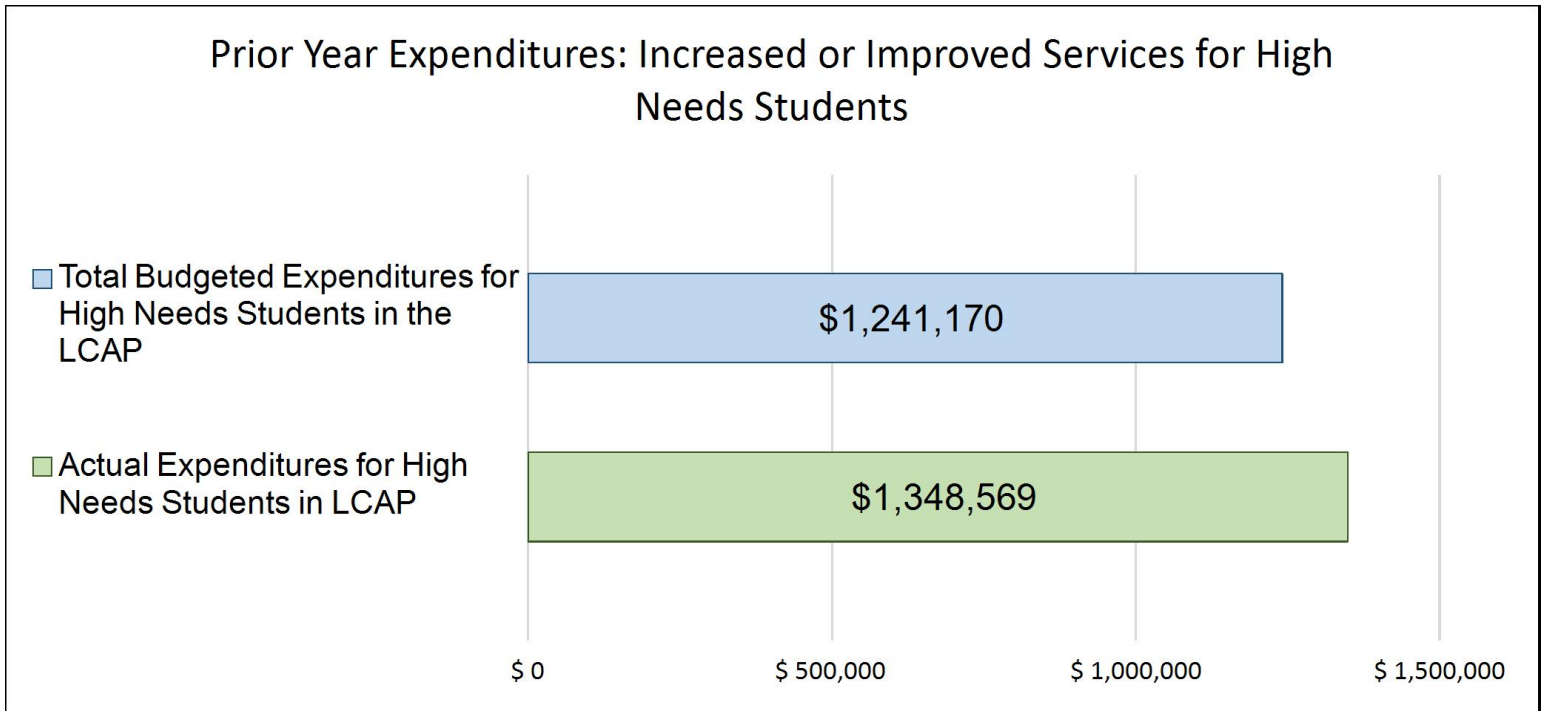
- Supplemental curriculum
- Instructional supplies
- Facility supplies and equipment

## 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 \$1,082,523.00 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 \$1,321,286.00 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 \$1,241,170.00 for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent \$1,348,569.00 for actions to increase or improve services for high needs students in 2021-22.



## 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	Valli Andreasen Principal	vandreassen@lcer.org 760-946-5414

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).

During the 2021-2022 LCAP engagement process, our educational partners expressed the need for continued safety to battle COVID-19 and ensure students remain healthy and in school, additional academic supports such as tutoring, field trips, social-emotional learning, and campus safety. The 2021-2022 LCAP may be found at

[https://aae.lewiscenter.org/documents/2021\\_LCAP\\_Combined\\_Academy\\_for\\_Academic\\_Excellence\\_20210625.pdf](https://aae.lewiscenter.org/documents/2021_LCAP_Combined_Academy_for_Academic_Excellence_20210625.pdf)

- Bi-Monthly School Site Council (SSC)
- Monthly Parents & Pastries parent forums
- Monthly Lewis Center Board meetings
- Surveys sent throughout the year
- LCAP Mid-Year Reporting board meeting 2/14/22
- Town Hall 3/17/22
- Public Hearing 5/9/22
- LCAP 2022-2023 board meeting 6/13/22

Engagement opportunities are offered both in-person and remotely. All opportunities are advertised through Infinite Campus messaging system, posted on the school's website, and other social media school accounts.

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.

AAE does not qualify to receive grant or concentration grant add-on funding because the enrollment of unduplicated student groups is less than 55% according to the California School Dashboard: 39.9% Socioeconomically Disadvantaged, 3.1% English Learners, 0% Foster Youth.

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.

AAE received one-time federal funds intended to support recovery from COVID-19 and the return from distance learning. A majority of these funds were included in the Budget Overview for Parents, as part of the LCAP adopted in June of 2021. These funds were budgeted during the 2021-2022 school year and the expenditures will be accounted for on the 2022-2023 LCAP update. ESSER III funding was received after the LCAP adoption. AAE engaged its educational partners on the use of ESSER III funding as described in the ESSER III expenditure plan that was approved by the school board in October of 2021.

The following links provide how and when AAE engaged educational partners in the use of these funds to support recovery from the COVID 19 pandemic:

- Expanded Learning Opportunity Grant (ELO), [https://aae.lewiscenter.org/documents/AAE-2021\\_Expanded\\_Learning\\_Opportunities\\_Grant\\_Plan\\_Academy\\_for\\_Academic....pdf](https://aae.lewiscenter.org/documents/AAE-2021_Expanded_Learning_Opportunities_Grant_Plan_Academy_for_Academic....pdf)
- ESSER III Expenditure Plan, [https://aae.lewiscenter.org/documents/Academy-for-Academic-Excellence\\_ESSER\\_III\\_Plan\\_FINAL.12\\_15\\_2021.PI.pdf](https://aae.lewiscenter.org/documents/Academy-for-Academic-Excellence_ESSER_III_Plan_FINAL.12_15_2021.PI.pdf)

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.

The health and safety of students, educators, and classified staff is a priority at AAE and the school will continue services as required by the American Rescue Plan (ARP) Action of 2021. These include the following:

- Additional health/nursing staff to support the safety of in-person learning and reduce the spread of COVID-19
- Additional Character Development Officer (CDO) to support safe in-person lunchtimes
- Continue to provide curriculum delivery to students who are quarantined due to COVID-19
- Resident subs trained in health and safety to provide continuous instruction to students
- Increased sub pay to secure teachers needed to provide continuous instruction
- Intercession offerings to accelerate student learning

The delivery of equipment such as student devices (e.g.- Chromebooks) and PPE, was the greatest challenge we faced as a school. With the increased demand from across the country, suppliers could not manufacture quickly enough to provide these necessary products in a timely manner. An additional challenge was covering staff absences due to quarantines and filling all classified positions during workforce shortages.

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.

AAE considers the LCAP to guide the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. Any additional funds received are reviewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Analyzing the most current data through the LCAP helps the school prioritize the greatest needs of students. Below are some LCAP goals and actions where these additional funds helped to meet the needs of students during the 2021-2022 school year.

- LCAP Goal 1: Prepare all students for post-secondary success - Support in high school math (math lab), Intervention support (paraprofessional in Knights Lab), Teacher Induction (additional staff), Early Literacy PD (additional Orton-Gillingham training), Early Literacy support (additional hours for paraprofessionals in 1st grade), Independent Study options
- LCAP Goal 2: Create an engaging, well-balanced experience for all students - Chromebooks to support in-person and distance learning, mifi subscription to support independent study
- LCAP Goal 3: Provide safe and well-maintained facilities with a positive school climate. PPE and supplies for cleaning of surfaces, new HVAC units and ionizers for proper ventilation

## **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](mailto: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



## 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 1,456 students on a 150-acre parcel of land that includes parts of the Mojave River. The demographic breakdown of the 1,456 student population is 2.7% African American, .6% American Indian or Alaska Native, 3.1% Asian, 2.1% Filipino, 40.8% Hispanic, 42.7% White, 8.0% Two or More Races. Students qualifying as unduplicated are low income (39.6%), English learner (3.7%), and foster (0.1%). Students with disabilities account for 9.8% 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.

In the 2021-2022 school year most students returned in person which made a noticeable difference in student performance. 100% of students graduated with their high school diploma at the end of 2021. In math, we saw similar results on the iReady diagnostic as we did at the end of 2021 (42% proficient 2021 and 40% proficient 2022) and on the 2021 CAASPP for our 11th graders as compared to 2019 (40.95% proficient 2019 and 39.39% 2021, 11th grade only). Our on-site benchmarks saw a 39% increase in proficiency and a 9% increase in 9th-grade Integrated Math I enrollment showing more students on track for the integrated math pathway. In ELA, we saw similar results on the iReady diagnostic as we did at the end of 2021 (52% proficient in 2021 and 54% proficient in 2022). Our 11th graders scored 83.83% proficiency on the 2021 CAASPP. Our on-site benchmarks saw a 9% increase in proficiency as compared to the end of the year 2021 scores.

A huge success of 2021-2022 was our attendance rate of 91.8%. To recoup ADA and continue to provide quality education, we implemented an independent study program. About 1% of our families chose to do long-term independent study (LTIS). This was accomplished through a 3rd party vendor, Accellus (Grades K-8) or BYU (High School). Students were able to learn online the core subject areas (ELA, Math, Social Studies, and Science) or credit courses for high school (6 Class Periods). A certificated teacher checked in with students daily to ensure they were on track for their learning objectives and they were socially doing well. For in-person students who had to quarantine due to COVID-19, short-term independent study (STIS) was put in place to allow students to continue to receive the rigorous learning they normally have in the classroom. This was done through the efforts of teachers who used Google Classroom to post assignments and videos, and daily synchronous interaction with STIS students through Zoom. Students were able to keep up with their learning and not be behind once they returned in person.

AAE was able to keep in-person learning throughout the 2021-2022 school year without any type of closure. Resident subs helped to maintain classrooms when teachers were out, protocols were in place for cleaning both the campus and classrooms and social distancing was implemented school-wide. All of these measures were in accordance with CDPH guidelines to reduce and prevent the spread of COVID-19.

Returning to school in person was an adjustment for both students and staff. AAE worked with staff through PD and free counseling as needed. The school's counselor and two psychologists supported students as needed and counseling through Care Solace was made available to students. Teachers in grades TK-8 implemented a social-emotional curriculum, Second Step, with students on a weekly basis. We also implemented Mindwise, a suicide prevention curriculum, in middle and high school along with GoBeacon, a suicide alert system that connects to counseling staff. We will continue all these efforts next year to support the social-emotional needs of students.

## 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.

For 2021-2022, there is still a significant need for academic improvement in the area of math at particular grade levels. Only 39% of 11th graders scored proficient on the 2021 CAASPP Smarter Balanced exam. 40% of students grades 2-8, showed proficiency on the iReady math diagnostic with the lowest proficiency levels present in middle school, grades 7-8. High school will move the part-time math teacher to full-time next year to focus more on intervention in small classes and middle school will expand its math homeroom intervention classes to include all three 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.

We are excited to expand our elementary department to include another Transitional Kindergarten (TK) class which has been added to our LCAP actions this year. Also, we are able to continue to support instruction without interruption by retaining our resident subs. Two of the most requested actions, Summer Academy and Field Trips, will both continue for the 2022-2023 school year.

## **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 at 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.

All of the actions described above will continue for the 2022-2023 school year. We are especially excited about offering Summer Academy for the summer of 2022 and continuing our educational field trips. Enrichment courses will be expanded to include after school music classes for our elementary students.



# 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.	39.39% of 11th grade students who took the 2021 CAASPP Smarter Balanced Math exam showed proficiency.			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.	40% of students on or above grade level 40% of students one grade level below 20% of students two or more grade levels below as identified by the EOY assessment 2022.			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.	76% of students showed proficiency on their EOY 2022 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.	86% 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.	83.83% of 11th grade students who took the 2021 CAASPP Smarter Balanced Math exam showed proficiency.			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.	54% of students on or above grade level 26% of students one grade level below 19% of students two or more grade levels below as identified by the EOY assessment 2022.			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.	54% of students are proficient on their EOY 2022 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.	52.3% of students in K-2 are proficient in reading on the EOY reading benchmarks.			66% of students will show proficiency in grades K-2 on the EOY early literacy benchmarks.
Knights Lab	New Metric 2021-2022	91% of the students serviced through RTI in the Knights Lab, met their academic goals.			100% of students serviced through the RTI in the Knights Lab, will meet their academic goals.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Math Support	Math teacher for students needing Integrated Math 1A/1B	\$133,243.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Math Lab	One additional class periods for high school math lab to support students underperforming in math.	\$19,650.00	No
1.3	Math Semester Benchmarks	High school will use Edulastic to create curriculum aligned summative exams to measure annual growth.	\$400.00	No
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.	\$145,903.00	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

Action #	Title	Description	Total Funds	Contributing
<b>1.9</b>	Early Literacy Professional Development	Orton-Gillingham PD to meet the intervention needs for early literacy.	\$6,375.00	No
<b>1.10</b>	Paraprofessionals for Kindergarten Support	Paraprofessionals to support early literacy development in the Kindergarten classrooms.	\$63,515.00	No
<b>1.11</b>	After School Tutoring	Program for after school tutoring provided by certificated staff.	\$52,310.00	No
<b>1.12</b>	Professional Development	Teacher professional development for PLC and grading.	\$30,000.00	No
<b>1.13</b>	Advanced Placement (AP) Training	AP training for teachers to keep up-to-date with instructional practices.	\$2,500.00	No
<b>1.14</b>	Science Lab	Conversion of former cafeteria into an educational space.	\$350,000.00	No
<b>1.15</b>	Classroom furniture	New mobile and flexible seating options for students.	\$40,000.00	No
<b>1.16</b>	Staff Laptops	Replacement laptops for staff.	\$128,000.00	No
<b>1.17</b>	Storage Area Network	Update storage area network where all servers will be reside.	\$0.00	No
<b>1.18</b>	Support Servers	Support servers for school's network.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Virtual Machine Server	VM server to support email, web applications, various servers, and primary domain controller.	\$0.00	No
1.20	MiFi	MiFi units for home connection to wifi.	\$15,000.00	Yes
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
1.23	TK Classroom Set-Up	TK Curriculum, Materials, Furniture & Supplies	\$7,500.00	No
1.24	TK Teacher	TK Teacher	\$140,436.00	No
1.25	TK Paraprofessionals	Paraprofessionals to assist in the TK classroom.	\$64,382.00	No
1.26	Intervention Paraprofessional	Second paraprofessional to assist in the Knight's Lab for intervention.	\$36,351.00	No
1.28	Summer Credit Recovery	High School students who need to recover credits for a-g eligibility.	\$12,000.00	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.

This goal was carried out through the implementation of the actions described above. Professional development for our new teachers and new curriculum was provided free of charge at the beginning of the school year. Curriculum companies were supportive as we returned from

distance learning and were available to assist throughout the school year. This made the on-boarding for our brand new teachers much easier and helped to prepare them for curriculum instruction they'd need throughout the year. We had also planned to have Professional Learning Communities (PLC) training to introduce new staff to PLCs and revive PLC for veteran staff but there were limited opportunities for this training to occur. The PD we use for PLCs did not have any in-person training this year and we had a shortage of available substitutes to provide teacher coverage. It is our hope to be able to implement PLC training the following school year.

We had hoped to convert one of our buildings, B building, into a science lab for high school use. Unfortunately, the expense to convert it for science was considerable and over our budgeted amount. We did use the building to house our band classes while we restructured and tiled the current band classroom and it is still being used as a lunch area for our TK and Kindergarten classes. We are currently considering a different use for this building and the costs associated with it. Science lab materials and supplies were purchased. Some of these included new microscopes, dissection supplies, and lab kits, all to provide hands-on science for our students. The amount budgeted will be used over the next two years to continue building our science lab classes.

Classroom furniture will be used to purchase replacement of broken or outdated furniture over the next two years.

#### 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.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 1.7: Staff received professional development on the adopted curriculum but there was no charge for the PD.
- Action 1.12: PD was done in house at no cost and intended training was not available this year. This amount will be carried over for training next year.
- Action 1.14: The planned science lab reconfiguration of the B building was at a cost higher than planned. Currently, we are determining the best use of this building and will apply the funds at that time.
- Action 1.15: New classroom furniture was not purchased and this amount will be carried over for furniture next year.
- Action 1.21: Purchases for science lab materials and supplies were made and the remaining amount will be carried over for next year.

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

Students returning from distance learning in the fall of 2021 had some missed learning opportunities that teachers knew would need to be addressed. The metrics used to measure this goal showed that students performed similarly to their spring 2021 results. 40% of students are

showing proficiency on the iReady diagnostic for math and 54% on the iReady diagnostic for reading, both only a couple of percentage points different from spring 2021. Benchmarks showed some improvement compared to spring 2021, especially in the area of math. The stability of these results was positive and showed that teachers were able to fill in learning gaps and continue to teach grade-level standards while both students and teachers adjusted to being in the physical classroom again. The Knights Lab was able to meet with 94 students over the three cycles this school year with a focus on early literacy. Of the 94 students, 91% of them made their academic goals. Attendance was an issue this year for many students and had an effect on students being able to reach their goals.

There is still a concern with early literacy and having a balanced literacy program in grades K-2. The end-of-year reading assessments showed 52.3% of students proficient in grades K-2, a much lower number than expected. Students have had some difficulty returning to school in person and were missing some social skills necessary for learning. We will continue with our current ELA curriculum and Orton-Gillingham training along with in-house PD on a balanced literacy program across those three grade levels.

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.

Data received throughout the school year displayed similar results from the end of the 2021 school year. Due to the low math scores in the upper grades, we hired a full-time math teacher (Action 1.1) to teach small group intervention with the hope of bringing students closer to grade level proficiency and achieve A-G credit. There is still a need for reading support in the early grades which creates a need for additional paraprofessional support (Action 1.26) and extend the hours of the part-time paraprofessional (Action 1.5) to full time to support in the Knights Lab for reading intervention.

An additional metric was added for our Knights Lab and the percentage of improved outcomes for the students served. Since the majority of our Title I funding supports student intervention, we felt it was important to show how students were progressing during the school year through this program.

**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.	69% of students are enrolled in at least one AP course for the 2021-2022 school year.			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.	92% of students enrolled in AP participated in AP exams for the spring 2022 administration.			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.	72% of students attended at least one in person field trip during the 2021-2022 school year.			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 for the 2020-2021 school year.			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 are filled.			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
<b>2.5</b>	Library Hub	Before and after school learning hub for students. This time will be monitored by a paraprofessional.	\$8,200.00	No
<b>2.6</b>	Love & Logic Training	Staff will receive Love & Logic training.	\$0.00	No
<b>2.7</b>	One-to-one Chromebooks	Addition of 3rd grade Chromebooks annually.	\$50,000.00	No
<b>2.8</b>	Elementary Enrichment	Enrichment courses provided during the school day and after school.	\$150,000.00	No
<b>2.9</b>	Summer Academy	Extended learning time for students during the summer.	\$164,000.00	No
<b>2.10</b>	Band Instruments	Addition and upgrade of band instruments.	\$0.00	No
<b>2.11</b>	Uniform Closet	Provide new uniforms for families who are in need.	\$5,000.00	Yes
<b>2.12</b>	Robotics Team	Development and implementation of a school robotics team.	\$60,000.00	No
<b>2.13</b>	eSports Lab	Create and implement an eSports team.	\$0.00	No
<b>2.14</b>	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.	\$0.00	No
2.16	Capturing Kids Hearts	Staff training for Capturing Kids Hearts focusing on building staff and student relationships to meet both the academic and social emotional needs of students.	\$54,000.00	No
2.17	After School Electives	After school electives for elementary students.	\$10,000.00	No
2.18	STEM Intersession	STEM courses offered during intersession periods.	\$7,000.00	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.

This goal was carried out through the implementation of the actions described above. Coming back in person allowed for the implementation of field trips, summer academy, and enrichment classes, all items parents were particularly wanting for their children. 72% of students were able to attend at least one field trip during the 2021-2022 school year. Elementary classes expanded their offerings with enrichment classes this year in the areas of music, STEM, PE, and technology. Enrollment for AP courses increased by 11% and students taking their AP exam increased by 3%. Our graduation rate was 100%.

The only challenge this year was the expansion of classrooms for our new courses including the eSports lab, Computer Science, and other STEM courses. The school is prioritizing other spaces on campus to support these offerings in lieu of this expense assuring that this goal is still achievable annually.

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.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 2.1: 72% of students went on field trips during the 2021-2022 school year. The remaining funds will be carried forward for use on field trips during the 2022-2023 school year.
- Action 2.5: The creation of the library hub had challenges in its creation. We did not have a librarian for most of the year and did not have the personnel to supervise students. The expenditure will be carried over to next year.
- Action 2.6: Early release time on Wednesday this year was allocated for communication and work on short-term independent study for teachers, therefore, we were unable to implement the Love & Logic training for staff. These funds will be reallocated for next year to support Capturing Kids Hearts training taking place in the fall of 2022.
- Action 2.7: Chromebook purchases were delayed this year due to supply shortages. The remaining funds will be carried over for Chromebook purchases in the 2022-2023 school year.
- Action 2.8: Elementary enrichment was reinstated this year. The remaining funds will be carried over to support enrichment classes for the 2022-2023 school year.
- Action 2.12: We have begun to buy robots for the Robotics Team and will carry over the remaining funds to support the team next year with events and bussing.
- Action 2.15: Due to funding restrictions and available space on campus, the planned courses for the extra portables have been moved to existing spaces on campus. These funds will be redistributed as needed.

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

This goal was attained through the actions supporting students effectively. The 100% graduation rate demonstrated that all the efforts of credit recovery, dual enrollment, and independent study helped to support students with the transition from distance learning to in-person learning. The summer academy was fully attended and families were appreciative with all our efforts to make engaging learning happen during the summer break.

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.

Reflecting on the social emotional needs of both students and staff this past year, resulted in the addition of Capturing Kids Hearts (CKH) training school wide for the 2022-2023 school year. CKH trains staff how to create a connectedness between themselves and students to promote high levels of learning.

**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.	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.
Suspension Rate	3.5% suspension rate as indicated by the 2019 California School Dashboard.	The Suspension Rate for 2021 has not been publicized by the California Dashboard. It will resume in the fall of 2022. According to Dataquest, the			3.1% suspension rate as indicated on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		suspension rate for AAE during the 2020-2021 school year was .3%			
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

Action #	Title	Description	Total Funds	Contributing
3.1	MPR	Construction of multi-purpose room (AV equipment, Curtain, Furniture).	\$0.00	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.	\$0.00	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.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.6</b>	TK Classroom	Addition of TK Classroom	\$200,000.00	No
<b>3.7</b>	STOP IT Hotline	Service for stop it hotline to prevent bullying and report student issues.	\$700.00	No
<b>3.8</b>	Recess/Lunch Assistant	Additional Character Development Office support during recess and lunch.	\$30,000.00	No
<b>3.9</b>	Facilities	Facilities Costs	\$580,025.00	Yes
<b>3.10</b>	CDO Support	CDO Support for School Safety.	\$295,767.00	Yes
<b>3.11</b>	HVAC Units	Update HVAC units in buildings A, B, and C. Portable Bard HVAC units with Ionizers.	\$457,000.00	No
<b>3.12</b>	Podium for MPR	Podium and tablecloths for new MPR to be used for performances and assemblies.	\$0.00	No
<b>3.13</b>	Flooring	Redo flooring to VCT (vinyl composition tile) replacing worn out carpet in TK, Kinder, C classrooms, GAVRT, Building N, 1st and 2nd grade classrooms.	\$100,000.00	No
<b>3.14</b>	Tile Floor	Replace tile flooring in girls gym restroom.	\$7,000.00	No
<b>3.15</b>	Gym Floor Cover	Replace gym floor cover. Cover used for assemblies, dances, activities, and testing.	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.16	Custodial	Custodial Staff for Health and Safety.	\$203,887.00	Yes

## 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.

This goal was carried out through the implementation of the actions described above. It was obvious from the 72% of students who said their school is safe and well maintained, that most were glad to back in-person for school this year. Most of the challenges with the action items were due to either supply or construction delays. As these become more accessible, the action items will be completed within the next couple of years.

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.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 3.2: PA System has not been purchased yet and we are still waiting on quotes for the system. The funds will be carried over to next year for purchase.
- Action 3.3: This was a duplicate entry from goal 1, action 1.14. Funds are being redistributed as needed.
- Action 3.4: Shade structures are still being planned but funds need to be budgeted from LCFF. We are currently reviewing quotes to get these structures built. ESSER funds will be redistributed as needed.
- Action 3.5: The quote for the parking lot resurfacing was much lower than originally budgeted. The work has been completed and the remaining funds redistributed as needed.
- Action 3.11: We have replaced part of the HVAC units and will continue replacements through the summer of 2022 and the 2022-2023 school year where these funds will be carried over.
- Action 3.13: Flooring has been replaced in Kindergarten classrooms, the band room, and TK classroom. The remaining rooms will be completed prior to the 2022-2023 school year.
- Action 3.14: Tile floor will be replaced during the summer of 2022.
- Action 3.15: The gym floor cover will be purchased during the 2022-2023 school year.



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

The metrics used to measure effectiveness of this goal were all met.

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.

There are no changes made to the goal, metrics, desired outcomes, or actions resulting 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)
\$1,082,523.00	0.00

## 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
7.97%	0.00%	\$236,878.00	9.95%

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.

AAE currently does not have a high concentration (above 55%) for these subgroups as evidenced on the California School Dashboard.

AAE's subgroup percentages are:

- Foster Youth 0%
- Socioeconomically Disadvantaged 39.9%
- English Learners 3.1%

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	42.76%	
Staff-to-student ratio of certificated staff providing direct services to students	78.97%	

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,751,562.00	\$839,643.00		\$1,791,689.00	\$4,382,894.00	\$1,296,694.00	\$3,086,200.00

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		\$133,243.00			\$133,243.00
1	1.2	Math Lab	All Students with Disabilities	\$19,650.00				\$19,650.00
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				\$145,903.00	\$145,903.00
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	\$63,515.00				\$63,515.00
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					\$0.00
1	1.18	Support Servers	All Students with Disabilities					\$0.00
1	1.19	Virtual Machine Server	All Students with					\$0.00

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				\$15,000.00	\$15,000.00
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
1	1.23	TK Classroom Set-Up	TK Students All Students with Disabilities	\$7,500.00				\$7,500.00
1	1.24	TK Teacher	All Students with Disabilities	\$140,436.00				\$140,436.00
1	1.25	TK Paraprofessionals	All Students with Disabilities	\$64,382.00				\$64,382.00
1	1.26	Intervention Paraprofessional	All				\$36,351.00	\$36,351.00
1	1.28	Summer Credit Recovery	All Students with Disabilities		\$12,000.00			\$12,000.00
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

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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		\$8,200.00			\$8,200.00
2	2.6	Love & Logic Training	All Students with Disabilities					\$0.00
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
2	2.10	Band Instruments	All Students with Disabilities					\$0.00
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					\$0.00
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					\$0.00
2	2.16	Capturing Kids Hearts	All Students with Disabilities				\$54,000.00	\$54,000.00
2	2.17	After School Electives	All Students with Disabilities				\$10,000.00	\$10,000.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.18	STEM Intersession	All Students with Disabilities				\$7,000.00	\$7,000.00
3	3.1	MPR	All Students with Disabilities					\$0.00
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					\$0.00
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					\$0.00
3	3.6	TK Classroom	All Students with Disabilities	\$200,000.00				\$200,000.00
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	3.9	Facilities	English Learners Foster Youth Low Income	\$580,025.00				\$580,025.00
3	3.10	CDO Support	English Learners Foster Youth Low Income	\$295,767.00				\$295,767.00
3	3.11	HVAC Units	All Students with Disabilities				\$457,000.00	\$457,000.00
3	3.12	Podium for MPR	All Students with Disabilities					\$0.00
3	3.13	Flooring	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					
3	3.14	Tile Floor	All Students with Disabilities				\$7,000.00	\$7,000.00
3	3.15	Gym Floor Cover	All Students with Disabilities	\$8,000.00				\$8,000.00
3	3.16	Custodial	English Learners Foster Youth Low Income	\$203,887.00				\$203,887.00

## 2022-23 Contributing Actions Table

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
\$13,586,700.00	\$1,082,523.00	7.97%	0.00%	9.95%	\$1,079,679.00	0.00%	7.95 %	<b>Total:</b>	\$1,079,679.00
								<b>LEA-wide Total:</b>	\$1,079,679.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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		
3	3.9	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$580,025.00	
3	3.10	CDO Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$295,767.00	
3	3.16	Custodial	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$203,887.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$4,759,924.00	\$2,321,736.85

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	\$50,353.15
1	1.2	Math Lab	No	\$34,918.00	\$34,721.24
1	1.3	Math Semester Benchmarks	No	\$400.00	\$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	\$ 122,432.00
1	1.6	ELD Support & Curriculum	No Yes	\$1,000.00	\$1,020.00
1	1.7	Professional Development for Adopted Curricula	No	\$4,500.00	\$0.00
1	1.8	Teacher Induction	No	\$52,650.00	\$54,277.65
1	1.9	Early Literacy Professional Development	No	\$6,375.00	\$10,318.59

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	\$78,600.00
1	1.11	After School Tutoring	No	\$52,310.00	\$35,251.00
1	1.12	Professional Development	No	\$30,000.00	\$0.00
1	1.13	Advanced Placement (AP) Training	No	\$2,500.00	\$995.00
1	1.14	Science Lab	No	\$350,000.00	\$0.00
1	1.15	Classroom furniture	No	\$40,000.00	\$0.00
1	1.16	Staff Laptops	No	\$128,000.00	\$121,013.00
1	1.17	Storage Area Network	No	\$26,000.00	\$27,112.00
1	1.18	Support Servers	No	\$15,000.00	\$14,998.00
1	1.19	Virtual Machine Server	No	\$15,000.00	\$15,906.00
1	1.20	MiFi	Yes	\$10,000.00	\$16,350.00
1	1.21	Science Lab Materials and Supplies	No	\$200,000.00	\$14,762.00
1	1.22	Suicide Prevention	No	\$2,000.00	\$2,378.00

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	\$62,038.00
2	2.2	Advanced Placement participation	No	\$13,000.00	\$13,000.00
2	2.3	Dual Enrollment	No	\$10,000.00	\$12,000.00
2	2.4	Credit Recovery program	No	\$3,600.00	\$1,920.00
2	2.5	Library Hub	No	\$10,700.00	\$0.00
2	2.6	Love & Logic Training	No	\$14,000.00	\$0.00
2	2.7	One-to-one Chromebooks	No	\$50,000.00	\$36,122.00
2	2.8	Elementary Enrichment	No	\$150,000.00	\$70,826.00
2	2.9	Summer Academy	No	\$164,000.00	\$168,876.00
2	2.10	Band Instruments	No	\$12,000.00	\$15,000.00
2	2.11	Uniform Closet	Yes	\$5,000.00	\$4,522.00
2	2.12	Robotics Team	No	\$60,000.00	\$16,415.00
2	2.13	eSports Lab	No	\$20,000.00	\$17,289.00

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	\$25,252.00
2	2.15	Portables for Classrooms	No	\$300,000.00	\$0.00
3	3.1	MPR	No	\$80,000.00	\$75,577.00
3	3.2	PA System	No	\$100,000.00	\$0.00
3	3.3	Secondary Science Lab	No	\$350,000.00	\$0.00
3	3.4	Shade Structure	No	\$168,000.00	\$0.00
3	3.5	Parking Lot Resurfacing	No	\$300,000.00	\$117,995.00
3	3.6	Facilities Costs	Yes	\$580,200.00	\$580,200.00
3	3.7	STOP IT Hotline	No	\$700.00	\$650.70
3	3.8	Recess/Lunch Assistant	No	\$30,000.00	\$21,762.71
3	3.9	CDO Support	Yes	\$236,078.00	\$274,093.21
3	3.10	Custodial Support	Yes	\$146,086.00	\$118,875.00
3	3.11	HVAC Units	No	\$457,000.00	\$168,500.00

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	3.12	Podium for MPR	No	\$900.00	\$179.00
3	3.13	Flooring	No	\$81,000.00	\$42,188.60
3	3.14	Tile Floor	No	\$4,000.00	\$0.00
3	3.15	Gym Floor Cover	No	\$8,000.00	\$0.00



**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)
\$957,845.00	\$978,364.00	\$720,967.00	\$257,397.00	0.00%	0.00%	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	1,000.00	1,020.00		
1	1.20	MiFi	Yes	10,000.00	16,350.00		
2	2.11	Uniform Closet	Yes	5,000.00	4,522.00		
3	3.6	Facilities Costs	Yes	580,200.00	580,200.00		
3	3.9	CDO Support	Yes	236,078.00			
3	3.10	Custodial Support	Yes	146,086.00	118,875.00		

**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)
\$11,919,425.00	\$957,845.00	0.00%	8.04%	\$720,967.00	0.00%	6.05%	\$236,878.00	1.99%

# Instructions

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[Engaging Educational Partners](#)

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

*For additional questions or technical assistance related to the completion of the 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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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



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

## LEA Name

Academy for Academic Excellence

## CDS Code:

36750773630837

## Link to the LCAP:

*(optional)*

[https://aae.lewiscenter.org/documents/2021\\_LCAP\\_Combined\\_Academy\\_for\\_Academic\\_Excellence\\_20210625.pdf](https://aae.lewiscenter.org/documents/2021_LCAP_Combined_Academy_for_Academic_Excellence_20210625.pdf)

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

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

AAE LCAP Goals are:

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

Title I, Part A

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

Title II, Part A

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

Title IV, Part A

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

## Alignment

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

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

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

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

#### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

#### Career Technical and Work-based Opportunities

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

The Academy for Academic Excellence (AAE) is a Charter school and is its own LEA. Therefore, the poverty criteria that will be used to select school attendance areas under Section 1113 is limited to one school site. AAE has 39.9% of students who are socioeconomically disadvantaged.

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

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

#### Parent and Family Engagement

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

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

NA

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:



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

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

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

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

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

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

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

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

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

**SWP:**

The school site is using its second year of Title I funding to strategically upgrade the entire education program by focusing on closing the achievement gap for all subgroups. Through local and state assessments, the school identified the achievement gaps and the students in most need of additional educational services. To meet the needs of early literacy, a Teacher on Assignment is on staff to provide small-group Reading instruction supported by paraprofessionals to reach the maximum number of students. Through local and state assessments, the school determined that attention to early literacy would help close the achievement gap in the later grades.

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

TAS: N/A

Neglected or delinquent: N/A

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

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

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

## **Student Transitions**

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

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

- Professional development in areas of literacy.
- Social-Emotional Learning curriculum in both elementary and middle school levels.
- After-school tutoring that includes a targeted intervention coordinator and certificated tutors.
- Full-time certificated TOA to target literacy.

## TITLE I, PART D

### Description of Program ESSA SECTION 1423(1)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

### Formal Agreements ESSA SECTION 1423(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

### Comparable Education Program ESSA SECTION 1423(3)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

### Successful Transitions ESSA SECTION 1423(4)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

### Educational Needs ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

## TITLE II, PART A

### Professional Growth and Improvement

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

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

### Prioritizing Funding

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

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



## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **Data and Ongoing Consultation to Support Continuous Improvement**

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

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

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

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

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

## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### English Proficiency and Academic Achievement

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

After reviewing data and meeting with all stakeholders, it was determined that Title IV funds go to support college and career readiness and adhere to the school's mission of preparing students for post-secondary success. The school will continue to subsidize the Advanced Placement college-level exams. Students reported that in recent years that the cost of the exam deterred them from both taking the exam and enrolling in more AP classes. After offsetting some of the exam cost in 2020-21, the participation of students taking AP exams increased to 89% and 92% for the 2021-22 school year. Subsidizing part of the cost for these exams and recruiting efforts by the school helped to build the AP program. All Title IV funds were disbursed to support this goal.

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

# 2022-23 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Academy for Academic Excellence
<b>CDS Code:</b>	36750773630837
<b>LEA Contact Information:</b>	Name: Valli Andreasen Position: Principal Email: vandreasen@lcer.org Phone: 760-946-5414
<b>Coming School Year:</b>	2022-23
<b>Current School Year:</b>	2021-22

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

<b>Projected General Fund Revenue for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$14,669,223.00
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1,082,523.00
<b>All Other State Funds</b>	\$1,844,905.00
<b>All Local Funds</b>	\$1,000.00
<b>All federal funds</b>	\$1,203,458.00
<b>Total Projected Revenue</b>	\$17,718,586

<b>Total Budgeted Expenditures for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$16,917,320.00
<b>Total Budgeted Expenditures in the LCAP</b>	\$3,303,215.00
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,321,286.00
<b>Expenditures not in the LCAP</b>	\$13,614,105

<b>Expenditures for High Needs Students in the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$1,241,170.00
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$1,348,569.00

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2022-23 Difference in Projected Funds and Budgeted Expenditures</b>	\$238,763
<b>2021-22 Difference in Budgeted and Actual Expenditures</b>	\$107,399

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Funds not included in the LCAP for services include: <ul style="list-style-type: none"> <li>• Supplemental curriculum</li> <li>• Instructional supplies</li> <li>• Facility supplies and equipment</li> </ul>

# 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

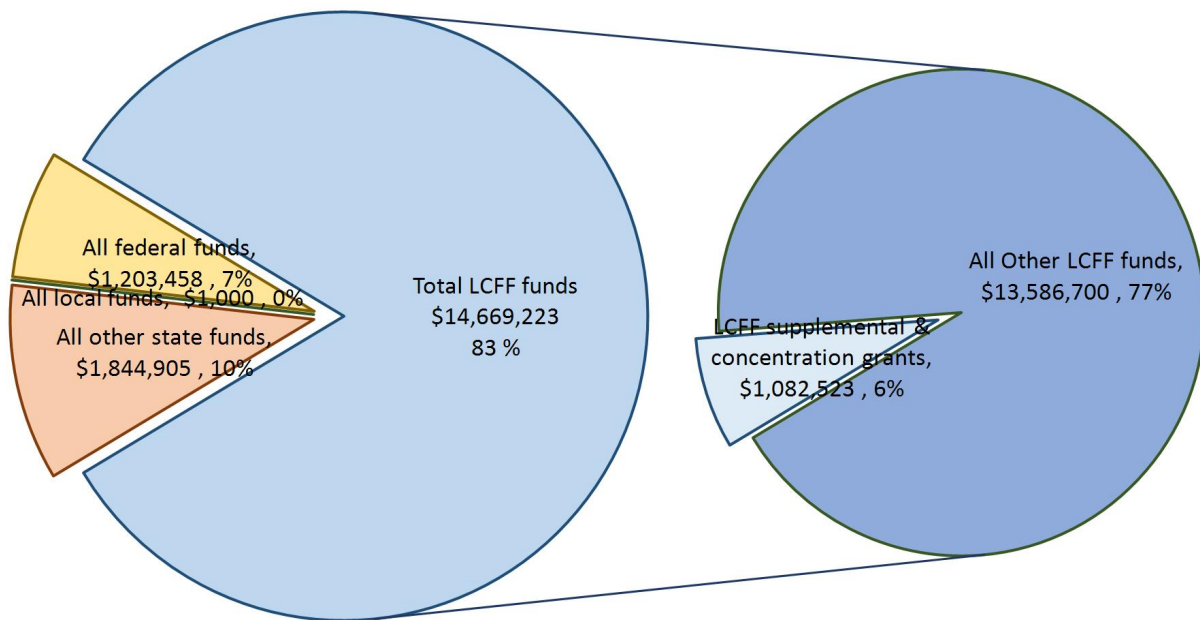
vandreasen@lcer.org

760-946-5414

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

## Budget Overview for the 2022-23 School Year

### Projected Revenue by Fund Source



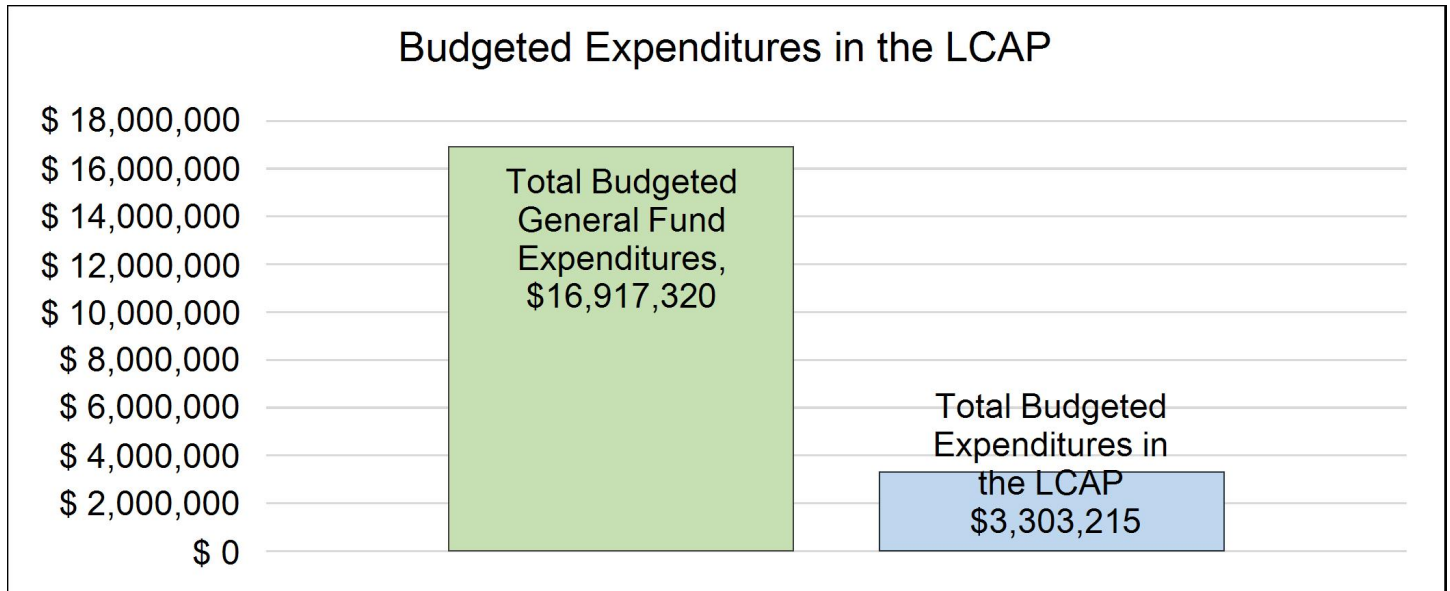
This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$17,718,586, of which \$14,669,223.00 is Local Control Funding Formula (LCFF), \$1,844,905.00 is other state funds, \$1,000.00 is local funds, and \$1,203,458.00 is federal funds. Of the

\$14,669,223.00 in LCFF Funds, \$1,082,523.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much 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 \$16,917,320.00 for the 2022-23 school year. Of that amount, \$3,303,215.00 is tied to actions/services in the LCAP and \$13,614,105 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP for services include:

- Supplemental curriculum
- Instructional supplies
- Facility supplies and equipment

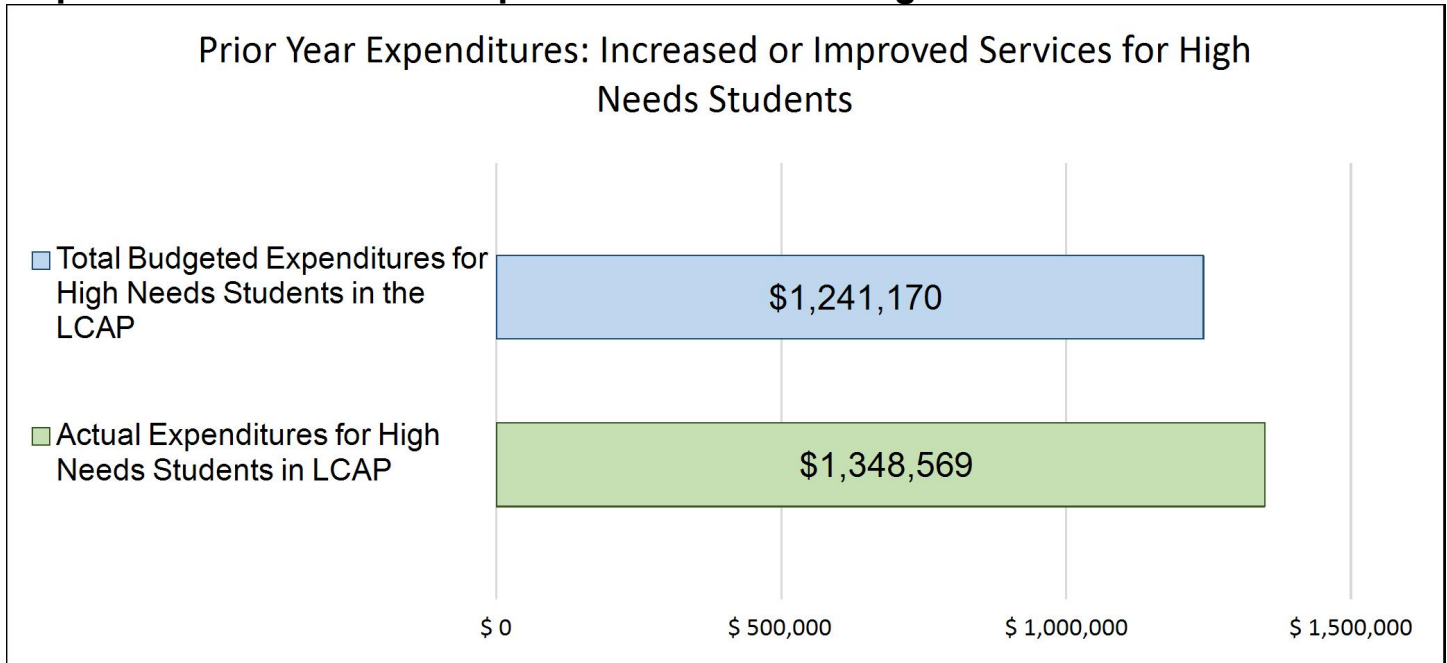
## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Academy for Academic Excellence is projecting it will receive \$1,082,523.00 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 \$1,321,286.00 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 \$1,241,170.00 for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent \$1,348,569.00 for actions to increase or improve services for high needs students in 2021-22.



## 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	vandreasen@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.
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.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
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	<b>Math Support</b> 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	<b>Math Lab</b> Two additional class periods for high school math lab to support	Ongoing	No	Other State 34,918		\$34,918.00	\$17,459.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	students underperforming in math.						
1.3	<b>Math Semester Benchmarks</b> 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	<b>iReady Diagnostic for Math and Reading. iReady Instruction for Math.</b> 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
1.5	<b>Response to Intervention</b> 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	Ongoing	No	Federal 119057		\$119,057.00	\$59,528.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	need of additional intervention, Tier II, will receive additional, small group instruction provided by the teacher on assignment.						
1.6	<b>ELD Support &amp; Curriculum</b> 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	<b>Professional Development for Adopted Curricula</b> 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	<b>Teacher Induction</b> Two-year training for all new teaching staff through the Center for Teacher Innovation (CTI).	Ongoing	No	Federal 24,050	Other State 28,600	\$52,650.00	\$12,422.00
1.9	<b>Early Literacy Professional Development</b> Orton-Gillingham PD to meet the intervention needs for early literacy.	Ongoing	No		Federal 6,375	\$6,375.00	\$8,925.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.10	<b>Paraprofessionals for Kindergarten Support</b> Paraprofessionals to support early literacy development in the Kindergarten classrooms.	Ongoing	No	LCFF 77,186		\$77,186.00	\$38,593.00
1.11	<b>After School Tutoring</b> Program for after school tutoring provided by certificated staff.	Ongoing	No		Other State 52,310	\$52,310.00	\$0.00
1.12	<b>Professional Development</b> Teacher professional development for PLC and grading.	Year 1	No		Other State 30,000	\$30,000.00	\$0.00
1.13	<b>Advanced Placement (AP) Training</b> AP training for teachers to keep up-to-date with instructional practices.	Ongoing	No		Federal 2,500	\$2,500.00	\$995.00
1.14	<b>Science Lab</b> Conversion of former cafeteria into a science lab.	Year 1	No		Other State 350,000	\$350,000.00	\$0.00
1.15	<b>Classroom furniture</b> New mobile and flexible seating options for students.	Year 1	No		Other State 40,000	\$40,000.00	\$0.00
1.16	<b>Staff Laptops</b> Replacement laptops for staff.	Year 1	No		Other State 128,000	\$128,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.17	<b>Storage Area Network</b> 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	<b>Support Servers</b> Support servers for school's network.	Year 1	No		Other State 15,000	\$15,000.00	\$14,998.00
1.19	<b>Virtual Machine Server</b> 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	<b>MiFi</b> MiFi units for home connection to wifi.	Year 1	Yes		Other State 10,000	\$10,000.00	\$6,887.00
1.21	<b>Science Lab Materials and Supplies</b> Science lab materials and supplies to support learning loss.	Year 1	No		Other State 200,000	\$200,000.00	\$16,395.00
1.22	<b>Suicide Prevention</b> 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.
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	Ongoing	No		Other State 150,000	\$150,000.00	\$31,050.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	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.						
<b>2.2</b>	<b>Advanced Placement participation</b> Offset cost of AP exams for students to encourage more participation.	Ongoing	No		Federal 13,000	\$13,000.00	\$0.00
<b>2.3</b>	<b>Dual Enrollment</b> 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
<b>2.4</b>	<b>Credit Recovery program</b> For students needing to repeat coursework, the school provides an online credit recovery program through an accredited university.	Ongoing	No		Other State 3,600	\$3,600.00	\$870.00
<b>2.5</b>	<b>Library Hub</b> 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
<b>2.6</b>	<b>Love &amp; Logic Training</b> Staff will receive Love & Logic training.	Ongoing	No		Other State 14,000	\$14,000.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.7	<b>One-to-one Chromebooks</b> Addition of 3rd grade Chromebooks annually.	Ongoing	No		Other State 50,000	\$50,000.00	\$0.00
2.8	<b>Elementary Enrichment</b> Enrichment courses provided during the school day and after school.	Ongoing	No		Other State 150,000	\$150,000.00	\$75,000.00
2.9	<b>Summer Academy</b> Extended learning time for students during the summer.	Year 1	No		Other State 164,000	\$164,000.00	\$168,876.00
2.10	<b>Band Instruments</b> Addition and upgrade of band instruments.	Year 1	No		Other State 12,000	\$12,000.00	\$7,790.00
2.11	<b>Uniform Closet</b> Provide new uniforms for families who are in need.	Ongoing	Yes		Federal 5,000	\$5,000.00	\$4,522.00
2.12	<b>Robotics Team</b> Development and implementation of a school robotics team.	Year 1	No		Other State 60,000	\$60,000.00	\$0.00
2.13	<b>eSports Lab</b> Create and implement an eSports team.	Year 1	No		Other State 20,000	\$20,000.00	\$0.00
2.14	<b>Independent Study</b>	Year 1	No	Other State 40,000		\$40,000.00	\$8,843.00

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Independent study option for students who will continue distance learning.						
2.15	<b>Portables for Classrooms</b> 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	96% rate for facility conditions with an overall good rating as	95% rate for facility conditions with an overall good rating.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		rating as identified on the 2020 FIT.	identified on the 2021 FIT report.	

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>MPR</b> Construction of multi-purpose room (AV equipment, Curtain, Furniture).	Year 1	No		Other State 80,000	\$80,000.00	\$43,465.00
3.2	<b>PA System</b> 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	<b>Secondary Science Lab</b> Reconfiguration of old cafeteria into a functional science lab.	Year 1	No		Other State 350,000	\$350,000.00	\$0.00
3.4	<b>Shade Structure</b> Shade structure for the protection of students in outdoor areas.	Year 1	No		Other State 168,000	\$168,000.00	\$0.00
3.5	<b>Parking Lot Resurfacing</b> Resurfacing of parking lots for safety.	Year 2	No		LCFF 300,000	\$300,000.00	\$117,995.00
3.6	<b>Facilities Costs</b>		Yes			\$580,200.00	
3.7	<b>STOP IT Hotline</b>	Ongoing	No		Other State 700	\$700.00	\$650.70

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Service for stop it hotline to prevent bullying and report student issues.						
3.8	<b>Recess/Lunch Assistant</b> Additional Character Development Office support during recess and lunch.	Ongoing	No	Other State 30,000		\$30,000.00	\$0.00
3.9	<b>CDO Support</b>		Yes			\$236,078.00	
3.10	<b>Custodial Support</b>		Yes			\$146,086.00	
3.11	<b>HVAC Units</b> 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	<b>Podium for MPR</b> 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	<b>Flooring</b> 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

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.14	<b>Tile Floor</b> Replace tile flooring in girls gym restroom.	Year 1	No		Other State 4,000	\$4,000.00	\$0.00
3.15	<b>Gym Floor Cover</b> Replace gym floor cover. Cover used for assemblies, dances, activities, and testing.	Year 1	No		Other State 8,000	\$8,000.00	\$0.00



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## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Norton Science & Language Academy

CDS Code: California

School Year: 2022-23

LEA contact information:

Fausto Barragan

Principal

fbarragan@lcer.org

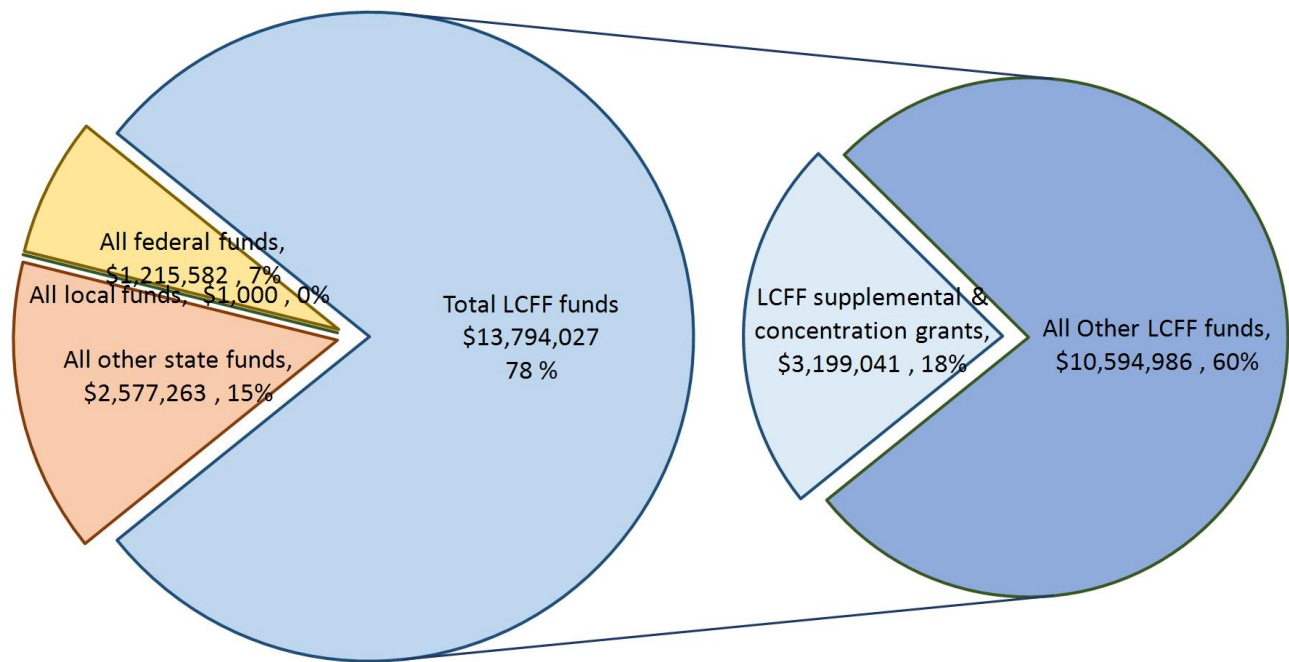
909-386-2300

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

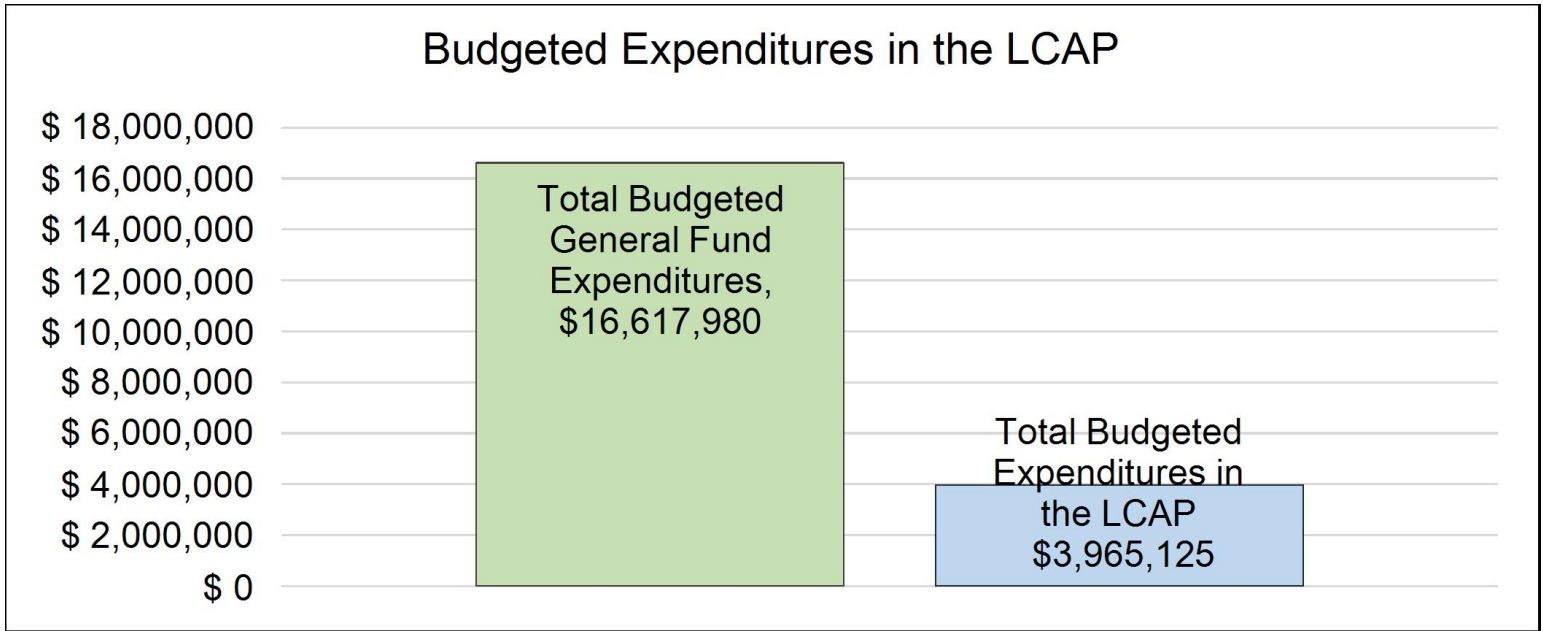


This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norton Science & Language Academy is \$17,587,872, of which \$13,794,027.00 is Local Control Funding Formula (LCFF), \$2,577,263.00 is other state funds, \$1,000.00 is local funds, and \$1,215,582.00 is federal funds. Of the \$13,794,027.00 in LCFF Funds, \$3,199,041.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Norton Science & Language Academy plans to spend for 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: Norton Science & Language Academy plans to spend \$16,617,980.00 for the 2022-23 school year. Of that amount, \$3,965,125.00 is tied to actions/services in the LCAP and \$12,652,855 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP for services include:

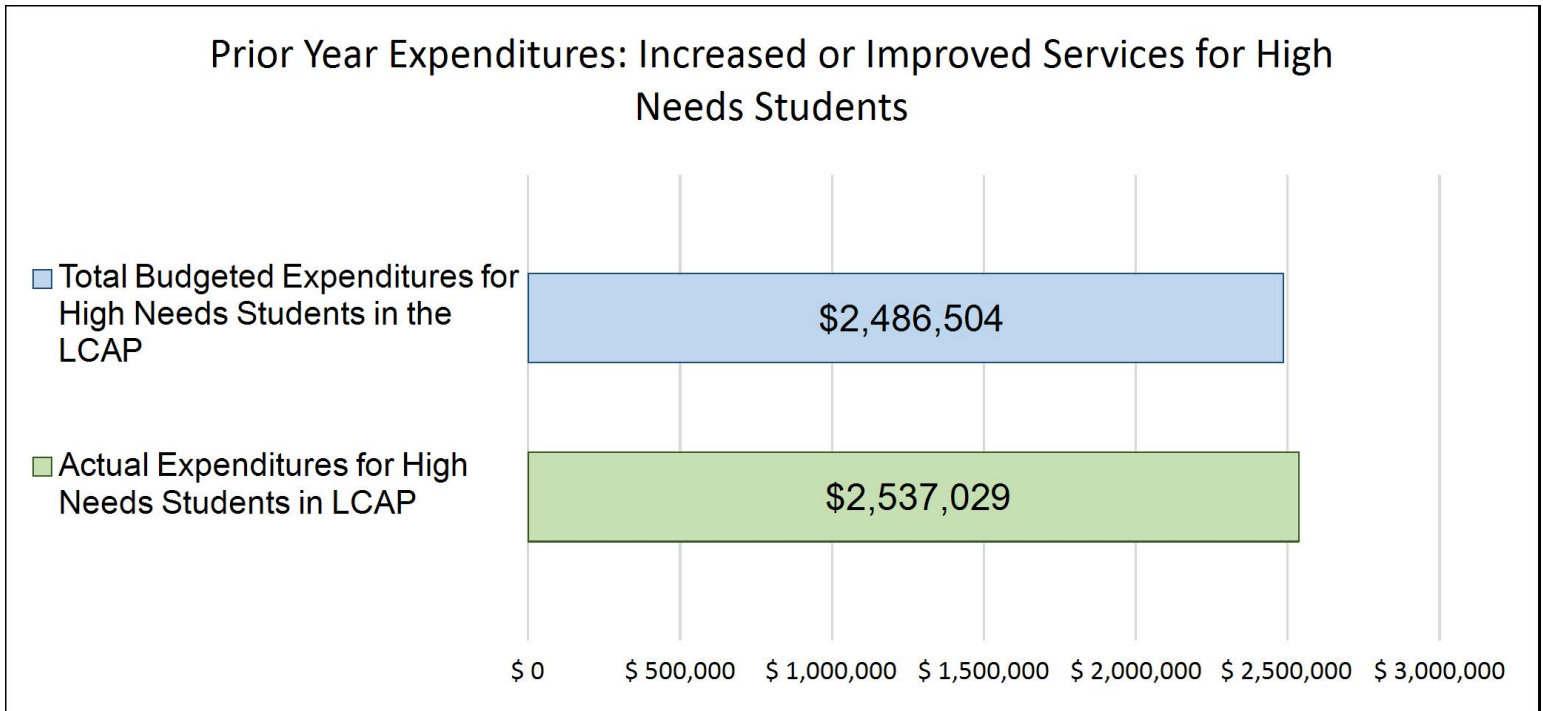
- Supplemental curriculum
- Instructional supplies
- Facility supplies and equipment

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

In 2022-23, Norton Science & Language Academy is projecting it will receive \$3,199,041.00 based on the enrollment of foster youth, English learner, and low-income students. Norton Science & Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Norton Science & Language Academy plans to spend \$3,292,800.00 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 Norton Science & Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Norton Science & Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Norton Science & Language Academy's LCAP budgeted \$2,486,504.00 for planned actions to increase or improve services for high needs students. Norton Science & Language Academy actually spent \$2,537,029.00 for actions to increase or improve services for high needs students in 2021-22.



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## 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
Norton Science & Language Academy	Fausto Barragan, Principal	fbarragan@lcer.org 909-386-2300

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).

During the 2021-2022 LCAP engagement process, our educational partners expressed the need for continued safety to battle COVID19 and ensure students remain healthy and in school, additional academic supports such as tutoring, field trips, social-emotional learning, and campus safety. The 2021-2022 LCAP may be found at [https://nsla.lewiscenter.org/documents/2021\\_LCAP\\_Combined\\_Norton\\_Science\\_Language\\_Academy\\_20210625.pdf](https://nsla.lewiscenter.org/documents/2021_LCAP_Combined_Norton_Science_Language_Academy_20210625.pdf)

- Bi-Monthly English Learner Advisory Committee (ELAC)
- Bi-Monthly School Site Council (SSC)
- Monthly Cafecito parent forums
- Monthly School Board meetings
- Surveys sent throughout the year
- LCAP Mid-Year Reporting board meeting 2/14/22
- Town Hall 3/16/22
- Public Hearing 5/9/22
- LCAP 2022-2023 board meeting 6/13/22

Engagement opportunities are offered both in-person and remotely, presented in English and Spanish. All opportunities are advertised through Infinite Campus messaging system, posted on the school's website, and other social media school accounts.

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.

NSLA received concentration add-on funds for its Socioeconomically Disadvantaged population of 71.9% as identified on the California School Dashboard. These funds were used to provide additional staffing to support students. An additional Character Development Officer (CDO) was added to support school lunches and provide safety for school drop-off and dismissal. We hired a full custodial team to support the cleanliness of the campus.

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.

NSLA received one-time federal funds intended to support recovery from COVID 19 and the return from distance learning. A majority of these funds were included in the Budget Overview for Parents, as part of the LCAP adopted in June of 2021. These funds were budgeted during the 2021-2022 school year and the expenditures will be accounted for on the 2022-2023 LCAP update. ESSER III funding was received after the LCAP adoption. NSLA engaged its educational partners on the use of ESSER III funding as described in the ESSER III expenditure plan that was approved by the school board in October of 2021.

The following links provide how and when NSLA engaged educational partners in the use of these funds to support recovery from the COVID 19 pandemic:

-Expanded Learning Opportunity Grant (ELO),

[https://nsla.lewiscenter.org/documents/2021\\_Expanded\\_Learning\\_Opportunities\\_Grant\\_Plan\\_Norton\\_Science\\_and\\_Language\\_Academy\\_20211216.pdf](https://nsla.lewiscenter.org/documents/2021_Expanded_Learning_Opportunities_Grant_Plan_Norton_Science_and_Language_Academy_20211216.pdf)

-ESSER III Expenditure Plan,

[https://nsla.lewiscenter.org/documents/2021\\_ESSER\\_III\\_Expenditure\\_Plan\\_Norton\\_Science\\_and\\_Language\\_Academy\\_20220414.pdf](https://nsla.lewiscenter.org/documents/2021_ESSER_III_Expenditure_Plan_Norton_Science_and_Language_Academy_20220414.pdf)

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.

The health and safety of students, educators, and classified staff is a priority at NSLA and the school will continue services as required by the American Rescue Plan (ARP) Action of 2021. These include the following:

- Additional health/nursing staff to support the safety of in-person learning and reduce the spread of COVID-19
- Additional Character Development Officer (CDO) to support safe in-person lunchtimes
- Continue to provide curriculum delivery to students who are quarantined due to COVID-19
- Resident subs trained in health and safety to provide continuous instruction to students
- Increased sub pay to secure teachers needed to provide continuous instruction
- Intercession offerings to accelerate student learning

The delivery of equipment such as student devices (e.g.- Chromebooks) and PPE, was the greatest challenge we faced as a school. With the

increased demand from across the country, suppliers could not manufacture quickly enough to provide these necessary products in a timely manner. An additional challenge was covering staff absences due to quarantines and filling all classified positions during workforce shortages.

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.

NSLA considers the LCAP to guide the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. Any additional funds received are reviewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Analyzing the most current data through the LCAP helps the school prioritize the greatest needs of students. Below are some LCAP goals and actions where these additional funds helped to meet the needs of students during the 2021-2022 school year.

- LCAP Goal 1: All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas - Professional development for Math and ELA, and English Learners, Intervention support (Rocket Lab), Enrichment courses, Independent Study options, Before/After School Tutoring, and Social-Emotional curriculum.
- LCAP 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 - Additional CDOs for safety, Additional Facility Technicians and Custodial Staff, and Technology to support all students.
- LCAP 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 - Multiple Engagement opportunities offered virtually.

## **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](mailto: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



*Creating Global Citizens*

## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Norton Science & Language Academy	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-9 population of approximately 1,042. The demographic breakdown of the 836 student population is 5.7% African American, 0.9% Asian, 89.1% Hispanic, and 3.6% White. Students qualifying as unduplicated are low-income (74.5%), English learner (31.5%), homeless youth (2.0%), and foster (0.5%). Students with disabilities account for 13.1% 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 that 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, the 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 for six months of the 2020-2021 school year. We successfully brought students back in person on April 5, 2021.

In the 2021-2022 school year most students returned in person which made a noticeable difference in student performance. In math, we saw similar results on the iReady diagnostic as we did at the end of 2021 (16% proficient in 2021 and 20% proficient in 2022). Our on-site math benchmarks saw a similar pattern with 30.6% proficient in 2021 and 31.1% proficient in 2022. In ELA, we saw similar results on the iReady diagnostic as we did at the end of 2021 (29% proficient in 2021 and 28% proficient in 2022). Our on-site ELA benchmarks followed a similar pattern with 21.5% proficient in 2021 and 28.9% proficient in 2022, a 7.4% gain in proficiency.

A huge success of 2021-2022 was our attendance rate of 90.28%. This was not an easy feat as we all continued to fight against the effects of COVID-19 on both students and staff throughout the year. To recoup ADA and continue to provide quality education, we implemented an independent study program. Less than 1% of our families chose to do long-term independent study (LTIS). This was accomplished through a 3rd party vendor, Accellus (Grades K-8) or BYU (High School). Students were able to learn online the core subject areas (ELA, Math, Social Studies, and Science) or credit courses for high school (6 Class Periods). A certificated teacher checked in with students daily to ensure they were on track for their learning objectives and they were socially doing well. For in-person students who had to quarantine due to COVID 19, short-term independent study (STIS) was put in place to allow students to continue to receive the rigorous learning they normally have in the classroom. This was done through the efforts of teachers who used Google Classroom to post assignments and videos, and daily synchronous interaction with STIS students through Zoom. Students were able to keep up with their learning and not fall behind once they returned in person.

NSLA was able to keep in-person learning throughout the 2021-2022 school year without any type of closure. Resident subs helped to maintain classrooms when teachers were out, protocols were in place for cleaning both the campus and classrooms, and social distancing was implemented school-wide. All of these measures were in accordance with CDPH guidelines to reduce and prevent the spread of COVID-19.

Returning to school in person was an adjustment for both students and staff. NSLA worked with staff through PD and free counseling as needed. The school's counselor and two psychologists supported students as needed and counseling through Care Solace was made available to students. Teachers in grades TK-8 implemented a social-emotional curriculum, Second Step, with students on a weekly basis and high school students used Habitudes for their social-emotional learning. We also implemented Mindwise, a suicide prevention curriculum, in middle and high school along with GoBeacon, a suicide alert system that connects to counseling staff. We will continue all these efforts next year to support the social-emotional needs of students.

## 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.

For 2021-2022, there is still a significant need in the areas of English and math. 28% of students in grades 3-9 are performing at grade level according to the iReady diagnostic while almost half of the students are reading two or more grade levels below. In math, 20% of the students are performing at grade level according to the iReady diagnostic and almost half of the students are performing two or more grade levels below in math. This data shows the continued need for GLAD training to support bilingual students and California Association for Bilingual Education (CABE) training for teachers. Swun Math coaching will also continue to support teachers with best practices in implementing the Swun curriculum. Spanish Language Arts (SLA) typically shows a decline as students enter 3rd grade where both ELA and SLA are taught. English as a Second Language (EDL) scores show 12% of 3rd graders in spring 2022 as meeting the proficiency standard. We recognize that we need to create a culture that values and celebrates the Spanish language where students are using both languages



consistently. There are few opportunities for students to practice and apply skills outside of the classroom. In addition to GLAD and CAFE trainings, we will also have training from our SLA curriculum, Benchmark Adelante, to guide us in language acquisition and help in building this culture.

## 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.

For the 2022-2023 school year, we will add another TK classroom and add a 10th-grade class to our high school, potentially increasing our enrollment by 125 students. Summer Academy will continue again with two, two-week sessions in 2022. We will continue to have community events such as our Multicultural Fair and Noche des Estrellas bringing the school and community together.



## **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 at 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.

For the 2022-2023 school year, the actions described above will continue. We will be adding an additional TK classroom and a new 10th grade class.

# 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	The CAASPP assessments for ELA and Math will be			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	administered in the spring of 2022 with results published in the fall of 2022. The CAASPP was not administered in 2021.			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: 28% of students on or above grade level 26% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2022 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: 20% of students on or above grade level 34% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2022 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	64% of students met standard 18.3% of students nearly met standard 17.7% of students standard not met			60% of students will meet the standard 20% of students will nearly meet the standard 20% of students standard not met
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	28.9% of students showed proficiency in ELA 31.1% of students showed proficiency in math			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	23.4% of students showed proficiency in SLA as measured by the EDL.			40% of students will show proficiency in SLA as measured by EDL
Field Trips	0% of students had the opportunity to attend a field trip during the 2020-2021 school year due to COVID restrictions.	81% of students had the opportunity to attend a field trip during the 2021-2022 school year.			100% of students will have the opportunity to attend at least one field trip during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rocket Lab	New metric for the 2021-2022 school year.	86% of the students serviced through RTI in the Rocket Lab, met their academic goals.			96% of the students serviced through RTI in the Rocket Lab, will meet their academic goals.

## 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	Yes
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.		No
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.	\$110,812.00	No
1.5	Dual Enrollment	Textbooks for dual enrollment courses with San Bernardino Valley Community College	\$5,000.00	No



Action #	Title	Description	Total Funds	Contributing
<b>1.6</b>	Mental Health & Academic Services	Mental Health personnel and Academic Counselor	\$315,586.00	Yes
<b>1.7</b>	Summer Space Camp	Summer extended learning opportunities for STEM.	\$6,000.00	No
<b>1.8</b>	Rocket Lab	Targeted intervention for students needing tier II and tier III supports.	\$278,263.00	No
<b>1.9</b>	Library Hub	Before and after school library hub.	\$10,700.00	No
<b>1.10</b>	Secondary Extended Learning	Zero period offerings (ASB, Mandarin, Comp Sci, and Spanish).	\$0.00	No
<b>1.11</b>	Love & Logic	Professional development for all staff.	\$10,000.00	No
<b>1.12</b>	Summer Academy	Extended learning for the summer in 2021 and 2022.	\$160,000.00	No
<b>1.13</b>	Elementary Enrichment Music	Music enrichment materials.	\$25,000.00	No
<b>1.14</b>	eSports	eSports lab set up.	\$20,000.00	No
<b>1.15</b>	Robotics Team	Creation of a robotics team.	\$60,000.00	No
<b>1.16</b>	Science Lab	Expansion of secondary science lab, materials and curriculum.	\$100,000.00	No
<b>1.17</b>	Art Lab	Expansion of secondary art lab, materials and curriculum.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.18	Summer Academy Facility	Facility for the summer academy 2021.	\$0.00	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.	\$60,000.00	Yes
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.	\$0.00	No Yes
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

Action #	Title	Description	Total Funds	Contributing
<b>1.28</b>	ELPAC Testing	Test examiners for ELPAC testing.	\$13,500.00	Yes
<b>1.29</b>	ELPAC Testing On-Site Coordinator	Lead coordinator for ELPAC testing throughout the year.	\$19,909.00	Yes
<b>1.30</b>	VM Server	Expansion of virtual network servers to support learning platforms.	\$0.00	No
<b>1.31</b>	Support Servers	Support servers for network.	\$0.00	No
<b>1.32</b>	Storage Area Network	Network file storage support.	\$0.00	No
<b>1.33</b>	Classroom Furniture	Classroom furniture for expansion to high school and replacement of unusable furniture.	\$300,000.00	No
<b>1.34</b>	STEM Enrichment Materials	STEM materials for space science, engineering, and aviation.	\$10,000.00	No
<b>1.35</b>	Mandarin Enrichment Materials	Materials for Mandarin enrichment classes.	\$0.00	No
<b>1.36</b>	Staff Laptops	Staff laptop replacement.	\$114,500.00	No
<b>1.37</b>	Multi-Purpose Room Setup	Setup MPR with sound system, projector, and communication.	\$0.00	No
<b>1.38</b>	Stop-It Hotline	Student reporting system to promote safety for students.	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
<b>1.39</b>	MiFi Units	MiFi units for remote connection.	\$15,000.00	No
<b>1.40</b>	Resident Subs	Resident bilingual subs.	\$127,413.00	No
<b>1.41</b>	Project GLAD Training	Project GLAD Training for English learners instructional strategies.	\$4,000.00	Yes
<b>1.42</b>	Uniform Closet	Uniforms provided to students in need.	\$5,000.00	Yes
<b>1.43</b>	Independent Study	Independent study program for students unable to be in person due to illness.	\$21,524.00	No
<b>1.44</b>	Universal Pre-Kindergarten	Additional of Paraprofessional to support new TK classroom.	\$28,407.00	No
<b>1.45</b>	TK Classroom Setup	TK Classroom Curriculum, Materials, and Supplies	\$12,000.00	No
<b>1.46</b>	TK Paraprofessional	Second paraprofessional to support TK classroom.	\$28,255.00	No
<b>1.47</b>	Capturing Kids Hearts	Staff training on Capturing Kids Hearts to support the academic and social emotional needs of students.	\$54,000.00	No
<b>1.48</b>	High School Athletics	Expansion of high school athletics: Boys Soccer, Girls Soccer, Boys Basketball, Girls Basketball, Girls Volleyball, Baseball, and Softball.	\$29,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.49	Community Events	Community Events: Noche de Estrellas, Engineering Day, and Multicultural Health Fair	\$3,500.00	No
1.50	Tutoring	Before/After School Tutoring	\$100,000.00	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.

This goal was carried out through the implementation of the actions described above. Professional development for our new teachers and new curriculum was provided free of charge at the beginning of the school year. Curriculum companies were supportive as we returned from distance learning and were available to assist throughout the school year. This made the on-boarding for our brand new teachers much easier and helped to prepare them for curriculum instruction they'd need throughout the year. The addition of high school this year ran smoothly as our new academic counselor prepared and supported students with their schedules and acclimating to the new school site.

19.23% of the student population attended Summer Academy 2021 which made a successful summer learning experience for the first time implementing a summer program. We will continue our Summer Academy in 2022 and each summer beyond.

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.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 1.1: 81% of students attended field trips this year. Funds will be carried over to support field trips for 2022-2023.
- Action 1.4: We were able to resume elementary enrichment but struggled to find teachers for the full year including a music teacher position we were unable to fill. These monies will be carried forward to next year for elementary enrichment in 2022-2023.
- Action 1.5: We implemented dual enrollment with San Bernardino Valley College but there was no cost for textbooks. We will carry these funds to the 2022-2023 school year for dual enrollment costs.

- Action 1.8: The costs for Rocket Lab intervention were not as high as budgeted but services were met for all students in need. The remaining funds will be used for the Rocket Lab in 2022-2023.
- Action 1.9: The library is still in need of furniture so we were unable to set up the library hub. The library furniture will be installed in the fall of 2022-2023 where we can use these monies to set up the library hub for 2022-2023.
- Action 1.10: The extended learning in middle school and high school was more than originally planned due to a raise given to hourly supplemental pay.
- Action 1.13: We were unable to find a teacher to fill the music teacher for enrichment and materials were not acquired. The funds will be carried over to next year for music enrichment in 2022-2023.
- Action 1.14: The eSports team was not established this year due to not having a teacher to organize the program. We plan to establish the program over the next two school years once a teacher is in place.
- Action 1.15: Our Robotics team was established this year and attended a competition. The remaining funds will be used to further our program including equipment, transportation, and competitions over the next two years.
- Action 1.22: Due to COVID-19 concerns and limited staffing, home visits were not safe to implement. We do not plan to continue these and will redistribute the funds as needed.
- Action 1.25: Social distancing to prevent the spread of COVID-19 did not allow for flexible seating this year. We will determine the needs for the 2022-2023 school year and apply the funds as needed.
- Action 1.26: Mindfulness spaces were not implemented due to social distancing. We will use these funds in the 2022-2023 school year to continue our development of mindfulness spaces.
- Action 1.35: We were unable to find a teacher for Mandarin enrichment so materials were not needed. Due to the difficulties of finding a teacher for this position for multiple years, we have decided not to include a rotation for Mandarin. These funds will be redistributed to support other enrichment courses.
- Action 1.37: The setup for the multi-purpose room was done through the original construction loan. These funds will be redistributed as needed.
- Action 1.40: It was difficult to find substitutes for teachers, especially bilingual ones. These funds will be carried over to support resident subs for the 2022-2023 school year.

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

Students returning from distance learning in the fall of 2021 had some missed learning opportunities that teachers knew would need to be addressed. The metrics used to measure this goal showed that students performed similarly to their spring 2021 results. 20% of students are showing proficiency on the iReady diagnostic for math and 28% on the iReady diagnostic for reading, both only a couple of percentage points different from spring 2021. DRA for measuring reading in English showed an increase of 10.7% from spring 2021. Benchmarks showed some improvement compared to spring 2021 especially in the area of ELA with a 7.4% increase in proficiency while math was similar. EDL measuring Spanish reading showed a 5.7% decline from the spring of 2021. The stability of these results was positive and showed that teachers were able to fill in learning gaps and continue to teach grade-level standards while both students and teachers adjusted to being in the physical classroom again.

The Rocket Lab was able to meet with 353 students over the three cycles this school year with a focus on literacy and math. Of the 353 students, 86% of them made their academic goals. Attendance was an issue this year for many students and had an effect on students being able to reach their goals.

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 metric was added for the percentage of students attending field trips. Through parent engagement, field trips were one of the most requested experiences for students. Universal Pre-Kindergarten (UPK) grant monies received allowed for the addition of one Transitional Kindergarten classroom which includes funding for a paraprofessional, curriculum, and classroom materials. Staff will be attending Capturing Kids Hearts training to promote a healthy social emotional relationship with students. This training will be continued throughout the school year and for new staff in subsequent years. The school will expand its high school sports offerings as a recruitment effort for enrollment with the addition of 10th grade for 2022-2023. Multi-cultural and STEM events will be expanded for the 2022-2023 school year as enrollment increases.

An additional metric was added for our Rocket Lab and the percentage of improved outcomes for the students served. Since the majority of our Title I funding supports student intervention, we felt it was important to show how students were progressing during the school year through this program.

**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.	The Suspension Rate for 2021 has not been publicized by the California Dashboard. It will resume in the fall of 2022. According to Dataquest, the suspension rate for AAE during the 2020-2021 school year was 0%.			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	75% of students felt their school			75% of students feel their school is well-maintained and clean



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as reported on the 2019 student climate survey.	was safe and well-maintained as reported by the student climate survey in the fall of 2021.			as reported by the student climate survey.
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.
Field Trip Attendance	0% of students attended cultural field trips in 2020-2021.	0% of students attended cultural fields trips due to COVID restrictions.			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 support for school safety.	\$300,000.00	Yes
2.3	Chilean Exchange	Field trip program with our partner school in Chile.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	CDO Professional Development	CDO's will receive training for behavioral interventions and social-emotional support.	\$5,000.00	No
2.5	Custodial	Custodial staff for health and safety.	\$208,000.00	Yes
2.6	Furniture	New furniture needed for the school's expansion.	\$300,000.00	Yes
2.7	Recess/Lunchtime Assistant	Additional staff for recess and lunch times.	\$30,000.00	No
2.8	Floor Scrubber/Carpet Extractor	Floor scrubber/carpet extractor to maintain cleanliness of facilities.	\$0.00	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.	\$0.00	No
2.11	Elementary Rugs	Area rugs for elementary students.	\$0.00	No
2.12	CPI (Crisis Prevention Institute) Training	CPI training for administrators and character development officers.	\$500.00	No
2.13	Suicide Prevention Training	Suicide prevention training.	\$2,000.00	No
2.14	CDO Support	Additional CDO for front kiosk.	\$25,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	Student Activities Clerk	Student Activities Clerk	\$33,824.00	Yes
2.16	Facility Technician	Facility Technicians	\$205,000.00	Yes
2.17	Receptionist	Additional Office Receptionist	\$20,593.00	No
2.18	Library Technician	Library Technician	\$34,866.00	Yes
2.19	LVN	LVN support for student health and safety.	\$87,000.00	Yes
2.20	Health Clerk	Health clerk to support LVN.	\$32,174.00	No
2.21	Campus Safety Uniforms	CDO uniforms to make them easily identifiable to students.	\$2,000.00	No
2.22	Facilities	Facilities costs	\$2,860,938.00	Yes

## 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.

This goal was carried out through the implementation of the actions described above. Safety was of the utmost importance with students returning from distance learning and keeping the spread of COVID-19 minimal. The actions completed addressed the health and safety of students while attending school. Positive COVID-19 cases were minimal during the first half of the school year and only increased as students returned from winter vacation tapering off again in March of 2022. Our attendance rate of 90.31% shows our efforts in health and safety had some effect on our ability to keep students in school and safe.

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.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 2.1: Due to COVID 19 restrictions, we were unable to attend off-site cultural field trips. These funds will be carried forward in hopes of attending field trips during the 2022-2023 school year.
- Action 2.3: Due to COVID 19 travel restrictions, we were unable to continue our Chilean Exchange program. These funds will be carried forward for the 2023-2024 school year. We will spend the 2022-2023 school year planning our next exchange trip.
- Action 2.4: We had difficulties obtaining viable candidates for our CDO positions, creating short-staffing of CDOs and limited opportunities for PD during the school day. We hope to be fully staffed for the 2022-2023 school year with coverage available for CDO training.
- Action 2.6: These funds will be carried forward for continued purchases of furniture as the high school is built out and elementary classes expand.
- Action 2.7: There has been a continued shortage of candidates for classified positions this year. We will carry these funds forward for the 2022-2023 school year.
- Action 2.9: The cost of PPE was much greater than expected and the cost was more than double.
- Action 2.10: Continued developments from the CDHP regarding COVID 19 safety showed that ionizers did little to prevent the spread of COVID 19. Therefore, we redistributed this money to help with the additional PPE supplies needed.
- Action 2.13: The cost for classroom rugs was much less than expected. The remaining funds will be redistributed as needed.

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

The actions were successful as demonstrated by the data received. 75% of students stated they felt their school was safe and well-maintained. This is a 40% increase from the baseline of 35%. Additional staff for facilities and safety have supported this data and with additional staffing for next year, this percentage will improve. Students reported only half of the students feel ready for learning. With increased staffing for safety measures and continued instruction on SEL (Goal 1), students will feel more ready for learning. The 0% suspension rate also supports our goal as of 2021. While cultural fields trips were on hold this year, students still participated in cultural experiences on campus including our Noche des Estrellas community event, Multicultural Fair, Black History month, and Chinese New Year celebration.

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.

While our goal was met this year, engagement with parents and staff produced concerns about the safety of our campus from the entry points of the campus. An additional CDO will be hired to monitor entry at the front kiosk to provide more security. The cleanliness of the campus has been difficult to maintain due to the high turnover rates of staff and the expansion of the additional students so we will be hiring another facilities technician and increasing the rate of pay. Three additional positions are needed due to the increase in enrollment: library technician, student activities clerk, and an additional office receptionist.

**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	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.	8% of families attend engagement opportunities.			25% of families will attend engagement opportunities.
Participation in engagement surveys.	33% of families participated 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	No Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Love & Logic Parents	Parent trainings for Love & Logic	\$1,500.00	No
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.

This goal was carried out fully for the 2021-2022 school year but with no cost. Due to COVID-19 restrictions, in person engagement opportunities did not take place. Instead, these meetings were conducted virtually either through Zoom or Go To Webinar.

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.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. All of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 3.1: The San Bernardino Latino Family Literacy Project is conducted in person and due to COVID-19 restrictions, we were unable to continue this program in 2021-2022. We will resume this during the 2022-2023 school year.
- Action 3.2: Love & Logic Parent training was conducted monthly via Zoom at no cost. These monies will be carried forward for in-person training next year.
- Action 3.3: CABE Project Inspire for parents is conducted in person and due to COVID-19 restrictions, we were unable to continue this program in 2021-2022. We will resume this during the 2022-2023 school year.

- Action 3.4: Cafecito was conducted monthly via Zoom at no cost. These monies will be carried forward for in-person parent meetings next year.
- Action 3.5: Due to COVID-19 restrictions, we were unable to hold in-person meetings. Therefore, there was no need for translator equipment. We will make this purchase in the 2022-2023 school year.
- Action 3.6: Due to COVID-19 restrictions, we were unable to hold in-person meetings. These funds will be carried forward for parent meetings next year.

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

While COVID-19 restrictions affected our ability to have in person engagement opportunities, we were still able to engage with educational partners virtually and attendance was steady helping us to meet our 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.

No changes have been made to the planned goal, metrics, desired outcomes, or actions for 2022-2023. We plan to implement all actions this next school year, 2022-2023.

**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)
\$3,199,041	\$361,266.00

## 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
30.19%	0%	\$0.00	30.19%

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.

Additional staffing: Paraprofessional, custodial, CDO, cafeteria

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		34.29%

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		58%

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,593,534.00	\$1,670,812.00		\$1,561,717.00	\$6,826,063.00	\$2,303,125.00	\$4,522,938.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Field Trips	English Learners Foster Youth Low Income		\$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		\$110,812.00			\$110,812.00
1	1.5	Dual Enrollment	All Students with Disabilities		\$5,000.00			\$5,000.00
1	1.6	Mental Health & Academic Services	English Learners Foster Youth Low Income	\$315,586.00				\$315,586.00
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				\$278,263.00	\$278,263.00

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					\$0.00
1	1.11	Love & Logic	All Students with Disabilities		\$10,000.00			\$10,000.00
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					\$0.00
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	English Learners Foster Youth Low Income	\$60,000.00				\$60,000.00
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					\$0.00
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				\$19,909.00	\$19,909.00

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					\$0.00
1	1.31	Support Servers	All Students with Disabilities					\$0.00
1	1.32	Storage Area Network	All Students with Disabilities					\$0.00
1	1.33	Classroom Furniture	All Students with Disabilities				\$300,000.00	\$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					\$0.00
1	1.36	Staff Laptops	All Students with Disabilities				\$114,500.00	\$114,500.00
1	1.37	Multi-Purpose Room Setup	All Students with Disabilities					\$0.00
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				\$21,524.00	\$21,524.00
1	1.44	Universal Pre- Kindergarten	All Students with Disabilities	\$28,407.00				\$28,407.00
1	1.45	TK Classroom Setup	All Students with Disabilities	\$12,000.00				\$12,000.00
1	1.46	TK Paraprofessional	All Students with Disabilities	\$28,255.00				\$28,255.00
1	1.47	Capturing Kids Hearts	All Students with Disabilities				\$54,000.00	\$54,000.00
1	1.48	High School Athletics	English Learners Foster Youth Low Income	\$29,000.00				\$29,000.00
1	1.49	Community Events	All Students with Disabilities	\$3,500.00				\$3,500.00
1	1.50	Tutoring	All Students with Disabilities				\$100,000.00	\$100,000.00
2	2.1	Cultural Field Trips	All Students with		\$40,000.00			\$40,000.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
2	2.2	Character Development Officer	English Learners Foster Youth Low Income	\$300,000.00				\$300,000.00
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	\$4,500.00	\$500.00			\$5,000.00
2	2.5	Custodial	English Learners Foster Youth Low Income	\$208,000.00				\$208,000.00
2	2.6	Furniture	English Learners Foster Youth Low Income	\$300,000.00				\$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					\$0.00
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					\$0.00
2	2.11	Elementary Rugs	All Students with Disabilities					\$0.00
2	2.12	CPI (Crisis Prevention Institute) Training	All Students with Disabilities		\$500.00			\$500.00
2	2.13	Suicide Prevention Training	All Students with Disabilities				\$2,000.00	\$2,000.00
2	2.14	CDO Support	English Learners Foster Youth Low Income	\$25,152.00				\$25,152.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.15	Student Activities Clerk	English Learners Foster Youth Low Income	\$33,824.00				\$33,824.00
2	2.16	Facility Technician	English Learners Foster Youth Low Income	\$205,000.00				\$205,000.00
2	2.17	Receptionist	All Students with Disabilities	\$20,593.00				\$20,593.00
2	2.18	Library Technician	English Learners Foster Youth Low Income	\$34,866.00				\$34,866.00
2	2.19	LVN	English Learners Foster Youth Low Income	\$87,000.00				\$87,000.00
2	2.20	Health Clerk	All Students with Disabilities				\$32,174.00	\$32,174.00
2	2.21	Campus Safety Uniforms	All Students with Disabilities	\$2,000.00				\$2,000.00
2	2.22	Facilities	English Learners Foster Youth Low Income	\$1,710,938.00	\$1,150,000.00			\$2,860,938.00
3	3.1	San Bernardino Latino Family Literacy Project	All Students with Disabilities 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	\$500.00				\$500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					

## 2022-23 Contributing Actions Table

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
\$10,594,986.00	\$3,199,041	30.19%	0%	30.19%	\$3,309,366.00	0.00%	31.24 %	<b>Total:</b>	\$3,309,366.00
								<b>LEA-wide Total:</b>	\$3,309,366.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	1.1	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.6	Mental Health & Academic Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$315,586.00	
1	1.20	Swun Math Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
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		
1	1.29	ELPAC Testing On-Site Coordinator	Yes	LEA-wide	English Learners	All Schools		

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	1.41	Project GLAD Training	Yes	LEA-wide	English Learners	All Schools		
1	1.42	Uniform Closet	Yes	LEA-wide	Foster Youth Low Income	All Schools		
1	1.48	High School Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,000.00	
2	2.2	Character Development Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.5	Custodial	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,000.00	
2	2.6	Furniture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.14	CDO Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,152.00	
2	2.15	Student Activities Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,824.00	
2	2.16	Facility Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,000.00	
2	2.18	Library Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,866.00	
2	2.19	LVN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,000.00	
2	2.22	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,710,938.00	
3	3.1	San Bernardino Latino Family Literacy Project	Yes	LEA-wide	English Learners	All Schools		

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 (%)
3	3.3	CABE Project Inspire Parents	Yes	LEA-wide	English Learners	All Schools		

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$4,812,327.00	\$3,929,809.23

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	\$55,000.00
1	1.2	iReady Diagnostic and Instruction for Reading and Math	No		
1	1.3	New Teacher Induction	No	\$39,947.00	\$23,130.00
1	1.4	Elementary Enrichment	Yes	\$152,225.00	\$117,500.00
1	1.5	Dual Enrollment	No	\$5,000.00	\$0.00
1	1.6	Secondary Academic Counselor	Yes	\$120,401.00	\$122,153.00
1	1.7	Summer Space Camp	No	\$6,000.00	\$6,000.00
1	1.8	Rocket Lab	No	\$243,196.00	\$208,140.00
1	1.9	Library Hub	Yes	\$10,700.00	\$0.00
1	1.10	Secondary Extended Learning	Yes	\$60,000.00	\$86,129.00

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	\$10,000.00
1	1.12	Summer Academy	No	\$160,000.00	\$110,000.00
1	1.13	Elementary Enrichment Music	Yes	\$25,000.00	\$0.00
1	1.14	eSports	No	\$20,000.00	\$0.00
1	1.15	Robotics Team	No	\$60,000.00	\$1,100.00
1	1.16	Science Lab	No	\$100,000.00	\$0.00
1	1.17	Art Lab	No	\$100,000.00	\$0.00
1	1.18	Summer Academy Facility	No	\$37,000.00	\$38,850.00
1	1.19	One-to-One Devices	No	\$100,000.00	\$114,000.00
1	1.20	Swun Math Professional Development	Yes	\$55,000.00	60,000.00
1	1.21	CABE Early Literacy Professional Development	No	\$2,500.00	2,500.00
1	1.22	Home Visits	No	\$10,000.00	0.00
			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	16,560.39
1	1.24	Spanish Course	No	\$69,200.00	13,119.00
1	1.25	Flexible Seating	No	\$50,000.00	0.00
1	1.26	Mindfulness	No	\$10,000.00	0.00
1	1.27	College Visits	No	\$5,000.00	5,000.00
1	1.28	ELPAC Testing	Yes	\$13,500.00	\$5,400.00
1	1.29	ELPAC Testing On-Site Coordinator	Yes	\$12,544.00	\$12,110.00
1	1.30	VM Server	No	\$15,000.00	\$15,906.00
1	1.31	Support Servers	No	\$15,000.00	\$15,000.00
1	1.32	Storage Area Network	No	\$26,000.00	\$27,112.00
1	1.33	Classroom Furniture	No	\$300,000.00	\$326,000.00
1	1.34	STEM Enrichment Materials	No	\$10,000.00	\$5,000.00
1	1.35	Mandarin Enrichment Materials	No	\$20,000.00	\$0.00

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	\$114,500.00
1	1.37	Multi-Purpose Room Setup	No	\$35,000.00	\$0.00
1	1.38	Stop-It Hotline	No	\$500.00	\$238.00
1	1.39	MiFi Units	No	\$15,000.00	16,347.84
1	1.40	Resident Subs	No	\$127,413.00	\$50,700.00
1	1.41	Project GLAD Training	Yes	\$4,000.00	\$5,444.00
1	1.42	Uniform Closet	Yes	\$5,000.00	\$4,800.00
1	1.43	Independent Study	No	\$40,000.00	\$21,524.00
2	2.1	Cultural Field Trips	No	\$40,000.00	\$0.00
2	2.2	Character Development Officer	Yes	\$234,200.00	\$230,000.00
2	2.3	Chilean Exchange	No	\$10,000.00	\$0.00
2	2.4	CDO Professional Development	No	\$500.00	\$0.00
2	2.5	Custodial	Yes	\$100,000.00	\$80,000.00

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	Yes	\$300,000.00	\$314,801.00
2	2.7	Recess/Lunchtime Assistant	No	\$30,000.00	\$9,000.00
2	2.8	Floor Scrubber/Carpet Extractor	No	\$7,500.00	\$6,750.00
2	2.9	Janitorial Supplies	No	\$25,000.00	\$51,205.00
2	2.10	Ionizers for HVAC units	No	\$40,000.00	\$0.00
2	2.11	Facilities	Yes	\$1,624,501.00	\$1,624,501.00
2	2.13	Elementary Rugs	No	\$17,500.00	\$3,000.00
2	2.14	CPI (Crisis Prevention Institute) Training	No	\$500.00	\$100.00
2	2.15	Suicide Prevention Training	No	\$2,000.00	\$1,189.00
3	3.1	San Bernardino Latino Family Literacy Project	Yes	\$2,500.00	\$0.00
3	3.2	Love & Logic Parents	No	\$1,500.00	\$0.00
3	3.3	CABE Project Inspire Parents	Yes	\$5,000.00	\$0.00
3	3.4	Cafecito	No	\$500.00	\$0.00

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	3.5	Translator Equipment	No	\$2,000.00	\$0.00
3	3.6	Parent Materials	No	\$500.00	\$0.00

**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)
\$2,577,796.00	\$2,734,571.00	\$2,662,838.00	\$71,733.00	0.00%	0.00%	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	1.4	Elementary Enrichment	Yes	\$152,225.00	\$117,500.00		
1	1.6	Secondary Academic Counselor	Yes	\$120,401.00	\$122,153.00		
1	1.9	Library Hub	Yes	\$10,700.00	0.00		
1	1.10	Secondary Extended Learning	Yes	\$60,000.00	\$86,129.00		
1	1.13	Elementary Enrichment Music	Yes	\$25,000.00	0.00		
1	1.20	Swun Math Professional Development	Yes	\$55,000.00	\$60,000.00		
1	1.22	Home Visits	Yes	10,000.00	0.00		
1	1.28	ELPAC Testing	Yes	13,500.00	5,400.00		
1	1.29	ELPAC Testing On-Site Coordinator	Yes	12,544.00	12,110.00		
1	1.41	Project GLAD Training	Yes	4,000.00	5,444.00		
1	1.42	Uniform Closet	Yes	5,000.00	4,800.00		
2	2.2	Character Development Officer	Yes	\$234,200.00	\$230,000.00		

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)
2	2.5	Custodial	Yes	\$100,000.00	\$80,000.00		
2	2.6	Furniture	Yes	\$300,000.00	\$314,801.00		
2	2.11	Facilities	Yes	\$1,624,501.00	\$1,624,501.00		
3	3.1	San Bernardino Latino Family Literacy Project	Yes	2,500.00	0.00		
3	3.3	CABE Project Inspire Parents	Yes	5,000.00	0.00		

**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)
\$8,435,611.00	\$2,577,796.00	0%	30.56%	\$2,662,838.00	0.00%	31.57%	\$0.00	0.00%

# Instructions

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[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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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

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

## LEA Name

Norton Science & Language Academy

## CDS Code:

California

## Link to the LCAP:

*(optional)*

[https://nsla.lewiscenter.org/documents/2021\\_LCAP\\_Combined\\_Norton\\_Science\\_Language\\_Academy\\_20210625.pdf](https://nsla.lewiscenter.org/documents/2021_LCAP_Combined_Norton_Science_Language_Academy_20210625.pdf)

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

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

NSLA LCAP Goals are:

- All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.
- Provide safe and well-maintained facilities with a positive learning climate and instructional practices that are culturally responsive and support the academic, social, emotional, and physical needs of all students.
- Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners.

Title 1, Part A: Title I funding is used in combination with state funding to provide a Tier 2 and Tier 3 intervention pull-out program led by a highly qualified experienced teacher and supporting paraprofessionals. Funding is also used to supply uniforms for students in need. These supports will help students meet NSLA LCAP goals and produce greater achievement for all students.

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

Title III, Part A: Title III funding provides PD specifically for supporting English Learners. Teachers and administrators receive continuous Guided Acquisition Development (GLAD) training for instructional strategies used in the classroom. Developing the school's EL Master Plan, supporting ELPAC administration, and attending the California Association for Bilingual Education (CABE), are all supported by these funds and are aligned to the LCAP goals and the school's mission of bilingual, bi-literate achievement.

Title IV, Part A: To promote college and career readiness, NSLA uses Title IV funding in combination with state funding to provide field trips for middle school students to local college campuses where students learn about the requirements for applying to the college and the benefits of a college education. Field trips for elementary students are aligned to content standards and allow students to experience real-world applications for their learning. Some funding also supports the school's one-to-one laptop program in combination with Title I funding.

## Alignment

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



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

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

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

#### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

#### Career Technical and Work-based Opportunities

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

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

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



## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

Norton Science and Language Academy (NSLA) is a Charter school and is its own LEA. Therefore, the poverty criteria that will be used to select school attendance areas under Section 1113 is limited to one school site. NSLA currently has 71.9% of students who are socioeconomically disadvantaged.

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

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school

#### Parent and Family Engagement

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

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

N/A ~ The LEA does not have schools identified as CSI/ATSI

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Norton Science and Language Academy (NSLA) annually inform parents about Title I funding as part of the development and agreement of NSLA's Parent and Family Engagement Policy. A variety of forums including School Site Council (SSC) and English Learner Advisory Committee (ELAC) work together to ensure Title I monies support the school's Local Control Accountability Plan (LCAP). Upon development and agreement of all stakeholders, the policy is made available to families supporting the Title I parent and family engagement requirements.

To involve parents and family members in the Title I process, NSLA follows these protocols:

- All parents and family members are invited annually for the presentation of the school's participation in Title I and the requirements in regards to parental participation. Parents are presented information about Title I at Back to School Night. In September, the first Cafecito--a monthly meeting with parents and principal--takes place to inform parents about Title I funding.
- The school offers monthly meetings at a variety of times to inform families about Title I funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families.
- Translation services are provided during monthly meetings.
- Monthly forums involve parents in the planning, reviewing, and improving the school's Title I program, which includes the review and improvement of the school's parent and family engagement policy.
- Title I program is reviewed in combination with the development and agreement of the LCAP.

With authentic parent involvement, families, schools and community members work closely together to build a robust framework for student achievement. NSLA site administration has established a variety of forums to solicit parent feedback in developing, reviewing, and approving Title I expenditures, parent and family engagement policy, and the LCAP. On a monthly basis, NSLA site administration holds School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings. These committees are open to the school community and include both elected parent representatives and school site staff. These forums also serve to deliver important information such as CAASPP scores, California Dashboard updates, and upcoming school events.

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

NSLA prides itself in providing translation services during all of the committee meetings and parent meetings. Parents are provided access in both English and Spanish through Infinite Campus (Student Information System), social media, auto-dialer, and printed flyers. Often, parent trainings and informational sessions are live-streamed. It is the active and successful partnership between parents and NSLA staff that makes a robust learning environment where students can not only learn in a safe environment but thrive and lead as they move on to High School and beyond.

Parents are invited to volunteer at NSLA. Parents have opportunities to volunteer in classrooms, field trips, fundraisers, and other school-sponsored events. In classrooms, parents have the chance to read with students in small groups and support in centers during universal access time. As a Spanish Dual Language School, parents have the opportunity to volunteer during Spanish and English instruction; this provides the opportunity for more parents to volunteer in the classroom.

During the school year, families are invited to Back to School Night to meet their child's teacher and receive school information. Parent-teacher conferences take place twice during the school year for elementary to review each child's progress. NSLA also provides family events such as the multi-cultural fair, math night, and school carnival.

Monthly Board reports indicate the efforts that NSLA undertakes to ensure parents are participating in their child's education, are providing input, and are part of the decision-making process. The annual report will measure continuous improvement.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

SWP: Norton Science and Language Academy is a school-wide Title I program. The school uses Title I funding to support Response to Intervention (RTI) students at Tier 2 and Tier 3 levels. Students have been identified through multiple on-site and state assessments. The school provides a pull-out program equipped with a certificated teacher and paraprofessionals to meet the needs of the identified students during a six-week cycle that includes standard specific instruction with progress monitoring. Both salaries and supplies are supported by Title I.

TAS: N/A

Neglected or delinquent: N/A

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Norton Science and Language Academy is a school-wide Title I program and does not have any targeted assistance.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**



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

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

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

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

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

## **Student Transitions**

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

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

Norton Science and Language Academy does provide a full-day Transitional Kindergarten program for students transitioning into Kindergarten. Incoming Kindergartners have the opportunity to attend Rockets in Training twice before entering Kindergarten the following school year. This provides families the opportunity to be aware of school policies and expectations for Kindergarten as well as meeting the teachers. Title I funding is not used to provide for these programs.

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

## TITLE I, PART D

### Description of Program ESSA SECTION 1423(1)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

### Formal Agreements ESSA SECTION 1423(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

### Comparable Education Program ESSA SECTION 1423(3)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

### Successful Transitions ESSA SECTION 1423(4)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

### Educational Needs ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

## **TITLE II, PART A**

### **Professional Growth and Improvement**

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

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

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

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

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

### **Prioritizing Funding**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A ~ This LEA does not have schools identified for CSI/TSI

All funding is used by the single school in the LEA.

**Data and Ongoing Consultation to Support Continuous Improvement**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

To continually update and improve activities, Norton Science and Language Academy has the following structures in place to regularly review data:

**Academic Team Meeting (ATM):** This team meets on a weekly basis and consists of school administrators, Teacher on Assignment (TOA), counseling, facilities manager, IT manager, and Chief Financial Officer. The focus of these meetings is to review and evaluate the school's programs, current assessment data, school culture, and budget planning.

**Academic Leadership Team (ALT):** This team meets monthly and consists of school administrators, TOSA, and teacher representatives. The focus of this team is instructional practices across campus, reviewing data and programs in place. This also may include planning time for upcoming school events.

**On-site and state assessments:** NSLA implements three benchmark windows each year along with CAASPP assessments. Students are assessed in the areas of math, ELA, Spanish Language Arts, and writing. Grade level teams meet with TOA and Coordinator of Assessments to analyze data and determine the next steps for instruction based on these results. This data is used to determine the professional development needs.

**Professional Learning Communities (PLC):** Certificated staff meets on a weekly basis in PLC to review student data and plan instruction. Elementary grade levels also meet weekly with the TOA to review data and instructional strategies to use with the currently adopted curricula.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

At Norton Science & Language Academy, Title III monies are invested in professional development to meet the needs of the school's English Learner population. Annually, the school invests in language acquisition training through Project GLAD (Guided Language Acquisition Development) which takes place throughout the school year. All teachers in grades TK-8, receive this training. Grade level spans receive an all-day training on GLAD strategies once a year and all staff receive whole group guidance four times per year instructing on using GLAD strategies to support state and local assessments such as the CAASPP and ELPAC. Monitoring progress on these assessments as well as the English Development Assessment (EDL), Student Oral Language Observation Matrix (SOLOM), Developmental Reading Assessment (DRA), and on-site benchmarks, inform the school site whether GLAD is helping to increase student achievement.

Other trainings include: staff, both teachers and administrators, attend the California Association for Bilingual Education (CABE) annually to stay abreast of current trends in bilingual education and support for English Learners, administrators receive training on developing the school's EL Master Plan to ensure English Learner's are supported in all areas, and classified staff who administer the ELPAC assessment, receive on-going training twice a year for administration of the exam. All CABE attendees provide school staff with professional development, sharing the training they received.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

NA

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**



To enhance instruction in the core academic areas, NSLA teachers are Project GLAD trained in Language Acquisition. This research-based training provides instructional strategies teachers use with the adopted curriculum to create access for the population of English Learners.

English Learners will be monitored through a battery of assessments such as the ELPAC, CAASPP, EDL, and on-site assessments, to determine whether changes are necessary for the adopted curriculum or whether supplemental materials need to be purchased. This data also helps to determine the professional development needed for staff to provide high-quality instruction to EL students.

### **English Proficiency and Academic Achievement**

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

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

To ensure that the English Learner population receives appropriate funding, Norton Science and Language Academy will review the following:

- Monitor student progress on the ELPAC summative assessments annually to determine intervention programs necessary for student success.
- Monitor growth on school-site benchmarks aligned to CCSS, NGSS, Spanish Language Arts Standards, and California State Standards using data to determine how funding will be apportioned.
- Review annual CAASPP assessment data to determine student programming for the following school year.
- Annually review LCAP goals and progress in meeting them.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

After reviewing data and meeting with all stakeholders, it was determined that Title IV funds go to support college and career readiness and adhere to the school's mission to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, bi-literate, and multicultural education.

Title IV funding will be implemented in the following ways:

- (A) - Students in middle school take two field trips annually to visit local UC and CSU campuses that include a tour and information on how to prepare and plan through high school to be ready to apply for college.
- (B) - All grades participate in at least one field trip aligned to grade-level standards annually. Field trips give students the opportunity to apply what they've learned in the classroom in a real-world environment.
- (C) - Family engagement through monthly meetings will take place with translation services provided.
- (D) - The school will use on-site benchmark assessments, student climate surveys, state assessment data, and teacher observations to determine whether the intended outcomes for activities and programs described in parts A-C have come to fruition.

This data will demonstrate the effectiveness of how Title IV funds were used and whether to continue for the following school year.

# 2022-23 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Norton Science & Language Academy
<b>CDS Code:</b>	California
<b>LEA Contact Information:</b>	Name: Fausto Barragan Position: Principal Email: fbarragan@lcer.org Phone: 909-386-2300
<b>Coming School Year:</b>	2022-23
<b>Current School Year:</b>	2021-22

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

<b>Projected General Fund Revenue for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$13,794,027.00
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$3,199,041.00
<b>All Other State Funds</b>	\$2,577,263.00
<b>All Local Funds</b>	\$1,000.00
<b>All federal funds</b>	\$1,215,582.00
<b>Total Projected Revenue</b>	\$17,587,872

<b>Total Budgeted Expenditures for the 2022-23 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$16,617,980.00
<b>Total Budgeted Expenditures in the LCAP</b>	\$3,965,125.00
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$3,292,800.00
<b>Expenditures not in the LCAP</b>	\$12,652,855

<b>Expenditures for High Needs Students in the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$2,486,504.00
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$2,537,029.00

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2022-23 Difference in Projected Funds and Budgeted Expenditures</b>	\$93,759
<b>2021-22 Difference in Budgeted and Actual Expenditures</b>	\$50,525

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	Funds not included in the LCAP for services include: <ul style="list-style-type: none"> <li>• Supplemental curriculum</li> <li>• Instructional supplies</li> <li>• Facility supplies and equipment</li> </ul>

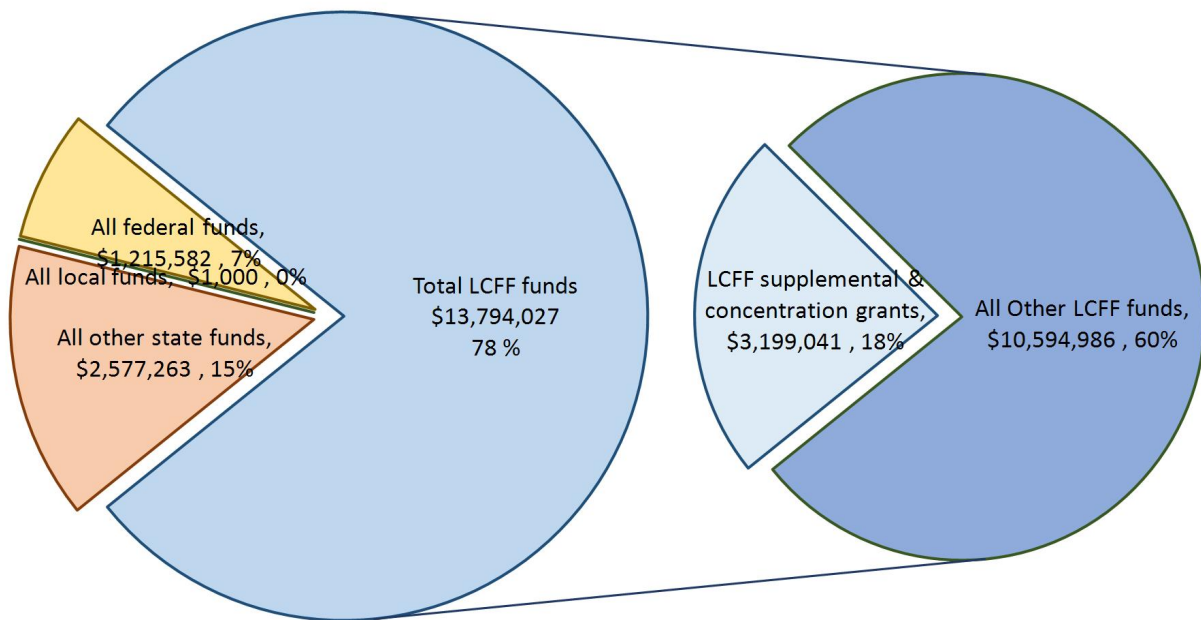
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Norton Science & Language Academy  
 CDS Code: California  
 School Year: 2022-23  
 LEA contact information:  
 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



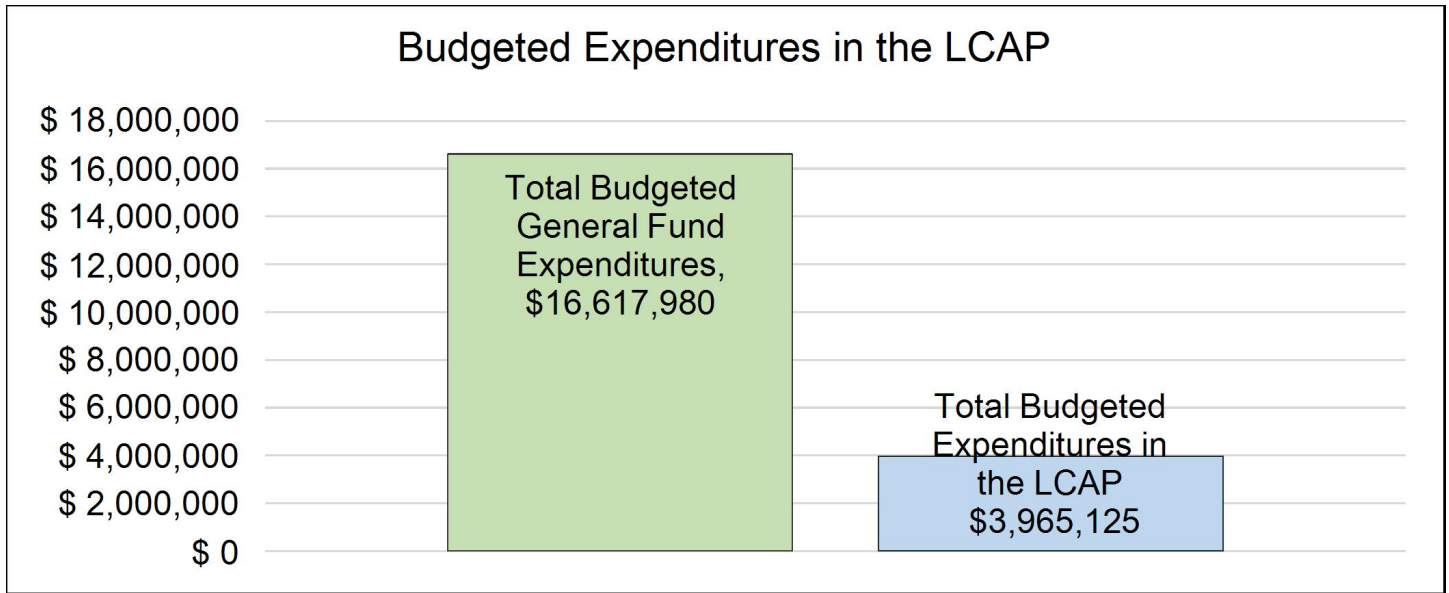
This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norton Science & Language Academy is \$17,587,872, of which \$13,794,027.00 is Local Control Funding Formula (LCFF), \$2,577,263.00 is other state funds, \$1,000.00 is local funds, and \$1,215,582.00 is federal funds. Of the

\$13,794,027.00 in LCFF Funds, \$3,199,041.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Norton Science & Language Academy plans to spend for 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: Norton Science & Language Academy plans to spend \$16,617,980.00 for the 2022-23 school year. Of that amount, \$3,965,125.00 is tied to actions/services in the LCAP and \$12,652,855 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP for services include:

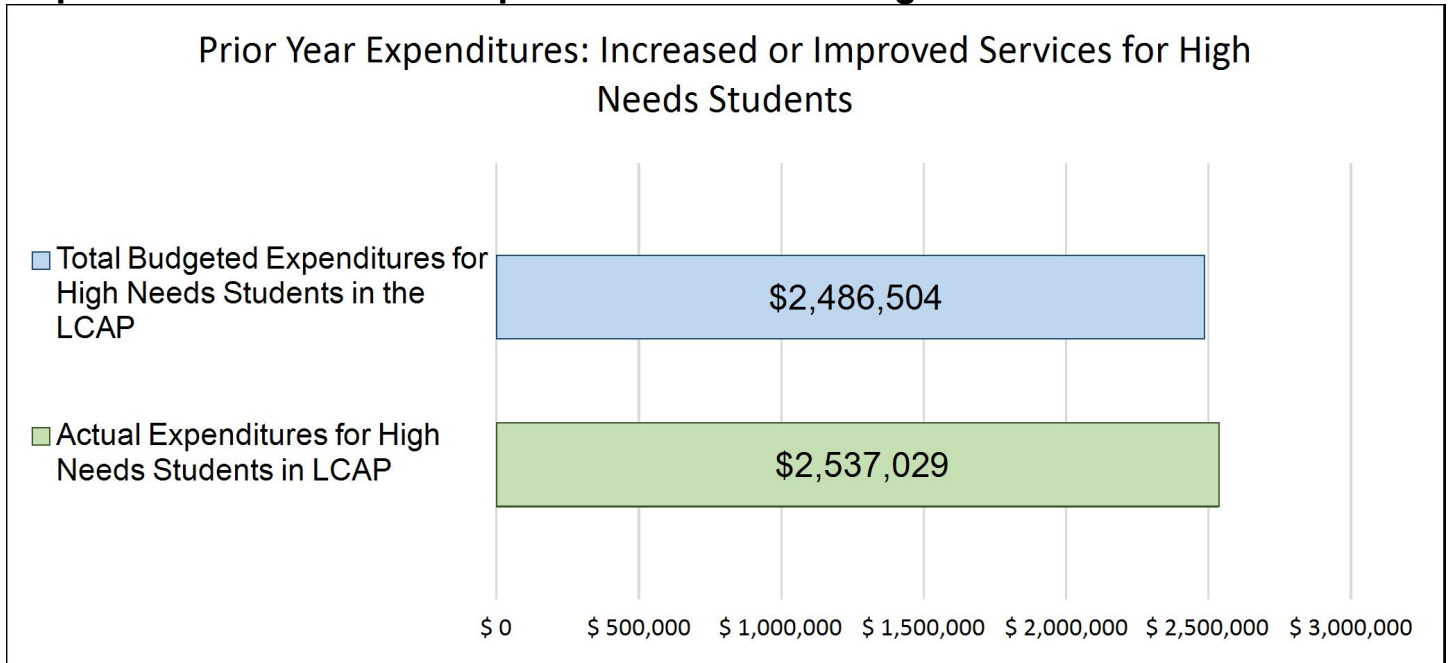
- Supplemental curriculum
- Instructional supplies
- Facility supplies and equipment

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

In 2022-23, Norton Science & Language Academy is projecting it will receive \$3,199,041.00 based on the enrollment of foster youth, English learner, and low-income students. Norton Science & Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Norton Science & Language Academy plans to spend \$3,292,800.00 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 Norton Science & Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Norton Science & Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Norton Science & Language Academy's LCAP budgeted \$2,486,504.00 for planned actions to increase or improve services for high needs students. Norton Science & Language Academy actually spent \$2,537,029.00 for actions to increase or improve services for high needs students in 2021-22.





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
Norton Science & Language Academy	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	<b>Field Trips</b> 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.						
<b>1.2</b>	<b>iReady Diagnostic and Instruction for Reading and Math</b> 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
<b>1.3</b>	<b>New Teacher Induction</b> Induction for new teachers	Year 1	No	Other State 19,800.00 Federal 20,147.00		\$39,947.00	\$4,568.80
<b>1.4</b>	<b>Elementary Enrichment</b> Enrichment courses in elementary during the school day.	Ongoing	Yes	Other State 152,225.00		\$152,225.00	\$17,587.00
<b>1.5</b>	<b>Dual Enrollment</b> 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	<b>Secondary Academic Counselor</b> New academic counselor for high school.	Ongoing	Yes	LCFF 120,401		\$120,401.00	\$64, 531.00
1.7	<b>Summer Space Camp</b> 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	<b>Rocket Lab</b> Targeted intervention for students needing tier II and tier III supports.	Ongoing	No	Federal 243,196		\$243,196.00	\$161,432.00
1.9	<b>Library Hub</b> Before and after school library hub.	Ongoing	Yes		Other State 10,700	\$10,700.00	\$0.00
1.10	<b>Secondary Extended Learning</b> Zero period offerings (ASB, Mandarin, Comp Sci, and Spanish).	Year 1	Yes	LCFF 60,000.00		\$60,000.00	\$33,300.00
1.11	<b>Love &amp; Logic</b> Professional development for all staff.	Year 1	No		Other State 6,000	\$6,000.00	\$0.00
1.12	<b>Summer Academy</b> Extended learning for the summer in 2021 and 2022.	Year 1	No	Other State 160,000		\$160,000.00	\$109,372.06
1.13	<b>Elementary Enrichment Music</b> Music enrichment materials.	Year 1	Yes		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	<b>eSports</b> eSports lab set up.	Year 1	No		Other State 20,000	\$20,000.00	\$0.00
1.15	<b>Robotics Team</b> Creation of a robotics team.	Year 1	No		Other State 60,000	\$60,000.00	\$836.00
1.16	<b>Science Lab</b> Expansion of secondary science lab, materials and curriculum.	Year 1	No		Other State 100,000	\$100,000.00	\$0.00
1.17	<b>Art Lab</b> Expansion of secondary art lab, materials and curriculum.	Year 1	No		Other State 100,000	\$100,000.00	\$0.00
1.18	<b>Summer Academy Facility</b> Facility for the summer academy 2021.	Year 1	No		Other State 37,000	\$37,000.00	\$38,850
1.19	<b>One-to-One Devices</b> Additional Chromebooks at 3rd grade.	Ongoing	No		Other State 100,000	\$100,000.00	\$0.00
1.20	<b>Swun Math Professional Development</b> Training for teachers implementing Swun Math with concentration in grades 3-8.	Ongoing	Yes		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	<b>CABE Early Literacy Professional Development</b> 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	<b>Home Visits</b> Materials and supplemental funds for home visits.	Year 1	No Yes		Other State 10,000	\$10,000.00	\$0.00
1.23	<b>Physical Education Materials</b> 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	<b>Spanish Course</b> Addition of high school Spanish course curriculum.	Year 1	No		Other State 69,200	\$69,200.00	\$13,118.90
1.25	<b>Flexible Seating</b> Flexible seating for students.	Year 1	No		Other State 50,000	\$50,000.00	\$0.00
1.26	<b>Mindfulness</b> Mindfulness spaces furniture and materials.	Year 1	No		Other State 10,000	\$10,000.00	\$0.00
1.27	<b>College Visits</b> College visits for students in middle and high school.	Ongoing	No		Federal 5,000	\$5,000.00	\$0.00
1.28	<b>ELPAC Testing</b>	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.						
<b>1.29</b>	<b>ELPAC Testing On-Site Coordinator</b> Lead coordinator for ELPAC testing throughout the year.	Ongoing	Yes	Federal 12,544		\$12,544.00	\$0.00
<b>1.30</b>	<b>VM Server</b> Expansion of virtual network servers to support learning platforms.	Year 1	No		Other State 15,000	\$15,000.00	\$15,906.31
<b>1.31</b>	<b>Support Servers</b> Support servers for network.	Year 1	No		Other State 15,000	\$15,000.00	\$14,998.64
<b>1.32</b>	<b>Storage Area Network</b> Network file storage support.	Year 1	No		Other State 26,000	\$26,000.00	\$27,112.21
<b>1.33</b>	<b>Classroom Furniture</b> 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
<b>1.34</b>	<b>STEM Enrichment Materials</b> STEM materials for space science, engineering, and aviation.	Ongoing	No		Other State 10,000	\$10,000.00	\$1,047.00
<b>1.35</b>	<b>Mandarin Enrichment Materials</b>	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	<b>Staff Laptops</b> Staff laptop replacement.	Year 1	No		Other State 115,000	\$115,000.00	\$13,251.00
1.37	<b>Multi-Purpose Room Setup</b> Setup MPR with sound system, projector, and communication.	Year 1	No		Other State 35,000	\$35,000.00	\$0.00
1.38	<b>Stop-It Hotline</b> Student reporting system to promote safety for students.	Ongoing	No		Other State 500	\$500.00	\$237.82
1.39	<b>MiFi Units</b> MiFi units for remote connection.	Year 1	No		Other State 15,000	\$15,000.00	\$6,887.00
1.40	<b>Resident Subs</b> Resident bilingual subs.	Year 1	No	Other State 127,413		\$127,413.00	\$45,600.00
1.41	<b>Project GLAD Training</b> Project GLAD Training for English learners instructional strategies.	Ongoing	Yes		Other State 4,000	\$4,000.00	\$1,632.00
1.42	<b>Uniform Closet</b> Uniforms provided to students in need.	Ongoing	Yes		Federal 5,000	\$5,000.00	\$0.00
1.43	<b>Independent Study</b>	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	<b>Cultural Field Trips</b> 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	<b>Character Development Officer</b> CDO for noontime support.	Ongoing	Yes	LCFF 234,200.00		\$234,200.00	\$0.00
2.3	<b>Chilean Exchange</b> 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	<b>CDO Professional Development</b> CDO's will receive training for safety and social-emotional strategies.	Ongoing	No		Other State 500	\$500.00	\$0.00
2.5	<b>Custodial</b> Additional custodial staff.	Ongoing	Yes	LCFF 100,000		\$100,000.00	\$0.00
2.6	<b>Furniture</b> New furniture needed for the school's expansion.	Year 1	Yes		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	<b>Recess/Lunchtime Assistant</b> Additional staff for recess and lunch times.	Ongoing	No		Other State 30,000	\$30,000.00	\$6,800.00
2.8	<b>Floor Scrubber/Carpet Extractor</b> Floor scrubber/carpet extractor to maintain cleanliness of facilities.	Year 1	No		Other State 7,500	\$7,500.00	\$6,750.00
2.9	<b>Janitorial Supplies</b> Additional janitorial supplies to properly disinfect student areas.	Ongoing	No		Other State 25,000	\$25,000.00	\$0.00
2.10	<b>Ionizers for HVAC units</b> Ionizers for HVAC upgrading for air quality.	Year 1	No		Other State 40,000	\$40,000.00	\$0.00
2.11	<b>Facilities</b>		Yes			\$1,624,501.00	
2.13	<b>Elementary Rugs</b> Area rugs for elementary students.	Year 1	No		Other State 17,500	\$17,500.00	\$2,809.00
2.14	<b>CPI (Crisis Prevention Institute) Training</b> CPI training for administrators and character development officers.	Ongoing	No		Other State 500	\$500.00	\$0.00

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.15	<b>Suicide Prevention Training</b> Suicide prevention training.	Ongoing	No		Other State 2,000	\$2,000.00	\$1,189.00

### 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	<b>San Bernardino Latino Family Literacy Project</b> San Bernardino Latino Family Literacy Project (Project and Training)	Ongoing	Yes		Federal 2,500	\$2,500.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.2	<b>Love &amp; Logic Parents</b> Parent trainings for Love & Logic	Ongoing	No		Other State 1,500	\$1,500.00	\$0.00
3.3	<b>CABE Project Inspire Parents</b> Parent training with CABE (California Association for Bilingual Education) Project Inspire	Ongoing	Yes		Other State 5,000	\$5,000.00	\$0.00
3.4	<b>Cafecito</b> Monthly parent meeting centered on school updates.	Ongoing	No		Federal 500	\$500.00	\$0.00
3.5	<b>Translator Equipment</b> Translation equipment.	Ongoing	No		Federal 2,000	\$2,000.00	\$0.00
3.6	<b>Parent Materials</b> Materials for parent engagement meetings.	Ongoing	No		Federal 500	\$500.00	\$0.00

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

Date of meeting: June 13, 2022

**Title:** Request for approval of Bryanne Anderson to serve as a Full Time Single Subject Music Teacher for the Academy for Academic Excellence during the 2022/2023 school year on a Provisional Internship Permit (PIP)

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

**Background:** In accordance with the Commission on Teacher Credential requirements The “Employer”, Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, “AAE”. We have accomplished this through the methods of distributing job announcements, contacting college and university placement centers, advertising on the internet, and attending one Job Fair, however, a fully qualified candidate has not been found.

**Fiscal Implications (if any):**

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

**Recommendation:** Approve Bryanne Anderson to serve as a Full Time Single Subject Music Teacher for the Academy for Academic Excellence during the 2022/2023 school year on a Provisional Internship Permit (PIP)

**Submitted by:** Rebecca McCoy, HR Administrator

## **NOTICE OF PUBLIC ANNOUNCEMENT**

Notice is hereby given that the Lewis Center for Educational Research Board of Directors (Board), at a regular board meeting on June 13, 2022 at 4:00p.m., will declare its Intent to Hire Bryanne Anderson for a full time Music Teacher position for the Academy for Academic Excellence Charter School campus. Ms. Anderson will require a Provisional Internship Permit in order to be legally employed in this position while she works towards her full teaching credential.

The Intent to Hire will be available for public inspection online at the LCER's website ([www.lewiscenter.org](http://www.lewiscenter.org)) commencing June 8, 2022

If you wish to make a comment on the Intent to Hire, please email your comment to the Secretary at [lcerboard@lcer.org](mailto:lcerboard@lcer.org). You may also comment on the Intent to Hire during the meeting using the Questions feature of GoToWebinar, which will be moderated during the meeting.

You can register for the meeting by clicking on the following link:

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



# Lewis Center for Educational Research Academy for Academic Excellence

17500 Mana Road  
Apple Valley, CA 92307  
<http://www.lewiscenter.org>  
760-946-5414 Fax 760-946-0816



## Notice of Intent to Employ

This document is to serve as a "Notice of Intent to Employ" **Bryanne Anderson**. The intent is to obtain the legal authorization to employ Ms. Anderson as a teacher of record on a Provisional Intern Permit in the open Music Teacher position on the Lewis Center for Educational Research - Academy for Academic Excellence Campus during the 2022/2023 school year.

The "Employer", Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, "AAE" through the methods of distributing job announcements, contacting college and university placement centers, and advertising on the internet, and attending one Job Fair, however, a fully qualified candidate has not been found.

**Bryanne Anderson** meets all of the requirements as set forth in the Commission on Teacher Credentialing leaflet CL-856. Further, the Lewis Center Credential Analyst will insure that the outlined employer duties will be met.

\_\_\_\_\_  
Lisa Lamb, CEO  
Lewis Center for Educational Research

5/30/2022

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rebecca McCoy, HR Administrator/Credential Analyst  
Lewis Center for Educational Research

5/30/2022

\_\_\_\_\_  
Date

## **Academy for Academic Excellence Board Approval**

The Board hereby approves the issuance of a Provisional Internship Permit for the above listed candidate.

\_\_\_\_\_  
Jessica Rodriguez or Authorized Designee, Chair

\_\_\_\_\_  
Date



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

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

**VERIFICATION OF REQUIREMENTS  
 For the Provisional Internship Permit**

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant BRYANNE L ANDERSON

SSN [REDACTED] Redacted for Security

Name of Employing Agency ACADEMY FOR ACADEMIC EXCELLENCE

County/District/CDS Code 36750773631207

- Multiple Subject
- Single Subject - Specify subject(s): MUSIC
- Education Specialist - Specify specialty area(s): \_\_\_\_\_

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

**Required** recruitment methods (provide photocopies of **all** of the following 3 methods):

- Distributed job announcements
- Contacted college or university placement centers
- Advertised on the Internet

**Optional** recruitment methods (in addition to the required methods above):

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) \_\_\_\_\_

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit

3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

- Public School District**  
 Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

**County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

- 4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
- 5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
- 6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

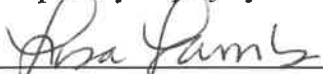
I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature \_\_\_\_\_ 

**Employing Agency Certification**

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature \_\_\_\_\_ 

Title Chief Executive Officer

Date 5/30/2022

# Commission on Teacher Credentialing

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## Provisional Internship Permit (CL-856)

[Home](#) | [Credentialing Information](#) | [Applications, Forms and Leaflets](#)  
| [Provisional Internship Permit \(CL-856\)](#)

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully-credentialed teacher cannot be found.

In addition, individuals who previously passed subject matter exams in an area other than an NCLB core academic subject area may now find they are unable to enter an intern program to obtain the preliminary education specialist credential. Persons in this circumstance may also be issued the PIP to allow time for them to complete subject matter in an NCLB core academic subject area.

The PIP is only available at the request of an employing agency. Individuals may not apply directly to the Commission for this document. Holders of the PIP are restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic, nonsectarian school and agency as defined in Education Code sections 56365 and 56366, charter school, or statewide agency.

The PIP is available in the areas of Multiple Subject, Single Subject, and Education Specialist. Individuals who were issued four or fewer Long-Term Emergency Permits may be issued the PIP as long as the employer requirements have been met. Individuals who were issued five Long-Term Emergency Permits do not qualify for the PIP.

## Requirements for Issuance

1. Possession of a baccalaureate degree or higher from a regionally-accredited college or university.

2. Satisfy the [basic skills requirement](#). See Commission leaflet [CL-667](#), entitled Basic Skills Requirement for additional information.
3. Successful completion of course work for the permit type requested, as specified below:

## Single Subject:

At least 18 semester units, or 9 upper division semester units, of course work in the subject to be listed on the permit [1].

For a permit in one of the science subjects, at least nine semester units must be in the specific science area.

For a permit in Foundational-Level General Science, an individual has to verify 18 semester units (or nine upper division semester units) across the four science areas of biological science, chemistry, geosciences, and physics. A minimum of one course in each of the four areas is required.

*Note[1]: Individuals who were previously issued an emergency permit in the same subject area of the requested PIP will not be required to submit verification of this requirement. If the subject matter requirement for the emergency permit was met by passage of all appropriate subject matter examinations or degree major, the individual will not qualify for the PIP.*

The statutory subjects available for Single Subject Provisional Internship Permit are as follows:

Agriculture

Art

Business

Dance

English

Foundational-Level General Science

Foundational-Level Mathematics

Health Science

Home Economics

Industrial and Technology Education

Mathematics

Music

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Physical Education

Science: Biological Sciences

Science: Chemistry

Science: Geosciences

Science: Physics

Social Science

Theater

World Language: English Language

Development

World Languages-Languages other than English ([specify](#))

## Multiple Subject:

At least 40 semester units including 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas [2]. Subject areas include language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science, and human development. If the subject matter requirement for the emergency permit was met by passage of all appropriate subject matter examinations or degree major, the individual will not qualify for the PIP.

## Education Specialist:

Complete the requirements for the Single Subject or Multiple Subject as listed above, or verify a minimum of three years of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students (experience as an aide is acceptable) or verify a minimum of nine semester units of course work in special education or in a combination of special education and general education [2].

*Note[2]: Individuals who were previously issued an emergency permit in the same subject area of the requested PIP will not be required to submit verification of this requirement. If the subject matter requirement for the emergency permit was met by passage of all appropriate subject matter examinations or degree major, the individual will not qualify for the PIP.*

Areas of specialization for the Education Specialist PIP include:

Mild/Moderate Disabilities  
Moderate/Severe Disabilities  
Visual Impairments

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Deaf and Hard of Hearing  
Physical and Health Impairments  
Language and Academic Development

The PIP may not be issued in the specialty area of Early Childhood Special Education alone as subject matter competence is not required for the issuance of a credential.

*All course work must meet the following criteria:*

- Must be completed at a regionally-accredited college or university.
- Must be baccalaureate degree-applicable (non-remedial).
- Must be earned with a "C" grade or higher ("Pass" and "Credit" grades meet this requirement).

*\* Note: Individuals who were previously issued an emergency permit in the same subject area of the requested PIP will not be required to submit verification of this requirement. If the subject matter requirement for the emergency permit was met by passage of all appropriate subject matter examinations or degree major, the individual will not qualify for the PIP.*

4. The employing agency must verify all of the following on the form entitled Verification of Requirements for the Provisional Internship Permit (form CL-857) with each request for the Provisional Internship Permit:
  - A diligent search has been conducted for a suitable credentialed teacher or suitable qualified intern teacher. Diligent search must include, but is not limited to, distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media. Copies of all recruitment efforts must be submitted with the application packet.
  - The employer has provided orientation, guidance and assistance to the permit holder.
  - The employing agency will assist the permit holder in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit.
  - The employing agency will assist the permit holder to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit.
  - The candidate has been apprised of steps to earn a credential and enroll in an intern program.
  - The employing agency will ensure a notice of intent to employ the applicant in the identified position has been made.

Public school districts must present this notice to the governing board in a public meeting with a signed statement from the superintendent, or his or her designee, and verification that the item was acted upon favorably. This must be an action item on the agenda and not part of the consent agenda. A copy of the agenda item must be submitted with the application packet.

County offices of education, nonpublic, nonsectarian schools and agencies as defined in Education Code sections 56365 and 56366, statewide agencies, and charter schools must submit a copy of the dated public notice that was posted 72 hours prior to the position being filled.

5. Completed application ([form 41-4](#)), [processing fee](#), and if not previously submitted, a completed Live Scan receipt ([form 41-LS](#)).

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## One-Time Renewal:

For a PIP initially issued before October 1, 2013, the employing agency may request a one-time only renewal if the holder has taken but not passed all the subject matter examinations or earned a



degree major appropriate to the credential that authorizes the service listed on the permit [3]. The holder of an Education Specialist PIP must take all appropriate subject matter examinations or earned a degree major as determined appropriate by the recommending college or university. The renewal packet should include an application (form 41-4), a new Verification of Requirements for the Provisional Internship Permit (form CL-857) including all appropriate documentation, and [current processing fee](#).

If the holder has met subject matter competence, he or she should contact a California college or university or school district with a Commission-approved intern program regarding enrollment.

*Note [3]: The last date to submit an application for the Provisional Internship Permit in one of the Specialized Science content areas was January 1, 2015. The Provisional Internship Permit (only those initially issued prior to October 1, 2013) can no longer be reissued in one of these content areas.*

Individuals may have been issued one Education Specialist PIP and during its term passed subject matter exams in an area other than an NCLB core academic subject area. As a temporary policy, the Commission allowed these persons to renew the Education Specialist PIP for another year to allow time to complete subject matter in an NCLB core academic subject area. This policy ended July 1, 2012. NCLB core academic single subject areas include:

- Art
- English
- Foreign Language
- Mathematics, including Foundational-Level Mathematics
- Music
- Science, including Foundational-Level General Science and Specialized Science
- Social Science

In addition, the elementary level is an NCLB Core Academic Subject Area which may be demonstrated in California by passing the appropriate Commission-approved examinations for the Multiple Subject Credential.

## Authorization:

The Multiple Subject PIP authorizes the holder to teach in a self-contained classroom such as the classrooms in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-12, or in classes organized primarily for adults). In addition, the holder of a Multiple Subject PIP may serve in a core or team teaching setting.[4]

The Single Subject PIP authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level (preschool, grades K-12, or in classes organized primarily for adults).[4]



The Education Specialist PIP authorizes the holder to teach in the area of specialization listed on the credential in the following settings: special day classes, special schools, home/hospital settings, correctional facilities, nonpublic, nonsectarian schools and agencies as defined in Education Code sections 56365 and 56366, and resource rooms.[4]

*Note [4]: All PIPs are issued with an English learner authorization. This authorization allows the holder to teach English language development (also known as English as a Second Language or ESL) and specially designed academic instruction delivered in English (SDAIE) in the specified grade level(s) and settings.*

## Bilingual Authorizations:

Bilingual Authorizations may be requested by the employing agency and added directly to a PIP document if target-language proficiency has been verified. Additional information may be found in [Coded Correspondence 10-07](#).

Individuals may verify target-language proficiency by one of the following methods:

- Pass Test II or III (depending on the specific language) of the CSET: World Languages Examinations in the target language. Passing exam scores are valid for five years from the individual test date.
- If Test II or III of the CSET: World Languages Examination is not available, pass an assessment performed by an approved organization covering the integrated communication skills of listening, speaking, reading and writing in the target language.
- Pass an assessment covering the integrated communication skills of listening, speaking, reading and writing administered by a California college or university as a part of its Commission-approved bilingual authorization program in the target language.
- Possess a valid, non-emergency California Single Subject or Standard Secondary Teaching Credential with a major in the target language.
- Possess a three-year or higher degree from a foreign institution in which all instruction was delivered in the target language. The foreign institution must be equivalent in status to a regionally-accredited institution of higher education in the United States.

## Period of Validity:

The PIP will be issued for one year.

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## Reference:

*Title 5, California Code of Regulations, Section 80021.1*

**Updated February 23, 2022**



## Provisional Internship Permit (PIP) and Short-Term Staff Permit (STSP) Checklist

This checklist is to be used to verify all supporting documentation for either the PIP or STSP has been scanned and attached to the educator's file when completing an online recommendation. The order of this checklist should be the order in which to scan all documents.

<input checked="" type="checkbox"/>	Verification of Requirements	Form CL-857 for a PIP; or  Form CL-859 for a STSP
<input checked="" type="checkbox"/>	Official transcripts	Bachelor's Degree or higher from a regionally-accredited college or university
<input checked="" type="checkbox"/>	Basic Skills Requirement	Original score reports should be scanned
<input type="checkbox"/>	Additional requirements for a PIP	Public Notice -Board action item; or -Posted 72-hour notice  Distributed job announcement ✓  Verification of contacting college and/or university placement centers ✓  Advertising on the internet ✓
<input type="checkbox"/>	If using 3-years of experience to qualify for an Education Specialist PIP or STSP	Letter must meet these requirements: -Be on official letterhead -State full-time classroom experience, or equivalent in part-time experience, working with special education students -State the employment position -Signed by Human Resources

Complete information regarding the requirements for the PIP and STSP can be found in Credential Leaflets [CL-856](#) (PIP) and [CL-858](#) (STSP).



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

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## SINGLE SUBJECT PROVISIONAL INTERNSHIP PERMIT Evaluation Worksheet

Name Bryanne Anderson

Degree Major Music

Subject Requested Music

To qualify, individuals must have either a degree major in the subject area or at least 18 semester units, or 9 upper division semester units, of course work in the subject to be listed on the permit. For a permit in one of the science subjects, at least nine semester units must be in the specific science area. For a permit in Foundational-Level General Science, an individual must either verify a bachelor's or higher degree in science (does not include health science) or verify 18 semester units (or nine upper division semester units) across the four science areas of biological science, chemistry, geosciences, and physics. A minimum of one course in each of the four areas is required.

Check one:

- Degree major in the subject area (no course work evaluation necessary)
- Course work evaluation completed (complete worksheet below)

All course work must meet the following criteria:

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a "C" grade or higher ("Pass" and "Credit" grades meet this requirement)

Dept.	Course Number	Course Title	Semester Units	Quarter Units	Grade

**TOTAL UNITS** \_\_\_\_\_



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

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

### Basic Skills Requirement Evaluation Worksheet

Applicant Name: **Bryanne Anderson**

This form is designed for use by individuals and LEAs without a Commission-approved program to act as a guide for meeting the Basic Skills Requirement via coursework. Individuals may meet the requirement by providing official transcripts and this completed form as part of their application packet to the Commission. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B- or better, be degree applicable, and be at least 3 semester units (or equivalent quarter units). It is possible to identify two courses for a single area to meet the minimum unit requirement. Qualifying coursework does not include professional development or continuing education units or in-service training or workshops. Qualifying coursework includes the following:

- For reading proficiency: a course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis.
- For writing proficiency: a course in composition, English, rhetoric, written communication, or writing.
- For mathematics proficiency: a course in algebra, geometry, mathematics, quantitative reasoning, or statistics.

A course that does not fall within the indicated areas may still qualify with additional letter of explanation. A letter from the registrar or relevant department chair of the college or university where the course was completed must state that a course passed by the applicant covered reading, writing, or mathematics at the same level as one of the listed courses. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined. The letter must be included with the application packet.

Online recommendations from a Commission-approved preparation program should not use this form but instead must include Form 41-BSR. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

READING PROFICIENCY (Course(s) in Critical Thinking, Literature, Philosophy, Reading, Rhetoric, or Textual Analysis)	Grade	Qtr	Sem
CBEST - Reading	49		

WRITING PROFICIENCY (Course(s) In Composition, English, Rhetoric, Written Communication, or Writing)	Grade	Qtr	Sem
ENGL 111 - College Writing I	A	3	
ENGL 112 - College Writing II	A	3	
ENGL 113 - College Writing III	A	3	

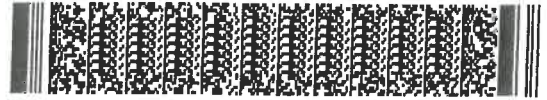
MATHEMATICS PROFICIENCY (Course(s) in Algebra, Geometry, Mathematics, Quantitative Reasoning, or Statistics)	Grade	Qtr	Sem
MATH 006 - Introductory Algebra	A	4	
MATH 007 - Intermediate Algebra	A	4	
MATH 155 - Introductory Statistics	B	4	

CBEST®



CALIFORNIA BASIC EDUCATIONAL SKILLS TEST™

For privacy/confidentiality reasons, only the last five digits of your Social Security Number are reported.



This barcode contains unique candidate information

TEST DATE: 02/11/22

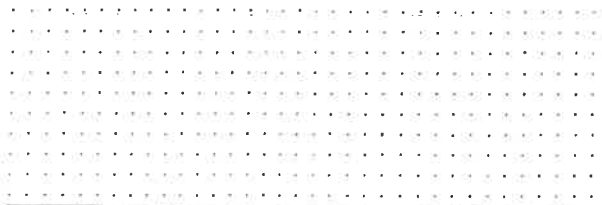


BRYANNE L ANDERSON  
6918 SVL BOX  
VICTORVILLE CA 92395

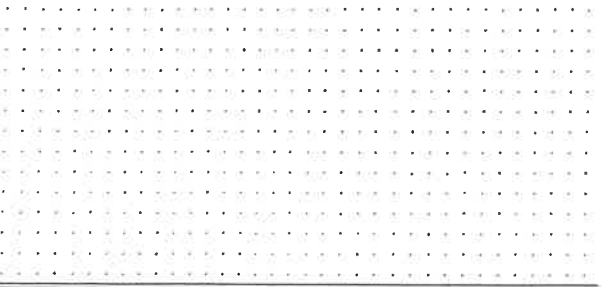
Reading Section Scaled Score: 49

# of Items	Skill Area	Performance Indicators
11 to 20	Critical Analysis and Evaluation	+++
21 to 30	Comprehension and Research Skills	+++

Mathematics Section Scaled Score: Not Taken



Writing Section Scaled Score: Not Taken



**CBEST Status: Not Yet Passed**

Your scores will be sent to the following:  
Commission on Teacher Credentialing

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST™ (CBEST®)

Cumulative Score Information

Test Date	Reading Score	Math Score	Writing Score	Total Score
02/11/22	49	--	--	--
Highest Cumulative Scaled Score	49	--	--	--



COMMISSION ON  
TEACHER CREDENTIALING

Ensuring the Future of Education



# CBEST®

## Test Results Information

Your California Basic Educational Skills Test™ (CBEST®) test results report indicates whether you passed the test, how you performed on the total test and each section (Reading, Mathematics, and Writing), and how you performed on the skill areas in each CBEST section.

### TEST RESULTS INTERPRETATION

**CBEST Description.** Each section score is based on a scale ranging from 20 to 80. For the Reading and Mathematics sections, your score is derived from the total number of questions you answered correctly. Your score for the Writing section is based on your performance on the two essays. If you did not pass the Writing section, the features of your writing that may need improvement are indicated for each essay that did not meet the passing standard.

Your total CBEST score was obtained by adding your scaled scores for the Reading, Mathematics, and Writing sections. If you have retaken sections of the CBEST, the highest score obtained on any section, at any CBEST administration, was used to calculate your total score.

The passing score for each section of the CBEST is a scaled score of 41. A total CBEST score of 123 is required for passing status. However, it is possible to pass the CBEST with a scaled score of 37 on one or two sections, provided that the total score is 123 or higher. *It is not possible to pass the CBEST if any section score is below 37, regardless of how high the total score may be.*

**Skill Area Performance.** Your performance on the multiple-choice test questions for each skill area is indicated next to the skill area title. The information will help you assess your areas of strength and weakness and/or will help you prepare to retake any section(s) of the test. For each skill area, you will see one of the designations that appear below.

++++	If you answered most of the questions correctly (scaled skill area score of 61–80)
+++	If you answered many of the questions correctly (scaled skill area score of 41–60)
++	If you answered some of the questions correctly (scaled skill area score of 31–40)
+	If you answered few or none of the questions correctly (scaled skill area score of 20–30)

**Writing Scores.** Essays are scored by California educators according to standardized procedures during scoring sessions held immediately after each CBEST administration. Scorers with relevant professional backgrounds are oriented to these procedures and are carefully monitored during scoring sessions. Writing scores are determined by scoring each of the two essays holistically according to the criteria described in the CBEST Writing Score Scale (see reverse side of this flyer). Each essay is evaluated independently by at least two readers using a four-point score scale; the total essay score is derived by combining the two individual scores. To obtain the Writing section score, scores for both essays are summed and converted to the score scale of 20 to 80.

Essays that do not meet the passing standard are scored diagnostically after holistic scoring is completed. The diagnostic scoring provides feedback about the weaknesses exhibited in each essay that did not meet the passing standard. The following written performance characteristics, which are incorporated in the CBEST Writing Score Scale (see reverse side of this flyer), are evaluated during diagnostic scoring.

- I. *Rhetorical Force:* the clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and the quality of the writer's reasoning
- II. *Organization:* the clarity of the writing and the logical sequence of the writer's ideas
- III. *Support and Development:* the relevance, depth, and specificity of supporting information
- IV. *Usage:* the extent to which the writing shows care and precision in word choice
- V. *Structure and Conventions:* the extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, and capitalization)
- VI. *Appropriateness:* the extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose

Rv 5/21

## CBEST Writing Score Scale

Score	Score Point Description
<b>4</b>	<p><b>A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience.</b></p> <ol style="list-style-type: none"> <li>I. The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.</li> <li>II. Ideas or points of discussion are logically arranged, and their meaning is clearly communicated.</li> <li>III. Generalizations and assertions are well supported with relevant, specific, and detailed development.</li> <li>IV. Choice of words is precise; usage is careful and accurate.</li> <li>V. The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.</li> <li>VI. The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.</li> </ol>
<b>3</b>	<p><b>A "3" is an adequately formed writing sample that communicates a message to the specified audience.</b></p> <ol style="list-style-type: none"> <li>I. The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.</li> <li>II. Organization of ideas is generally clear and effective, and the meaning is generally clear.</li> <li>III. Generalizations and assertions are adequately supported, although perhaps unevenly.</li> <li>IV. Word choice and usage are adequate; some errors exist but do not impede meaning.</li> <li>V. The writer's response may have errors in paragraphing, sentence structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse the reader.</li> <li>VI. The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or may be vaguely or incompletely addressed), but language and style are appropriate for the given audience and purpose.</li> </ol>
<b>2</b>	<p><b>A "2" is a partially formed writing sample that attempts to communicate a message to the specified audience.</b></p> <ol style="list-style-type: none"> <li>I. The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.</li> <li>II. Organization of ideas may be evident, but is largely ineffective, and the response is generally unclear.</li> <li>III. Generalizations and assertions are only partially supported; the response may contain irrelevant, insufficient, or imprecise details.</li> <li>IV. Word choice and usage are generally imprecise and distracting.</li> <li>V. The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modification.</li> <li>VI. The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.</li> </ol>
<b>1</b>	<p><b>A "1" is an inadequately formed writing sample that fails to communicate a message to the specified audience.</b></p> <ol style="list-style-type: none"> <li>I. The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.</li> <li>II. Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.</li> <li>III. Generalizations and assertions are not supported or are severely underdeveloped; the presentation of details is confused.</li> <li>IV. Word choice and usage are largely imprecise, and there are severe distracting errors.</li> <li>V. The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.</li> <li>VI. The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.</li> </ol>

**Reporting of Scores.** Your test results have been forwarded to the Commission on Teacher Credentialing. Your CBEST results will also be sent to the institution, if any, that you indicated when you registered for the CBEST and to any other institution or office authorized by you or required by law, entity, or person required or authorized by law to receive this information.

To protect the confidentiality of your new CBEST results, they will not be provided to anyone over the telephone or by fax and will not be released to anyone without your written permission unless required by law.

### PASSING THE CBEST

If you passed the CBEST, you received the following with your test results report:

- A Permanent Verification Card, which confirms that you have passed the CBEST. Retain this for your records.
- Two transcript copies of your Permanent Verification Card for you to use as may be required by the commissions, school districts, or colleges and universities.

Additional sets of test results reports (containing an Examinee Test Results Report, a Permanent Verification Card, and two Permanent Verification Card transcript copies) are available from the Evaluation Systems group of Pearson for an additional fee. A Test Results Request Form can be found on the California Educator Credentialing Examinations website at [www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com).

### RETAKING THE CBEST

It is not necessary to repeat any section of the CBEST that you have passed with a score of 41 or higher. If you do not pass one or more sections, you may register again and retake any section of the test. Note that it may be to your advantage to repeat a section already passed—a higher score on that section might help you reach the total score of 123 required to pass the CBEST. The highest score that you obtain on each section, no matter when earned, will be used to compute your total CBEST score.

If you did not pass one or more sections of the CBEST, you may retake the section(s) as many times as you choose. If you wish to take the CBEST again, you must complete the registration process again. For information on reregistering, visit the California Educator Credentialing Examinations website.



# LA SIERRA UNIVERSITY

4500 RIVERWALK PARKWAY  
RIVERSIDE, CA 92515

PHONE 951/785-2006

www.lasierra.edu

FAX 951/785-2447

Record of: **Bryanne Lanae Anderson**

LSU ID: 984111

Sex: Female

Date Issued: 26-JAN-2022

Page: 1

Issued To: **Rebecca McCoy**  
17500 Mana Rd.  
Apple Valley, CA 92307

**Verified Official Transcript**  
Verified By: *[Signature]*  
Date: 02/01/2022

Course Level: Undergraduate

Current Program

College : College of Arts & Sciences

Major : Music

Degree Awarded : Bachelor of Arts 13-JUN-2021

Ehrs: 256.50 GPA-Hrs: 250.50 QPts: 829.15 GPA: 3.30

Major : Music

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
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**TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:**

201502	University Of Redlands	Ehrs: 18.00	GPA-Hrs: 12.00	QPts: 37.50	GPA: 3.12
201504	University Of Redlands	Ehrs: 19.50	GPA-Hrs: 19.50	QPts: 60.30	GPA: 3.09
201602	University Of Redlands	Ehrs: 19.50	GPA-Hrs: 19.50	QPts: 51.45	GPA: 2.63
201604	University Of Redlands	Ehrs: 28.50	GPA-Hrs: 28.50	QPts: 54.00	GPA: 1.89
201702	University Of Redlands	Ehrs: 30.00	GPA-Hrs: 30.00	QPts: 83.70	GPA: 2.79

**INSTITUTION CREDIT:**

Spring of 2018

Music: Music Education

ENGL 111	COLLEGE WRITING I	3.00	A	12.0
HLSC 120	LIFETIME FITNESS	2.00	A	8.00
MUPF 284A	CHAMBER MUSIC	1.00	A	4.00 I
MUPF 326E	SAXOPHONE	2.00	A	8.00 I
MUPF 385D	BIG BAND	1.00	A	4.00 I
MUPF 386A	WIND ENSEMBLE	1.00	A	4.00 I
RELB 424	OLD TESTAMENT PROPHETS	4.00	A	16.0
Ehrs: 14.00	GPA-Hrs: 14.00	QPts: 56.00	GPA: 4.00	

Fall of 2018

Music: Music Education

ENGL 112	COLLEGE WRITING II	3.00	A	12.0
MATH 006	INTRODUCTORY ALGEBRA	4.00	A	16.0
MATH 006L	INTRODUCTORY ALGEBRA LAB	0.00	S	0.00
MUHL 339	CONTEMP/POPULAR STYLES	2.00	A	8.00
MUPF 226E	SAXOPHONE	2.00	A	8.00 I
MUPF 284A	CHAMBER MUSIC	0.50	A	2.00 I

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
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Institution Information continued:

MUPF 285D7	BIG BAND	0.50	A	2.00
MUPF 286A7	WIND ENSEMBLE	0.50	A	2.00
SPAN 152	BEGINNING SPANISH II	4.00	A	16.0
Ehrs: 16.50	GPA-Hrs: 16.50	QPts: 66.00	GPA: 4.00	

Winter of 2019

Music: Music Education

ENGL 113	COLLEGE WRITING III	3.00	A	12.0
MATH 007	INTERMEDIATE ALGEBRA	4.00	B	12.0
MATH 007L	INTERMEDIATE ALGEBRA LAB	0.00	S	0.00
MUHL 338	WORLD MUSIC	2.00	B	6.00
MUPF 284A	CHAMBER MUSIC	0.50	A	2.00 I
MUPF 286A8	WIND ENSEMBLE	0.50	A	2.00
MUPF 326E	SAXOPHONE	2.00	A	8.00 I
MUPF 385D	BIG BAND	0.50	A	2.00 I
SPAN 153	BEGINNING SPANISH III	4.00	A	16.0
Ehrs: 16.50	GPA-Hrs: 16.50	QPts: 60.00	GPA: 3.63	

Spring of 2019

Music: Music Education

EDCI 204	INTRO TCHING/MULTICULT CLSSRM	0.00	W	0.00
MUCT 113L	THEORY IC AURAL SKILLS LAB	1.00	A-	3.70
MUHL 337	HIST WST MUS SINCE 1800	4.00	A	16.0
MUPF 216	INTRODUCTION/CONDUCTING	2.00	A	8.00
MUPF 316	CHORAL CONDUCTING	2.00	A	8.00
MUPF 326E	SAXOPHONE	2.00	A-	7.40 I
MUPF 385D	BIG BAND	0.50	A	2.00 I
MUPF 386A	WIND ENSEMBLE	0.50	A	2.00 I
Ehrs: 12.00	GPA-Hrs: 12.00	QPts: 47.10	GPA: 3.92	

Fall of 2019

Music: Music Education

MUCT 211L	THEORY IIA AURAL SKILLS LAB	1.00	C	2.00
MUCT 314	COUNTERPOINT	3.00	A-	11.1
MUET 105	INTRO TO MUSIC TECH	2.00	A	8.00
MUPF 226E	SAXOPHONE	2.00	A	8.00 I
MUPF 277A1	UNIVERSITY CHORALE	0.00	A	0.00
MUPF 285D1	BIG BAND	0.50	A	2.00
MUPF 286A1	WIND ENSEMBLE	0.50	A	2.00
MUPF 315	INTERMEDIATE CONDUCTING	2.00	A	8.00
MUPF 384A	CHAMBER MUSIC	0.50	A	2.00 I
MURE 489	MUSIC AND WORSHIP	4.00	A	16.0
Ehrs: 15.50	GPA-Hrs: 15.50	QPts: 59.10	GPA: 3.81	

\*\*\*\*\* CONTINUED ON PAGE 2 \*\*\*\*\*

**AN OFFICIAL SIGNATURE IS BLUE ON A BLUE BACKGROUND**

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This officially sealed and signed transcript is printed on blue security paper with the name of the college printed in blue across the face of the document. A raised seal is not required. When photocopied, the word GOPY appears across the face of the document. A BLACK AND WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

489 *Angela Reynolds*  
Registrar and Director of Records



TRANSCRIPT GUIDE ON REVERSE SIDE



# LA SIERRA UNIVERSITY

4500 RIVERWALK PARKWAY  
RIVERSIDE, CA 92515

PHONE 951/785-2006      www.lasierra.edu      FAX 951/785-2447

Record of: **Bryanne Laine Anderson**

LSU ID: 984111

Sex: Female

Verified Official Transcript

Date Issued: 26-JAN-2022

Page: 2

Issued To: **Rebecca McCoy**

Verified By: *[Signature]*  
Date: 02/01/2022

Level: Undergraduate

SUBJ NO.      COURSE TITLE      CRED GRD    PTS R

SUBJ NO.      COURSE TITLE      CRED GRD    PTS R

Institution Information continued:

Institution Information continued:

**Winter of 2020**

Music: Music Education			
MATH 155	INTRODUCTORY STATISTICS	4.00 B-	10.8
MUCT 212L	THEORY IIB AURAL SKILLS LAB	1.00 C+	2.30
MUCT 315	ANALYSIS OF TONAL MUSIC	3.00 B	9.00
MUCT 415A	SCORING INSTRUMENTS VOICES I	2.00 A	8.00
MUED 254A	FLUTE METH & TECH	1.00 A	4.00
MUED 254B	SINGLE REED METH & TECH	1.00 A	4.00
MUPF 128B2	JAZZ IMPROVISATION	2.00 A	8.00
MUPF 226E	SAXOPHONE	2.00 A	8.00 I
MUPF 285D2	BIG BAND	0.50 A	2.00
MUPF 286A2	WIND ENSEMBLE	0.50 A	2.00
MUPF 384A	CHAMBER MUSIC	0.50 A	2.00 I
Ehrs: 17.50		GPA-Hrs: 17.50	QPts: 60.10
		GPA:	3.43

**Spring of 2020**

Music: Music Education			
MUCT 213L	THEORY IIC AURAL SKILLS LAB	1.00 A-	3.70
MUCT 316	ANALYSIS OF POST-TONAL MUSIC	3.00 A	12.0
MUCT 415B	SCORING INSTRUMENTS VOICES II	2.00 A	8.00
MUED 254C	DOUBLE REED METH & TECH	1.00 A	4.00
MUED 264B	LOW BRASS METH & TECH	1.00 A	4.00
MUED 294	VOCAL METHODS AND TECHNIQUES	2.00 A	8.00
MUPF 128B3	JAZZ IMPROVISATION	2.00 A	8.00
MUPF 326E	SAXOPHONE	2.00 A	8.00 I
MUPF 384A	CHAMBER MUSIC	0.50 A	2.00 I
MUPF 385D	BIG BAND	0.50 A	2.00 I
MUPF 386A	WIND ENSEMBLE	0.50 A	2.00 I
Ehrs: 15.50		GPA-Hrs: 15.50	QPts: 61.70
		GPA:	3.98

**Fall of 2020**

Music			
HUMN 106	PERSPECTIVE ON MODERN CULTURE	4.00 A	16.0
MUED 220A	SINGER'S DICTION I	2.00 A-	7.40
MUED 264A	TRUMPET METH & TECH	1.00 A	4.00
MUED 264C	HORN / TUBA METHODS & TECH	2.00 A	8.00
MUPF 326E	SAXOPHONE	2.00 A	8.00 I
Grade changed 12/17/2020			
MUPF 384A	CHAMBER MUSIC	0.50 A	2.00 I
Grade changed 12/17/2020			
MUPF 385D	BIG BAND	0.50 A	2.00 I
Grade changed 12/17/2020			
MUPF 386A	WIND ENSEMBLE	0.50 A	2.00 I
Grade changed 12/17/2020			
SSCI 206	CHILDHOOD IN GLBL PERSPECTIVE	4.00 A-	14.8
Ehrs: 16.50		GPA-Hrs: 16.50	QPts: 64.20
		GPA:	3.89

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

**Winter of 2021**

Music			
HLSC 125	BASIC NUTRITION	4.00 B+	13.2
MUPF 128B5	JAZZ IMPROVISATION	1.00 A	4.00
MUPF 326E	SAXOPHONE	2.00 A	8.00 I
MUPF 384A	CHAMBER MUSIC	0.50 A	2.00 I
MUPF 398	RECITAL IN MUSIC	1.00 A	4.00
NSCI 407	RELIGION & RATIONALITY	4.00 A-	14.8
Ehrs: 12.50		GPA-Hrs: 12.50	QPts: 46.00
		GPA:	3.68

**Spring of 2021**

Music			
MUPF 128B6	JAZZ IMPROVISATION	1.00 A	4.00
MUPF 326E	SAXOPHONE	2.00 A	8.00 I
MUPF 384A	CHAMBER MUSIC	0.50 A	2.00 I
MUPF 385D	BIG BAND	0.50 A	2.00 I
MUPF 386A	WIND ENSEMBLE	0.50 A	2.00 I
RLGN 304	ADVENT IN GLOBAL PERSPECTIVE	4.00 A	16.0
UNST 404K	RLGN/VALUES/SOCIAL RESP:MUSIC	4.00 A	16.0
Ehrs: 12.50		GPA-Hrs: 12.50	QPts: 50.00
		GPA:	4.00

***** TRANSCRIPT TOTALS *****				
	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	149.00	149.00	570.20	3.82
TOTAL TRANSFER	115.50	109.50	286.95	2.62
OVERALL	264.50	258.50	857.15	3.31
***** END OF TRANSCRIPT *****				

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*[Signature]*  
490 Gela Reynolds  
Registrar and Director of Records



# LA SIERRA UNIVERSITY

## ACCREDITATION

Western Association of Schools and Colleges  
(WASC) Regional  
Accrediting Association of Seventh-Day Adventist  
Schools, Colleges, and Universities

## 1968 to Present:

001-099 Remedial  
101-299 Lower division (freshman/sophomore)  
301-499 Upper division (junior/senior)  
[limited application to MA by special permission]  
501-699 Graduate (post baccalaureate)  
701-799 Professional (medical/dentistry)  
801-899 Professional unless preceded by letter prefix  
EXTN (non-credit extension)  
901-999 Extension with credit or continuing  
education if preceded by letter prefix ending  
with "CE", e.g. ASCE 916

## HISTORY

1922 to 1924 La Sierra Academy  
1924 to 1927 La Sierra Academy and Normal  
1927 to 1939 Southern California Junior College  
1939 to 1967 La Sierra College  
1967 to 1990 Loma Linda University – La Sierra or  
Riverside Campus  
1990 to Present La Sierra University

## CREDIT

Loma Linda University changed from the semester system to the quarter system fall term, 1971.

**Semester Unit** Represents 16-18 class periods of 50 minutes or 45 laboratory hours

**Quarter Unit** Represents 10-12 class periods of 50 minutes or 30 laboratory hours

**Continuing Education Unit** Represents 10 contact hours of participation. Does not yield academic credit and may not be used toward any degree or academic certificate at La Sierra University

**Clock Hour** Represents actual hours spent in course activities such as clinical, internship, residency, community service, etc.

## GRADE POINT AVERAGE (GPA)

The grade point average (GPA) is calculated by dividing grade points by units attempted. Designations not calculated in the GPA have no units attempted of grade points, but may have units earned. GPA does not include courses which have been repeated as denoted by an "E"

## COURSE NUMBERING SYSTEM

### Prior to 1968:

1-99 Lower division (freshmen/sophomore)  
100-199 Upper division (junior/senior)  
200-299 Graduate (post baccalaureate)

## GRADING SYSTEM

Grades	Grade Point Value		
	1922-1952:	1958-1968:	1968-Present:
A Excellent/Outstanding Performance	3	4	4.0
A-			3.7
B+			3.3
B Above Average/Very good performance for undergraduate credit; Satisfactory performance for graduate credit	2	3	3.0
B-			2.7
C+			2.3
C Average/Satisfactory performance for undergraduate credit; Minimum performance for graduate credit	1	2	2.0
C-			1.7
D+			1.3
D Inferior/Minimum performance for undergraduate credit	0	1	1.0
F Failure	-1	0	0.0

### Other designations not used to calculate the GPA (Do not yield units attempted)

I Incomplete/default grade	IP In Progress (for courses with duration of more than one term)
S Satisfactory	IPW In Progress Withdrawal
U Unsatisfactory/	AU Audit (attendance only, no academic credit)
W Withdrew	AUW Audit Withdrawal
XF Failure, assigned by the Academic Integrity Committee for academic Integrity violation	NS Not Submitted

### Transcript Services



Verified Official Transcript

Verified By 

Date: 05/13/2022 Help

## Access and View The Transcript in 2 Easy Steps!

✓ Completed

**2** Download the transcript onto your device. Remember to open it using Acrobat Reader to properly view the transcript.

### Transcript Details

**Download Link Expires On:**

06/12/2022 3:40:30 PM ET

**Requestor:**

BRYANNE ANDERSON

**Recipient:**

REBECCA MCCOY

**Issuing Institution:**

University of Redlands

**Order Number:**

60234287-1

I understand the link to access this page to retrieve the transcript will only be available for 30 days.

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Verified By: [Signature]

Date: 05/13/2022



Anderson

Bryanne L

2847315

\*\*\*\*\*-7543

Bryanne L. Anderson

May 13 2022

Undergraduate Transcript

URSE	Course Title	CRD	GRD	GRDPT
	FALL 2014 TERM (09/02/2014 to 12/13/2014)			
100	SCHOOL OF MUSIC SEMINAR	4.00	CR	.....
AP317	SAXOPHONE	2.00	1.0	2.00
SI121	CLASS PIANO	1.00	3.0	3.00
S101	THEORY I	2.00	4.0	8.00
S105	same as MUS105 : 09/08/2015	2.00	1.0	2.00
EM131	same as CHEM131 : 09/08/2015	4.00	1.3	5.20
EM131L	same as CHEM131L : 09/08/2015	0.00	NG	.....
S110	RECITAL REP CLASS	0.00	NC	.....
UG331	CHILD DEVELOPMENT	3.00	4.0	12.00
	Term GPA 2.300	Credit	18.00	
	Cum GPA 2.300	Credit	18.00	

URSE	Course Title	CRD	GRD	GRDPT
	SPRING 2015 TERM (01/05/2015 to 04/16/2015)			
S110	RECITAL REP CLASS	0.00	NC	.....
SI121	CLASS PIANO	1.00	2.7	2.70
SI140	SYMPHONIC BAND	1.00	3.0	3.00
S102	THEORY II	2.00	2.7	5.40
UG401	EDUCATIONAL FOUNDATIONS	3.00	3.7	11.10
AP317	SAXOPHONE	1.00	3.0	3.00
ST120	INTRO TO RACE & ETHNIC STUDY	4.00	3.0	12.00
	Term GPA 3.100	Credit	12.00	
	Cum GPA 2.669	Credit	30.00	

URSE	Course Title	CRD	GRD	GRDPT
	FALL 2015 (09/08/2015 to 12/19/2015)			
S103	THEORY III	2.00	2.7	5.40
S105	EAR TRAIN & SIGHT-SING I	2.00	2.3	4.60
EM131	GENERAL CHEMISTRY	4.00	2.0	8.00
EM131L	GENERAL CHEMISTRY LAB	0.00	NG	.....
SI140	SYMPHONIC BAND	1.00	2.0	2.00
S151	STRING INSTRUMENT TECHNIQUES	2.00	4.0	8.00
SI121	CLASS PIANO	1.00	2.3	2.30
S110	RECITAL REP CLASS	0.00	NC	.....
AP117	SAXOPHONE	1.00	4.0	4.00
	Term GPA 2.638	Credit	13.00	
	Cum GPA 2.924	Credit	37.00	

URSE	Course Title	CRD	GRD	GRDPT
	SPRING 2016 (01/11/2016 to 04/21/2016)			
AP317	SAXOPHONE	1.00	3.0	3.00
S104	THEORY IV	2.00	3.3	6.60
S110	RECITAL REP CLASS	0.00	NC	.....
3299	UPPER DIV QUALIFYING EXAM	0.00	CR	.....
SI140	SYMPHONIC BAND	1.00	4.0	4.00
SI121	CLASS PIANO	1.00	2.0	2.00
EM132	GENERAL CHEMISTRY	4.00	1.0	4.00
3106	EAR TRAIN & SIGHT-SING II	2.00	1.7	3.40
3L102	ACADEMIC WRITING SEMINAR	4.00	1.0	4.00
	Term GPA 1.800	Credit	15.00	
	Cum GPA 2.573	Credit	52.00	

COURSE	Course Title	CRD	GRD	GRDPT
	MAY TERM 2016 (05/02/2016 to 05/26/2016)			
MUS339	MUSIC IN THE ELEMENTARY SCHOOL	3.00	2.0	6.00
	Term GPA 2.000	Credit	3.00	
	Cum GPA 2.539	Credit	55.00	
	FALL 2016 (09/06/2016 to 12/17/2016)			
MUS107	EAR TRAIN & SIGHT-SING III	2.00	1.0	2.00
MUS300	HIST & LIT TO 1750	4.00	2.7	10.80
MUAP317	SAXOPHONE	1.00	4.0	4.00
MUS110	RECITAL REP CLASS	0.00	NC	.....
MUS131	PERCUSSION INSTRUMENT TECHNIQS	2.00	4.0	8.00
MUS141	MARCHING BAND TECHNIQUES	2.00	3.3	6.60
MUS335	INTRO TO CONDUCTING	2.00	3.7	7.40
MUSI121	CLASS PIANO	1.00	2.7	2.70
MUSI140	SYMPHONIC BAND	0.00	2.3	0.00
REL125	INTRO TO WORLD RELIGIONS	4.00	3.0	12.00
	Term GPA 2.972	Credit	18.00	
	Cum GPA 2.652	Credit	73.00	

End of official record.

Cumulative totals for earned hours may include credits not applied to the degree.

**ACCREDITATION**

The University of Redlands, an independent, coeducational, liberal arts and sciences university, is accredited by the Western Association of Schools and Colleges (WASC) and has, in addition, programmatic accreditation or approval by the National Association of Schools of Music, the American Speech-Language-Hearing Association, the American Chemical Society, and the California Commission on Teacher Credentialing.

**TRANSCRIPT FORMAT**

This transcript may be received in one or more formats depending on the year(s) of attendance and computer system in effect. If multiple transcript formats are received there may be duplication of data.

*Prior to 1983* – All transcripts are copied from a "hard copy" and a raised seal will indicate an official transcript. Credits are designated as Units [total credits earned] and Graded Units [credits associated with a numeric grade at the University of Redlands and calculated in the GPA].

*1983-1998* – Transcripts are printed landscape on secure paper and a raised seal is not required to be official. Credits are designated as: Attempted Hours (AHRs) [total credits attempted at the University of Redlands]; Earned Hours (EHRs) [total credits earned including transfer credit]; and Quality Hours (QHRs) [credits associated with a numeric grade at the University of Redlands and calculated in the GPA].

*1998 to present* – Transcripts are printed portrait on secure paper and a raised seal is not required to be official. Credits are designated as CRD, with the total term and cumulative credits earned printed.

**DEFINITION OF CREDIT UNIT**

The University of Redlands operates on a semester unit of credit. A semester credit is awarded for the amount of work an average student would accomplish in a minimum of 40 hours (undergraduate) and 45 hours (graduate), including the hours spent in the laboratory or classroom.

**DEFINITION OF CEU**

Continuing education course not applicable to degree.

**GRADING SYSTEM**

The University of Redlands uses a numeric grading system as explained below:

Numeric Grade	Letter Grade	Equiv	Numeric Grade	Letter Grade	Equiv
4.0	A		2.0	C	
3.7	A-		1.7	C-	
3.3	B+		1.3	D+	
3.0	B		1.0	D	
2.7	B-		0.7	D-	
2.3	C+		0.0	F	

Other grades and notations are as follows:

Grade	Explanation
AU	Audit
CIP or IP	In progress
CR	Credit: earned grade of 2.0 or higher at undergraduate level; 2.7 or higher at graduate level
EV	Narrative evaluation grading*: course passed and narrative evaluation is attached
I	Incomplete
NC	No credit: earned grade below 2.0 at undergraduate level; below 2.7 at graduate level
NG	No grade: course not graded
VZ	Narrative evaluation grading*: passed although narrative evaluation not yet on file
VI	Narrative evaluation grading*: incomplete
VF	Narrative evaluation grading*: failed
W	Withdrawal
Z	Temporary grade until official grade is recorded

**\*Narrative Evaluation:** Students participating in courses at Johnston College (1969-1979) or the Johnston Center (1980 to present), as well as students exercising this option in standard courses, have narrative evaluations (with credit value attached) as part of their permanent record. These are utilized in place of numeric/letter grades and credit/no credit. The notation EV (adopted in 1980) signifies that an evaluation is part of the permanent record and should be used as the qualitative measure of work accomplished.

**Repeated Courses:** Only the grade and credits earned the latest re-take are counted toward graduation and computed in the grade point average. The record of each earlier attempt remains on the record and is computed in the grade point average until the semester of repeat. At the end of the repeat semester, the cumulative grade point average is adjusted and the repeat is noted.

**COURSE NUMBERING SYSTEM**

**College of Arts and Sciences, September 1, 1995 to present:**

001 – 099	Preparatory undergraduate: may or may not be counted for degree credit
100 – 199	Introductory undergraduate: typically first-year courses with no prerequisites but may include some preparation
200 – 299	Introductory and intermediate undergraduate: typically second-year courses, sometimes with prerequisites
300 – 399	Intermediate and advanced undergraduate: typically third-year courses that normally have prerequisites
400 – 499	Advanced undergraduate: typically fourth-year courses that have prerequisites in the major
600 – 699	Graduate level

Regardless of the level, courses numbered in the x60s are typically topics courses; courses numbered in the x70s are normally directed studies; courses numbered in the x80s are normally internships; and courses numbered in the x90s are capstone, honors, or thesis courses.

**Johnston Center, September 1, 1995 to present:**

000A – 000Z	Johnston Seminars, undergraduate level
001 – 099	Johnston Independent Studies, undergraduate level

**School of Business (formerly known as Alfred North Whitehead College) and School of Continuing Studies, September 1, 1995 to present:**

001 – 099	Freshman undergraduate level, not counted toward degree credit
100 – 199	Freshman undergraduate level
200 – 299	Sophomore undergraduate level
300 – 399	Junior undergraduate level
400 – 499	Senior undergraduate level
500 – 599	Continuing education courses not otherwise offered at the undergraduate or graduate levels
500X – 599X	Continuing education courses not applicable to degree
600 – 699	Graduate level

Course prefixes ending in CS are taken through the School of Continuing Studies.

**School of Education (formerly known as Alfred North Whitehead College), September 1, 1995 to present:**

500 – 599	Post-baccalaureate credential courses not otherwise offered at undergraduate or graduate levels
500X – 599X	Continuing education courses not applicable to degree
600 – 699	Graduate level
700 – 799	Post-graduate credential courses not otherwise offered as graduate courses
800 – 899	Doctoral level

**College of Arts and Sciences, including Johnston College/Center, through August 31, 1995:**

001 - 099	Introductory and intermediate undergraduate courses
100 – 199	Advanced undergraduate courses, generally requiring prerequisites
200 – 299	Graduate courses and generally not open to undergraduate students

**Alfred North Whitehead College, through June 30, 1991:**

300 – 399	Advanced undergraduate courses, generally requiring prerequisites
400 – 499	Graduate courses and open only to undergraduates pursuing credential programs in Education

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: **ANDERSON**  
 First Name: **BRYANNE**  
 Middle Name: **L**

Document Information:

Document Number: **220050691**  
 Document Title: **30-Day Substitute Teaching Permit**  
 Term: **Emergency**  
 Status: **Valid**  
 Issue Date: **3/1/2022**  
 Expiration Date: **4/1/2023**  
 Original Issue Date: **3/1/2022**  
 Grade:  
 Special Grade:  
 SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> P30	This permit authorizes the holder to serve as a substitute teacher for not more than thirty days for any one teacher during a school year in grades twelve and below, including preschool, and in classes organized primarily for adults. The holder may serve on this permit in any county in which the document is registered provided the employing agency has a statement of need on file for the school year.	NONE	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> P30	To renew this permit, the holder needs to submit an application and fee through his or her employing school district or county office of education, or directly to the Commission.	

Employment Restrictions

Organization 1 Organization County



## Rebecca McCoy

---

**From:** Rebecca McCoy  
**Sent:** Monday, November 15, 2021 7:54 AM  
**To:** AAE Staff; NSLA Staff  
**Subject:** AAE Music Teacher/Band Director Job Posting

LCER Staff,

Below is the link to AAE's Music Teacher/Band Director job opening. This is a full time Credentialed Music Teacher position that includes additional duties for Band Director (including a stipend). Please review the Job Descriptions and forward to anyone you believe may be qualified and interested.

Internal applicants need to only submit a detailed letter of interest highlighting their qualifications.  
External applicants need to apply through Edjoin and attach all necessary documents.

[2021/2022 Music Teacher and Band Director at the Academy for Academic Excellence Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

*Thank you,  
Rebecca McCoy  
Human Resources  
Lewis Center for Educational Research  
17500 Mana Road  
Apple Valley, CA 92307  
Phone 760-946-5414 ext. 294*

## Rebecca McCoy

---

**From:** Rebecca McCoy  
**Sent:** Thursday, March 3, 2022 1:04 PM  
**To:** AAE Staff; NSLA Staff  
**Subject:** AAE Campus Certificated Edjoin Job Postings and Interest Pools

Dear Lewis Center Staff,

As we are entering the most strategic recruitment window for teachers, we have recently added multiple AAE Certificated Job Postings on Edjoin for the 2022/2023 school year.

We have two known upcoming retirements, Steve Bailey (High School Science) and Victoria Modeste (Middle School Social Science). We are super excited for both of these teachers as they journey into the next stage of their lives!

Additionally, we have posted a few "Applicant Interest Pools" so we can begin collecting applications in the event we have any other resignations/retirements or shifts.

Below is the list of Certificated AAE Job Postings we have put up on Edjoin so far. If you know of someone who would be a great addition to our teaching staff at AAE, please forward them this email so they can click on the links that interest them to apply!

### Elementary:

[2022/2023 Transitional Kindergarten Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Applicant Interest Pool Elementary Teacher \(Lower Grades - K-2\) at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Applicant Interest Pool Elementary Teacher \(Upper Grades - 3-5\) at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

### Secondary:

[2022/2023 Applicant Pool Middle School General Science Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Applicant Pool Middle School Geoscience \(Earth and Space Science\) Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Middle School Biological Science Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Middle School Social Science Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Music Teacher and Band Director at the Academy for Academic Excellence Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 High School Chemistry Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Applicant Interest Pool High School Social Science Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

*Thank you,  
Rebecca McCoy  
Human Resources  
Lewis Center for Educational Research*

## Rebecca McCoy

---

**From:** no-reply@edjoinadmin.org  
**Sent:** Friday, May 13, 2022 8:26 AM  
**To:** Rebecca McCoy  
**Subject:** Employment Opportunities with Academy for Academic Excellence, A Lewis Center School

Dear Rebecca Mccoy,

**The Lewis Center for Educational Research is currently recruiting for the position of Music Teacher/Band Director.** Your profile came up in an EdJoin applicant search for matching similarities between our posting and other jobs that you may have recently applied for.

The Lewis Center For Educational Research operates two public charter schools: Academy for Academic Excellence (AAE) in Apple Valley, CA and Norton Science and Language Academy (NSLA in San Bernardino.

The AAE is a public transitional kindergarten through 12th grade school that is chartered by the Apple Valley Unified School District. The AAE uses teaching techniques and strategies which are tested and refined in a standards-based educational program with a 30 year track record of success. The AAE is looking for hardworking and dedicated employees who want to grow with an amazing team as we prepare our students for their futures.

We set the bar high for our students and staff. If you are looking for a rewarding challenge in your career, we welcome you to follow these links for more information about joining our extraordinary team:

Job Posting Link: [2022/2023 Music Teacher and Band Director at the Academy for Academic Excellence Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

Lewis Center For Educational Research: <http://www.lewiscenter.org/>      <https://youtu.be/iNM4Qip9eeM>

Academy for Academic Excellence in Apple Valley: <http://aae.lewiscenter.org/>

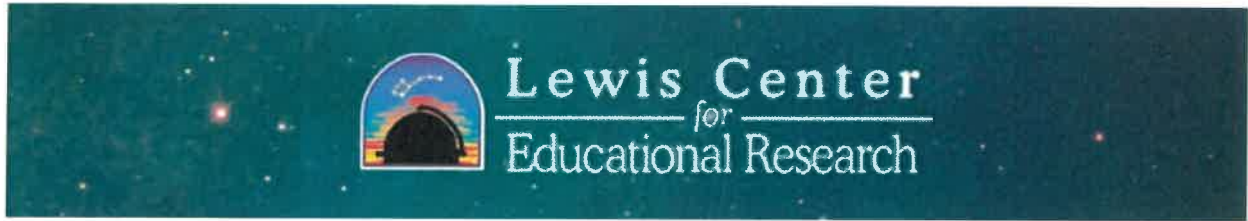
Music Teacher 12/1/2021

id	First Name	Last Name
425749	Tammi	Alderman
1481073	Timothy	Bacon
604307	Monique	Bowdoin
2027965	Edward	Briskey
185418	John	Burns
133684	Tyra	Cable
595156	tiffany	Call
1526000	Andrew	Chang
574287	Cameron	Clarno
1041819	Robert	Comarow
1332041	Wei	Fang
2437008	Kevin	Field
1473893	Emily	Focht
1522650	William	Fritz
1728736	Loren	Gamarra
565781	Michael	Gaylord
1115978	Daniel	Greenberg
594445	Deanna	Haendiges
478064	Janna	Hall
1840646	Lindsie	Hardy
803770	Reginald	Haynes
358500	Andrew	Henken
179474	Claire	Hsu
1903648	Richard	Huang
2296543	Peter	Huerta
156129	Kenneth	Hutchinson-Surette
1685810	Jason	Jennings
2188721	Anna	Katibah
566734	Lisa	Kattenhorn
27961	Paul	Kent
767953	Bryan	Lackey
191167	Fredrick	Lanuza
1408117	Mark	Little
2624024	Maxwell	Lowe
330466	Tony	Luna
751037	Rachel	Malatesta
2225207	Shannon	Martin
2241086	Raymond	Moreno
1902428	Cameron	Nabhan
2495760	Michael	Nelson
1705098	Richard	Nunley
1071604	Erik	Ohlson

1130652	jessamyn	pattison
578917	Thomas	Pavia
203949	Alan	Perkins
673836	Sherilene	Quezada
1340221	john	reed
172097	Troy	Rexelle
886820	Randolf	Sears
1651014	Heather	Small
2433500	Aaron	Smith
789640	Nancy	Smith
620778	Tabitha	Stillman
459157	Jessica	Swanson
316410	Janet	Tenpas
1281289	Stephanie	Tomicich
1596346	John	Van Wie
793185	Tamara	Weinstein
2644777	Robert	Winokur

2021/2022 Music Teacher and Band Director at the Academy for Academic Excellence Campus: Valley, CA

Back



**2021/2022 Music Teacher and Band Director at the Academy for Academic Excellence Campus: Apple Valley, CA**  
**Category: Certificated**

<b>Employer:</b>	Lewis Center for Educational Research	<b>Date Posted:</b>	11/15/2021
		<b>Application Deadline:</b>	3/9/2022
<b>Work Year:</b>	2021/2022 - 185 days (Full Year)	<b>Contact:</b>	Rebecca McCoy 760-946-5414 rmccoy@lcer.org
<b>Employment Type:</b>	Full Time	<b>Number Openings: (At time of posting)</b>	1
<b>Salary:</b>	\$52,001.65 - \$114,402.15/year - Salaried (exempt) - LCER will transfer in up to 10 year of full time teaching experience	<b>Job Description / Essential Elements:</b>	Click Here to View
<b>LOCATION</b>	<b>Academy for Academic Excellence: 17500 Mana Rd., Apple Valley, CA 92307</b>	<b>Additional Information:</b>	•Requirements for Applying •Links Related to this Job •Comments and Other Info

**Requirements for Applying**

[Links Related to this Job](#)

**MATERIALS** PLEASE CLICK ON "VIEW JOB DESCRIPTION" BUTTON TO REVIEW JOB DESCRIPTION INCLUDING ADDITIONAL DUTIES AS BAND DIRECTOR. BAND DIRECTOR DUTIES ARE PART OF THE POSITION AND MAY NOT BE WAIVED.

\*All information MUST BE included in the "Professional Reference" section of the application, including email address. If the Lewis Center is unable to reach your references as listed in this application, you may be disqualified from being considered as a candidate.

The following items must be submitted with the application, or the application may not be considered:

**Credentials**

All of the following credentials are required for this position:

- Crosscultural, Language and Academic Development Certificate (Or equivalent (ELA1, ELAS, ELAM))
- Single Subject Teaching Credential - Music (Must authorize all Music through 12th grade)

**Documents**

All of the following documents are required for this position:

- Letter(s) of Recommendation (2 Letters of Recommendation required, no more than 2 years old)
- Resume (Resume must be included)

**Important Comments**

For questions regarding credentialing/certification requirements, please reach out to Rebecca McCoy in Human Resources at 760-946-5414 ext. 294.

## About EDJOIN

EDJOIN has grown to become the premier job posting, applicant tracking system in education, with weekly "hits" reaching into the millions and agency and institutional accounts over at 3,951



**SAN JOAQUIN COUNTY  
OFFICE OF EDUCATION**

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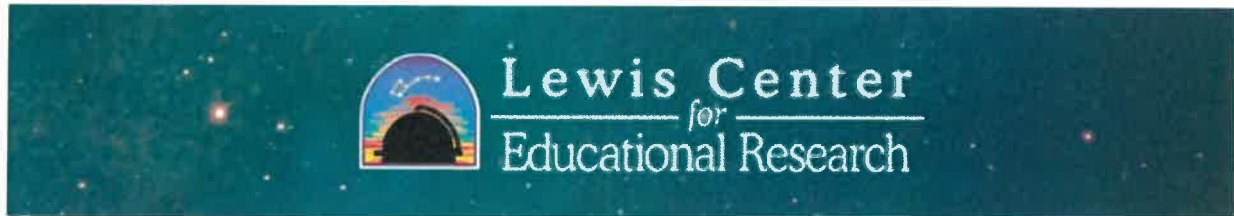
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**2022/2023 Music Teacher and Band Director at the Academy for Academic Excellence  
Campus: Apple Valley, CA at Lewis Center for Educational Research**



**Job Information**

**Date Posted:** 3/1/2022

**Application Deadline:** **Until Filled**

**Employment Type:** Full Time

**Length of Work Year:** 2022/2023 - 185 days (Full Year)

**Salary:** \$52,001.65 -  
\$114,402.15/year - Salaried (exempt)  
- LCER will transfer in up to 10 year  
of full time teaching experience

**Number Openings: (At time of posting)** 1

**Contact:** Rebecca McCoy

**Email:** [rmccoy@lcer.org](mailto:rmccoy@lcer.org)

**Phone:** 760-946-5414 294

**LOCATION:** Academy for Academic Excellence: 17500 Mana Rd., Apple Valley, CA 92307

**Job Summary**

Stipend up to \$2000.00 annually for a full school year will be paid for additional duties as Band Director.

This position is currently open, however, we are also seeking candidates that can begin in the Fall of 2022 if they are not currently available.

**Requirements / Qualifications**

PLEASE CLICK ON "VIEW JOB DESCRIPTION" BUTTON TO REVIEW JOB DESCRIPTION INCLUDING ADDITIONAL DUTIES AS BAND DIRECTOR.  
BAND DIRECTOR DUTIES ARE PART OF THE POSITION AND MAY NOT BE WAIVED.

✓ **\*All information MUST BE included in the "Professional Reference" section of the application,**

**We Need Writers - \$30 to \$45hr - No Experience  
Needed, We Train**

Apply Today And Get Started In As Little As 30 Minutes. View Local Openings Now. [writers.work/qualify](https://writers.work/qualify)



- Crosscultural, Language and Academic Development Certificate (Or equivalent (ELA1, ELAS, ELAM))
- Single Subject Teaching Credential - Music (Must authorize all Music through 12th grade)

### **Comments and Other Information**

For questions regarding credentialing/certification requirements, please reach out to Rebecca McCoy in Human Resources at 760-946-5414 ext. 294.



## **We Need Writers - \$30 to \$45hr - No Experience Needed, We Train**

Apply Today And Get Started In As Little As 30 Minutes. View Local Openings Now. [writers.work/qualify](https://www.writers.work/qualify)



Handshake Jobs

Active Expired **All** Declined Not Posted

VIEW BY School Job

Job ID	Job Title	Applicants	Reviews	Expires	Job Type	Status
6260987	2022/2023 Music Teacher/ Band Director - AAE Campus	0	27	3/30/2022	Job	27
6189157	2022/2023 Music Teacher (VAPA) Middle/High School - NSLA Campus	0	30	3/17/2022	Job	30
5836463	2021/2022 Music Teacher and Band Director at the Academy for Academic Excellence Campus: Apple Valley, CA	0	22	1/11/2022	Job	1 ?

[← Jobs \(/jobs\)](#)

# 2021/2022 Music Teacher and Band Director at the Academy for Academic Excellence Campus: Apple Valley, CA

Job #5838463 • Created 1/11/2022 by Rebecca McCoy • **Expired 3/17/2022**

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## Job Roles

We were unable to find a job role recommendation based on your job description. Please choose applicable job roles to improve our ability to show this job to the right candidates.

See tips for writing effective job descriptions (<https://joinhandshake.com/blog/employers/how-to-write-a-clear-and-effective-job-description-for-students-in-2021>)

[Choose Job Roles](#)

## Basic Information

### Locations

17500 Mana Road, Apple Valley, California 92307,  
United States

### Compensation

Paid • \$52,001.65 per year

### Duration

Permanent

## Job Description

[Edit](#)

[\(/emp/jobs/5838463/edit?initial\\_page=1\)](/emp/jobs/5838463/edit?initial_page=1)



## CERTIFICATED JOB POSTING:



**Job Title:** General Education Teacher – Music Teacher and Band Director

**Expand**

## Preferences

**Edit**

[\(/emp/jobs/5838463/edit?initial\\_page=2\)](/emp/jobs/5838463/edit?initial_page=2)

### Graduation Date

No Graduation Date set

### School Years

No School Year preference set

### Majors

No Major preference set

### GPA

No GPA preference set

### Work Authorization

US work authorization is required

## Company Details

### Industry

K-12 Education

### Headquarters Location

17500 Mana Rd, Apple Valley, California 92307, United States & 503 East Central, San Bernardino, CA 92408

### Size

250 - 1,000 employees

### Type

Public

### Website

<http://www.lcer.org> (<http://www.lcer.org>)

## Social Media

<https://www.linkedin.com/company/lewiscenterforeducationalresearch/mycompany/?viewAsMember=true>

(<https://www.linkedin.com/company/lewiscenterforeducationalresearch/mycompany/?viewAsMember=true>)

<https://www.facebook.com/LewisCenterED> (<https://www.facebook.com/LewisCenterED>)

## On Campus Interviews

You have no on-campus interviews scheduled for this job.

## Attachments

No attachments yet

[New Attachment \(/emp/jobs/5838463/attachments/new\)](/emp/jobs/5838463/attachments/new)

### Labels

[Add label](#)

[Create new label](#)

### Notes

[View and add notes](#)

### Tracking Code

No tracking code added

### Applicant Package Recipients

Will be listed as "Contacts" for Universities

Rebecca McCoy

[← Jobs \(/jobs\)](#)

# 2022/2023 Music Teacher/ Band Director - AAE Campus

Job #6260697 • Created 3/30/2022 by Rebecca McCoy • Expires 6/30/2022

[Edit](#)

[More Actions ▾](#)

[\(/emp/jobs/6260697/edit\)](/emp/jobs/6260697/edit)

[Overview \(/emp/jobs/6260697\)](/emp/jobs/6260697)

[Schools \(/emp/jobs/6260697/schools\)](/emp/jobs/6260697/schools)

[Matches](#)

## Basic Information

### Locations

17500 Mana Road, Apple Valley, California 92307, United States

### Compensation

Paid • \$52,001.65 per year

### Duration

Permanent

## Job Roles

[Edit](#)

Based on the text of your job description, we identified these Job Roles as most applicable. If you think they do not apply, you may edit them. [Learn more \(https://support.joinhandshake.com/hc/en-us/articles/360033423494\)](https://support.joinhandshake.com/hc/en-us/articles/360033423494)

Middle School Teachers

## Job Description

[Edit](#)

[\(/emp/jobs/6260697/edit?initial\\_page=1\)](/emp/jobs/6260697/edit?initial_page=1)



### DESCRIPTION:



**Expand**

## **Preferences**

**Edit**

(/emp/jobs/6260697/edit?initial\_page=2)

### **Graduation Date**

No Graduation Date set

### **School Years**

No School Year preference set

### **Majors**

Secondary Education

### **GPA**

No GPA preference set

### **Work Authorization**

US work authorization is required

## **Company Details**

### **Industry**

K-12 Education

### **Headquarters Location**

17500 Mana Rd, Apple Valley, California 92307, United States & 503 East Central, San Bernardino, CA 92408

### **Size**

250 - 1,000 employees

### **Type**

Public

### **Website**

<http://www.lcer.org> (<http://www.lcer.org>)

### **Social Media**

<https://www.linkedin.com/company/lewiscenterforeducationalresearch/mycompany/?viewAsMember=true>

[viewAsMember=true](https://www.linkedin.com/company/lewiscenterforeducationalresearch/mycompany/?viewAsMember=true)

(<https://www.linkedin.com/company/lewiscenterforeducationalresearch/mycompany/?viewAsMember=true>)

[viewAsMember=true](https://www.linkedin.com/company/lewiscenterforeducationalresearch/mycompany/?viewAsMember=true))

## **On Campus Interviews**

You have no on-campus interviews scheduled for this job.

## **Attachments**

No attachments yet

[New Attachment \(/emp/jobs/6260697/attachments/new\)](/emp/jobs/6260697/attachments/new)

### **Labels**

[Add label](#)

[Create new label](#)

### **Notes**

[View and add notes](#)

### **Tracking Code**

No tracking code added

### **Applicant Package Recipients**

Will be listed as "Contacts" for Universities

Rebecca McCoy



**Rebecca McCoy**

---

**From:** Stacy Newman  
**Sent:** Wednesday, May 11, 2022 5:09 PM  
**To:** Brook Gupta  
**Cc:** Rebecca McCoy  
**Subject:** FW: San Bernardino Countywide Educator Recruitment Fair - LEA Registration Registration - (CONFIRMED)

This is our confirmation for the job fair

**From:** notifications@k12oms.org <notifications@k12oms.org>  
**Sent:** Tuesday, April 26, 2022 8:44 AM  
**To:** Stacy Newman <SNewman@lcer.org>  
**Subject:** San Bernardino Countywide Educator Recruitment Fair - LEA Registration Registration - (CONFIRMED)

Stacy Newman, This letter is to inform you that your registration has been CONFIRMED for the following event:

**Participant Information**

**Participant Name** Stacy Newman

**Participant Email Address** [snewman@lcer.org](mailto:snewman@lcer.org)

**Event Information**

**Event** San Bernardino Countywide Educator Recruitment Fair - LEA Registration

**Event Location** Dorothy Inghram Learning Center  
670 East Carnegie  
San Bernardino, CA 92407  
[Map](#) | [Driving Directions](#)

**Event Details** <https://sbcss.k12oms.org/66-217382>

**Event Date** 05/14/2022

**Time** 8:00 pm - 1:30 pm  
Job Seekers 9:00 a.m. - 1:00 p.m.

**Event Price** \$ 100.00  
**Balance Due: \$ 100.00**

**Payment Options** Purchase Order | Inter Department Transfer

Inter Department Transfer Account Number:  
01-0000-0-0000-7400-5722-000-7015

**Status** CONFIRMED

**Provided By** Human Resources

**Confirmation Number** new-dq5efj

**Cancellation/Refund Deadline** 05/11/2022  
No Refunds after May 11, 2022  
By Registering for this event, you agree to the above Cancellation/Refund Policy.

---

**To make payment:**

Team = 2 participants/district

Mail checks and POs to:

San Bernardino County Superintendent of Schools

Human Resources

760 E. Brier Drive

San Bernardino, CA 92407

Attn: Shefali Majmudar

If you need to CANCEL your registration or have any questions, please email or call me. Please include your name, the event title, and your confirmation number in all correspondence. For information on the event, visit <https://sbcss.k12oms.org/66-217382>

Sincerely,

Enjoli Gomez

Email: [enjoli.gomez@sbcss.net](mailto:enjoli.gomez@sbcss.net)

Phone: (909) 386-9561



**Organization Management System (OMS)**

OMS © 2003-2022 - All Rights Reserved

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

Date of meeting: June 13, 2022

**Title:** Request for approval of Jonathan Garcia to serve as a Full Time Elementary Teacher (grade 5) for the Academy for Academic Excellence during the 2022/2023 school year on a Multiple Subject Provisional Internship Permit (PIP)

Presentation:        Consent:        Action:  X  Discussion:        Information:       

**Background:** In accordance with the Commission on Teacher Credential requirements The “Employer”, Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, “AAE”. We have accomplished this through the methods of distributing job announcements, contacting college and university placement centers, advertising on the internet, and attending one Job Fair, however, a fully qualified candidate has not been found.

**Fiscal Implications (if any):**

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

**Recommendation:** Approve Jonathan Garcia to serve as a Full Time Multiple Subject Elementary Teacher in grade 5 for the Academy for Academic Excellence during the 2022/2023 school year on a Multiple Subject Provisional Internship Permit (PIP)

**Submitted by:** Rebecca McCoy, HR Administrator

## **NOTICE OF PUBLIC ANNOUNCEMENT**

Notice is hereby given that the Lewis Center for Educational Research Board of Directors (Board), at a regular board meeting on June 13, 2022 at 4:00p.m., will declare its Intent to Hire Jonathan Garcia for a full time Elementary Teacher position for the Academy for Academic Excellence Charter School campus. Mr. Garcia will require a Provisional Internship Permit in order to be legally employed in this position while he works towards her full teaching credential.

The Intent to Hire will be available for public inspection online at the LCER's website ([www.lewiscenter.org](http://www.lewiscenter.org)) commencing June 8, 2022

If you wish to make a comment on the Intent to Hire, please email your comment to the Secretary at [lcerboard@lcer.org](mailto:lcerboard@lcer.org). You may also comment on the Intent to Hire during the meeting using the Questions feature of GoToWebinar, which will be moderated during the meeting.

You can register for the meeting by clicking on the following link:

<https://attendeegotowebinar.com/rt/6305717194233748747>

# Lewis Center for Educational Research Academy for Academic Excellence

17500 Mana Road  
Apple Valley, CA 92307  
<http://www.lewiscenter.org>  
760-946-5414 Fax 760-946-0816



## Notice of Intent to Employ

This document is to serve as a "Notice of Intent to Employ" **Jonathan Garcia**. The intent is to obtain the legal authorization to employ Mr. Garcia as a teacher of record on a Multiple Subject Provisional Intern Permit in the open 5<sup>th</sup> Grade Elementary Teacher position on the Lewis Center for Educational Research - Academy for Academic Excellence Campus during the 2022/2023 school year.

The "Employer", Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, "AAE" through the methods of distributing job announcements, contacting college and university placement centers, and advertising on the internet, and attending one Job Fair, however, a fully qualified candidate has not been found.

**Jonathan Garcia** meets all of the requirements as set forth in the Commission on Teacher Credentialing leaflet CL-857. Further, the Lewis Center Credential Analyst will insure that the outlined employer duties will be met.

\_\_\_\_\_  
Lisa Lamb, CEO  
Lewis Center for Educational Research

\_\_\_\_\_  
5/30/2022  
Date

\_\_\_\_\_  
Rebecca McCoy, HR Administrator/Credential Analyst  
Lewis Center for Educational Research

\_\_\_\_\_  
5/30/2022  
Date

## **Academy for Academic Excellence Board Approval**

The Board hereby approves the issuance of a Provisional Internship Permit for the above listed candidate.

\_\_\_\_\_  
Jessica Rodriguez or Authorized Designee, Chair

\_\_\_\_\_  
Date



## Provisional Internship Permit (PIP) and Short-Term Staff Permit (STSP) Checklist

This checklist is to be used to verify all supporting documentation for either the PIP or STSP has been scanned and attached to the educator's file when completing an online recommendation. The order of this checklist should be the order in which to scan all documents.

<input checked="" type="checkbox"/>	Verification of Requirements	Form CL-857 for a PIP; or  Form CL-859 for a STSP
<input checked="" type="checkbox"/>	Official transcripts	Bachelor's Degree or higher from a regionally-accredited college or university
<input checked="" type="checkbox"/>	Basic Skills Requirement	Original score reports should be scanned
<input type="checkbox"/>	Additional requirements for a PIP	Public Notice -Board action item; or -Posted 72-hour notice  Distributed job announcement ✓  Verification of contacting college and/or university placement centers ✓  Advertising on the internet ✓
<input type="checkbox"/>	If using 3-years of experience to qualify for an Education Specialist PIP or STSP	Letter must meet these requirements: -Be on official letterhead -State full-time classroom experience, or equivalent in part-time experience, working with special education students -State the employment position -Signed by Human Resources

Complete information regarding the requirements for the PIP and STSP can be found in Credential Leaflets [CL-856](#) (PIP) and [CL-858](#) (STSP).



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

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant JONATHAN GARCIA

SSN --

Name of Employing Agency ACADEMY FOR ACADEMIC EXCELLENCE

County/District/CDS Code 36750773631207

- Multiple Subject
- Single Subject - Specify subject(s): \_\_\_\_\_
- Education Specialist - Specify specialty area(s): \_\_\_\_\_

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

**Required** recruitment methods (provide photocopies of **all** of the following 3 methods):

- Distributed job announcements
- Contacted college or university placement centers
- Advertised on the Internet

**Optional** recruitment methods (in addition to the required methods above):

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) \_\_\_\_\_

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

- Public School District**  
 Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

**County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

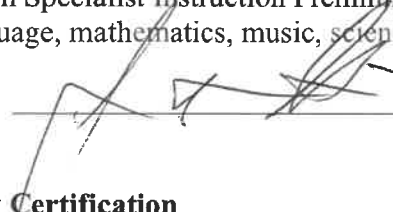
Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

- 4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
- 5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
- 6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature \_\_\_\_\_

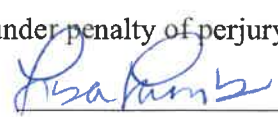


**Employing Agency Certification**

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature \_\_\_\_\_



Title \_\_\_\_\_

CHIEF EXECUTIVE OFFICER

Date \_\_\_\_\_

05/30/2022





## Multiple Subject Provisional Internship Permit Evaluation Worksheet

Name: JONATHAN GARCIA Degree Major: LIBERAL STUDIES

Must have either a degree major in liberal studies or 40 semester units including 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas.

*All course work must meet the following criteria:*

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a "C" grade or higher ("Pass" and "Credit" grades meet this requirement)

<b>LANGUAGE STUDIES</b> (Literature, Composition, Foreign Language, Language Acquisition, Speech, Linguistics, English)	Grade	Qtr	Sem	<b>LITERATURE</b> (American, Foreign)	Grade	Qtr	Sem
<b>HISTORY</b>				<b>SOCIAL SCIENCE</b> (History, Government, Geography, Economics, Political Science, Sociology, Anthropology, Psychology)			
<b>MATHEMATICS</b>				<b>SCIENCE</b> (Biology, Chemistry, Physics, Geosciences)			
<b>HUMANITIES</b> (Art, Music, Dance, Classics, Comparative Arts, Comparative Literature, Ethics, Logic, Philosophy, Foreign Languages, Ethnic Studies, Linguistics)				<b>VISUAL/PERFORMING ARTS</b> (Art, Music, Dance, Aesthetics, Criticism, Drama, Production)			
<b>PHYSICAL EDUCATION</b> (Physical Fitness and/or Movement Skills, Recreation, Sports)				<b>HUMAN DEVELOPMENT</b> (Intellectual, Social, Physical, Emotional and/or Moral Development During Childhood and Adolescence, Health Science, Nutrition, Psychology)			

**Note:** If you have any questions, please view the [CTC Online – Written Instructions for Application and Payment](#) page.

Last Name:   
First Name:   
Middle Name:

Last Known County of Employment:

Note: Please verify County of Employment is current  
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review St

Adverse and Commission Actions Indicator:

Document Title	Status	Document Number	Issue Date	Term	Expiration Date
> Certificate of Clearance	Valid	220093550	4/18/2022		5/1/2027

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
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Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code Additional Description Renewal Description

Employment Restrictions

Organization Type	Organization	County
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### Basic Skills Requirement Evaluation Worksheet

Applicant Name: **Jonathan Garcia**

This form is designed for use by individuals and LEAs without a Commission-approved program to act as a guide for meeting the Basic Skills Requirement via coursework. Individuals may meet the requirement by providing official transcripts and this completed form as part of their application packet to the Commission. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B- or better, be degree applicable, and be at least 3 semester units (or equivalent quarter units). It is possible to identify two courses for a single area to meet the minimum unit requirement. Qualifying coursework does not include professional development or continuing education units or in-service training or workshops. Qualifying coursework includes the following:

- For reading proficiency: a course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis.
- For writing proficiency: a course in composition, English, rhetoric, written communication, or writing.
- For mathematics proficiency: a course in algebra, geometry, mathematics, quantitative reasoning, or statistics.

A course that does not fall within the indicated areas may still qualify with additional letter of explanation. A letter from the registrar or relevant department chair of the college or university where the course was completed must state that a course passed by the applicant covered reading, writing, or mathematics at the same level as one of the listed courses. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined. The letter must be included with the application packet.

Online recommendations from a Commission-approved preparation program should not use this form but instead must include Form 41-BSR. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

READING PROFICIENCY (Course(s) in Critical Thinking, Literature, Philosophy, Reading, Rhetoric, or Textual Analysis)	Grade	Qtr	Sem
CBEST Reading	46		

WRITING PROFICIENCY (Course(s) In Composition, English, Rhetoric, Written Communication, or Writing)	Grade	Qtr	Sem
ENG 101 - Intro to Composition	A		3
ENG 105 - Intro to Acad Research & Writing	A		3
ENG 407 - Composition: Theory & Practice	B-		4

MATHEMATICS PROFICIENCY (Course(s) in Algebra, Geometry, Mathematics, Quantitative Reasoning, or Statistics)	Grade	Qtr	Sem
MATH 125 - College Algebra	A		3





# CBEST®

## Test Results Information

Your California Basic Educational Skills Test™ (CBEST®) test results report indicates whether you passed the test, how you performed on the total test and each section (Reading, Mathematics, and Writing), and how you performed on the skill areas in each CBEST section.

### TEST RESULTS INTERPRETATION

**CBEST Description.** Each section score is based on a scale ranging from 20 to 80. For the Reading and Mathematics sections, your score is derived from the total number of questions you answered correctly. Your score for the Writing section is based on your performance on the two essays. If you did not pass the Writing section, the features of your writing that may need improvement are indicated for each essay that did not meet the passing standard.

Your total CBEST score was obtained by adding your scaled scores for the Reading, Mathematics, and Writing sections. If you have retaken sections of the CBEST, the highest score obtained on any section, at any CBEST administration, was used to calculate your total score.

The passing score for each section of the CBEST is a scaled score of 41. A total CBEST score of 123 is required for passing status. However, it is possible to pass the CBEST with a scaled score of 37 on one or two sections, provided that the total score is 123 or higher. *It is not possible to pass the CBEST if any section score is below 37, regardless of how high the total score may be.*

**Skill Area Performance.** Your performance on the multiple-choice test questions for each skill area is indicated next to the skill area title. The information will help you assess your areas of strength and weakness and/or will help you prepare to retake any section(s) of the test. For each skill area, you will see one of the designations that appear below.

++++	If you answered most of the questions correctly (scaled skill area score of 61–80)
+++	If you answered many of the questions correctly (scaled skill area score of 41–60)
++	If you answered some of the questions correctly (scaled skill area score of 31–40)
+	If you answered few or none of the questions correctly (scaled skill area score of 20–30)

**Writing Scores.** Essays are scored by California educators according to standardized procedures during scoring sessions held immediately after each CBEST administration. Scorers with relevant professional backgrounds are oriented to these procedures and are carefully monitored during scoring sessions. Writing scores are determined by scoring each of the two essays holistically according to the criteria described in the CBEST Writing Score Scale (see reverse side of this flyer). Each essay is evaluated independently by at least two readers using a four-point score scale; the total essay score is derived by combining the two individual scores. To obtain the Writing section score, scores for both essays are summed and converted to the score scale of 20 to 80.

Essays that do not meet the passing standard are scored diagnostically after holistic scoring is completed. The diagnostic scoring provides feedback about the weaknesses exhibited in each essay that did not meet the passing standard. The following written performance characteristics, which are incorporated in the CBEST Writing Score Scale (see reverse side of this flyer), are evaluated during diagnostic scoring.

- I. *Rhetorical Force*: the clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and the quality of the writer's reasoning
- II. *Organization*: the clarity of the writing and the logical sequence of the writer's ideas
- III. *Support and Development*: the relevance, depth, and specificity of supporting information
- IV. *Usage*: the extent to which the writing shows care and precision in word choice
- V. *Structure and Conventions*: the extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, and capitalization)
- VI. *Appropriateness*: the extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose

Rv 5/21

## CBEST Writing Score Scale

Score	Score Point Description
<b>4</b>	<p><b>A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience.</b></p> <ol style="list-style-type: none"> <li>I. The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.</li> <li>II. Ideas or points of discussion are logically arranged, and their meaning is clearly communicated.</li> <li>III. Generalizations and assertions are well supported with relevant, specific, and detailed development.</li> <li>IV. Choice of words is precise; usage is careful and accurate.</li> <li>V. The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.</li> <li>VI. The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.</li> </ol>
<b>3</b>	<p><b>A "3" is an adequately formed writing sample that communicates a message to the specified audience.</b></p> <ol style="list-style-type: none"> <li>I. The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.</li> <li>II. Organization of ideas is generally clear and effective, and the meaning is generally clear.</li> <li>III. Generalizations and assertions are adequately supported, although perhaps unevenly.</li> <li>IV. Word choice and usage are adequate; some errors exist but do not impede meaning.</li> <li>V. The writer's response may have errors in paragraphing, sentence structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse the reader.</li> <li>VI. The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or may be vaguely or incompletely addressed), but language and style are appropriate for the given audience and purpose.</li> </ol>
<b>2</b>	<p><b>A "2" is a partially formed writing sample that attempts to communicate a message to the specified audience.</b></p> <ol style="list-style-type: none"> <li>I. The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.</li> <li>II. Organization of ideas may be evident, but is largely ineffective, and the response is generally unclear.</li> <li>III. Generalizations and assertions are only partially supported; the response may contain irrelevant, insufficient, or imprecise details.</li> <li>IV. Word choice and usage are generally imprecise and distracting.</li> <li>V. The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modification.</li> <li>VI. The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.</li> </ol>
<b>1</b>	<p><b>A "1" is an inadequately formed writing sample that fails to communicate a message to the specified audience.</b></p> <ol style="list-style-type: none"> <li>I. The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.</li> <li>II. Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.</li> <li>III. Generalizations and assertions are not supported or are severely underdeveloped; the presentation of details is confused.</li> <li>IV. Word choice and usage are largely imprecise, and there are severe distracting errors.</li> <li>V. The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.</li> <li>VI. The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.</li> </ol>

**Reporting of Scores.** Your test results have been forwarded to the Commission on Teacher Credentialing. Your CBEST results will also be sent to the institution, if any, that you indicated when you registered for the CBEST and to any other institution or office authorized by you or required by law, entity, or person required or authorized by law to receive this information.

To protect the confidentiality of your new CBEST results, they will not be provided to anyone over the telephone or by fax and will not be released to anyone without your written permission unless required by law.

### PASSING THE CBEST

If you passed the CBEST, you received the following with your test results report:

- A Permanent Verification Card, which confirms that you have passed the CBEST. Retain this for your records.
- Two transcript copies of your Permanent Verification Card for you to use as may be required by the commissions, school districts, or colleges and universities.

Additional sets of test results reports (containing an Examinee Test Results Report, a Permanent Verification Card, and two Permanent Verification Card transcript copies) are available from the Evaluation Systems group of Pearson for an additional fee. A Test Results Request Form can be found on the California Educator Credentialing Examinations website at [www.ctcexams.nesinc.com](http://www.ctcexams.nesinc.com).

### RETAKING THE CBEST

It is not necessary to repeat any section of the CBEST that you have passed with a score of 41 or higher. If you do not pass one or more sections, you may register again and retake any section of the test. Note that it may be to your advantage to repeat a section already passed—a higher score on that section might help you reach the total score of 123 required to pass the CBEST. The highest score that you obtain on each section, no matter when earned, will be used to compute your total CBEST score.

If you did not pass one or more sections of the CBEST, you may retake the section(s) as many times as you choose. If you wish to take the CBEST again, you must complete the registration process again. For information on reregistering, visit the California Educator Credentialing Examinations website.

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Verified By: 

Date: 02/01/2022

Transcript

**Important Information :** There may be delays or disruptions processing transcript requests by institutio  
Please check the school’s website for information.

**Important Information :** MAIL ALERT: Due to the evolving pandemic, there are notable delays in US and  
are also some international jurisdictions where mail cannot be delivered. Please visit [https://about.usps.co  
alerts/international/welcome.htm](https://about.usps.co<br/>alerts/international/welcome.htm) for updates. We recommend selecting electronic delivery if offered by you

**Download Transcript**

**The Transcript Download link in your email will expire on March 05, 2022.** After March 05, 2022 you v  
page from the email link.

To retrieve and view a transcript:

- Adobe Reader 9 or higher is required. To download Adobe Reader, click on Adobe Reader icon below.
- Chrome users must also enable PDF Viewer at <chrome://settings/content>.

**Transcript Details**

<b>Transcript Download Link Expires On</b>	<b>March 05, 2022</b>
Requestor	JONATHAN GARCIA
Recipient	REBECCA MCCOY
Issuing Institution	Los Angeles Pacific University
Order Number	58346089-1

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**Questions? Check [FAQs and Transcript Ordering Help \(select here\)](#).**

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Verified By: [Signature]

Date: 02/02/2020





Name : Jonathan Garcia  
 ID : 30361  
 SSN : XX-XX-2111  
 Birthdate: 08/11/1990  
 Sex: Male

**Official Transcript**

Los Angeles Pacific University  
 Undergraduate Division

Los Angeles Pacific University  
 Undergraduate Division

Transfer Credit: Accepted

Fall Semester 2017 UC

Course	Description	Attempted	Earned	Grade	Points	Attempted	Earned	Grade	Points
ENG -105	Intro to Acad Research and Writing	3.000	3.000	C	6.000	3.000	3.000	A	12.000
Organization : San Bernardino Valley College CIT118 Microsoft Powerpoint		3.000	3.000	C	6.000	3.000	3.000	A	12.000
Organization : Victor Valley College PHOT113 Alternative Imaging		3.000	3.000	C	6.000	3.000	3.000	A	12.000
Term GPA	2.000	6.000	6.000	6.000	12.000	12.000	12.000	12.000	47.100
Transfer GPA	2.000	6.000	6.000	6.000	12.000	6.000	6.000	6.000	12.000
Local GPA	0.000	0.000	0.000	0.000	0.000	12.000	12.000	12.000	47.100
Career GPA	2.000	6.000	6.000	6.000	12.000	18.000	18.000	18.000	59.100
Subterm Totals :		6.00	6.00	6.00	23.10	6.00	6.00	6.00	3.8500
Subterm-Career Totals :		18.00	18.00	18.00	59.10	18.00	18.00	18.00	3.2830

Fall Semester 2017 UC

Academic Standing Good Standing

Spring Semester 2018 UC

Course	Description	Attempted	Earned	Grade	Points	Attempted	Earned	Grade	Points
Subterm : Session I APSY-105 Introduction to Psychology		3.000	3.000	A	12.000	3.000	3.000	A	12.000
ENG -101 Introduction to Composition		3.000	3.000	A	12.000	3.000	3.000	B+	9.900
Subterm Totals :		6.00	6.00	6.00	24.00	6.00	6.00	6.00	21.90
Subterm Career Totals :		12.00	12.00	12.00	36.00	24.00	24.00	24.00	81.00
Subterm : Session II BIBL-100 Exodus/Deuteronomy		3.000	3.000	A-	11.100	3.000	3.000	B	9.000
Subterm Career Totals :		24.00	24.00	24.00	81.00	3.000	3.000	B	9.000

Verified Official Transcript  
 Verified By: [Signature]  
 Date: 02/02/2022

[Signature]  
 Registrar  
 Los Angeles Pacific University

Name : Jonathan Garcia  
 ID : 30361  
 SSN : XX-XXX-2111  
 Birthdate: 08/11/1990  
 Sex: Male

**Official Transcript**

Los Angeles Pacific University  
 Undergraduate Division

Los Angeles Pacific University  
 Undergraduate Division

Spring Semester 2018 UC

Summer Semester 2018 UC

Course	Description	Attempted	Earned	Grade	Points	Attempted	Earned	Grade	Points		
COM-105	Public Communication	3.000	3.000	B	9.000	SPAN-123	Intensive Beginning Spanish	4.000	4.000	C	8.000
	Subterm Totals :	6.00	6.00	6.00	18.00	3.000	3.000	3.000	9.000		
	Subterm Career Totals :	30.00	30.00	30.00	99.00	3.000	3.000				
	Attempted	Earned	GPA	Points		Attempted	Earned	GPA	Points		
Term Totals	3.325	12.000	12.000	39.900		Term Totals	14.000	14.000	31.100		
Transfer GPA	2.000	6.000	6.000	12.000		Transfer Totals	6.000	6.000	12.000		
Local GPA	3.625	24.000	24.000	87.000		Local Totals	38.000	35.000	118.100		
Career GPA	3.300	30.000	30.000	99.000		Career Total	44.000	41.000	130.100		

Subterm Career Totals : 44.00 41.00 44.00 130.10 2.9570

Academic Standing : Good Standing


Academic Standing : Good Standing

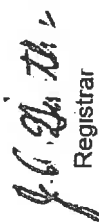
Summer Semester 2018 UC

Fall Semester 2018

Course	Description	Attempted	Earned	Grade	Points	Attempted	Earned	Grade	Points
Subterm : Session I									
ENG -115	Introduction to Literature	3.000	3.000	C	6.000				
PHYS-150	Introduction to Astronomy	4.000	4.000	B	12.000				
	Subterm Totals :	7.00	7.00	7.00	18.00				
	Subterm Career Totals :	37.00	37.00	37.00	117.00				
Subterm : Session II									
MATH-099	Intermediate Algebra	3.000	3.000	C	5.100				

Subterm Career Totals : 49.00 46.00 49.00 145.10 2.9610

Verified Official Transcript  
 Verified By:   
 Date: 02/02/2022

  
 Registrar  
 Los Angeles Pacific University

Name : Jonathan Garcia  
 ID : 30361  
 SSN : XX-XX-2111  
 Birthdate: 08/11/1990  
 Sex: Male

Official Transcript

Los Angeles Pacific University  
 Undergraduate Division

Los Angeles Pacific University  
 Undergraduate Division

Fall Semester 2018

Spring Semester 2019

Course	Description	Attempted	Earned	Grade	Points
Subterm : Session II	Nutrition and Wellness	3.000	3.000	A-	11.100
HSCI-105					
Subterm Totals :		3.00	3.00	3.00	11.10
Subterm Career Totals :		52.00	49.00	52.00	156.20
					3.0040

Course	Description	Attempted	Earned	Grade	Points
Subterm : Session II	LIBS and History	5.000	5.000	B-	13.500
LIBS-401					
Subterm Totals :		5.00	5.00	5.00	13.50
Subterm Career Totals :		61.00	58.00	61.00	176.50
					2.8930

Term GPA	3.263
Transfer GPA	2.000
Local GPA	3.135
Career GPA	3.004
Term Totals	8.000
Transfer Totals	6.000
Local Totals	46.000
Career Total	52.000
Units	8.000
Points	26.100

Term GPA	2.256
Transfer GPA	2.000
Local GPA	2.991
Career GPA	2.893
Term Totals	9.000
Transfer Totals	6.000
Local Totals	55.000
Career Total	61.000
Units	9.000
Points	20.300

Academic Standing Good Standing

Academic Standing Good Standing

Spring Semester 2019

Summer Semester 2019

Course	Description	Attempted	Earned	Grade	Points
Subterm : Session I	Language Principles & Processes	4.000	4.000	C-	6.800
ENG -403					
Subterm Totals :		4.00	4.00	4.00	6.80
Subterm Career Totals :		56.00	53.00	56.00	163.00
					2.9110

Course	Description	Attempted	Earned	Grade	Points
Subterm : Session I	Children's Literature	4.000	4.000	C	8.000
ENG -433					
Subterm Totals :		4.00	4.00	4.00	8.00
Subterm Career Totals :		65.00	62.00	65.00	184.50
					2.8380

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[Signature]  
 Registrar  
 Los Angeles Pacific University

Name : Jonathan Garcia  
 ID : 30361  
 SSN : XX-XX-2111  
 Birthdate: 08/11/1990  
 Sex: Male

**Official Transcript**

Los Angeles Pacific University  
 Undergraduate Division

Los Angeles Pacific University  
 Undergraduate Division

Summer Semester 2019

Course	Description	Attempted	Earned	Grade	Points
Subterm : Session I LING -407	Composition: Theory & Practice	4,000	4,000	B-	10,800
Subterm Totals :		4,000	4,000	4.00	10,800
Subterm Career Totals :		69,000	66,000	69.00	195,300
Subterm Career Totals :		69,000	66,000	69.00	195,300
Attempted		Earned		GPA	Points
Term Totals	8,000	8,000	8,000	8.000	18,800
Transfer Totals	6,000	6,000	6,000	6.000	12,000
Local Totals	63,000	60,000	63,000	63.000	183,300
Career Total	69,000	66,000	69,000	69.000	195,300

Fall Semester 2019

Course	Description	Attempted	Earned	Grade	Points
Subterm : Session II LIBS-404	LIBS and Ethics & Worldview	5,000	5,000	A	20,000
Subterm Totals :		5,000	5,000	5.00	20,000
Subterm Career Totals :		77,000	74,000	77.00	223,400
Subterm Career Totals :		77,000	74,000	77.00	223,400
Attempted		Earned		GPA	Points
Term Totals	8,000	8,000	8,000	8.000	28,100
Transfer Totals	6,000	6,000	6,000	6.000	12,000
Local Totals	71,000	68,000	71,000	71.000	211,400
Career Total	77,000	74,000	77,000	77.000	223,400

Academic Standing Good Standing

Academic Standing Dean's List

Fall Semester 2019

Course	Description	Attempted	Earned	Grade	Points
Subterm : Session I LIBS-300	Intro to Elementary Education	3,000	3,000	B-	8,100
Subterm Totals :		3,000	3,000	3.00	8,100
Subterm Career Totals :		72,000	69,000	72.00	203,400
Subterm Career Totals :		72,000	69,000	72.00	203,400

Spring Semester 2020

Course	Description	Attempted	Earned	Grade	Points
Subterm : Session I MATH-125	College Algebra	3,000	3,000	A	12,000
Subterm Totals :		3,000	3,000	3.00	12,000
Subterm Career Totals :		80,000	77,000	80.00	235,400
Subterm Career Totals :		80,000	77,000	80.00	235,400

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 Date: 02/02/2020

[Signature]  
 Registrar  
 Los Angeles Pacific University

Name : Jonathan Garcia  
 ID : 30361  
 SSN : XX-XXX-2111  
 Birthdate: 08/11/1990  
 Sex: Male

**Official Transcript**

Los Angeles Pacific University  
 Undergraduate Division

Los Angeles Pacific University  
 Undergraduate Division

Spring Semester 2020

Summer Semester 2020

Course	Description	Attempted	Earned	Grade	Points	Course	Description	Attempted	Earned	Grade	Points
LIBS-402	LIBS and the Sciences	5.000	5.000	A-	18.500	LIBS-510	PE, Health, Safety for Elem Teacher	3.000	3.000	B	9.000
Subterm : Session II		5.000		18.500		Subterm Totals :		6.00		6.00	
LIBS-402		5.000		18.500		Subterm Career Totals :		96.00		93.00	
Subterm Totals :		85.000		253.90		Subterm Career Totals :		96.000		289.90	
Subterm Career Totals :		85.000		253.90		Subterm Career Totals :		96.000		289.90	
Attempted		Earned		Points		Attempted		Earned		Points	
Term Totals		8.000		30.500		Term Totals		11.000		36.000	
Transfer Totals		6.000		12.000		Transfer Totals		6.000		12.000	
Local Totals		79.000		241.900		Local Totals		90.000		277.900	
Career Total		85.000		253.900		Career Total		96.000		289.900	

Academic Standing Dean's List

Academic Standing Good Standing

Summer Semester 2020

Fall Semester 2020

Course	Description	Attempted	Earned	Grade	Points	Course	Description	Attempted	Earned	Grade	Points
LIBS-303	LIBS and Mathematics	5.000	5.000	B	15.000	ARVS-400	Visual Arts for the Elem Teacher	3.000	3.000	A-	11.100
Subterm : Session I		5.000		15.000		Subterm : Session I		3.000		11.100	
LIBS-303		5.000		15.000		ARVS-410		3.000		12.000	
Subterm Totals :		5.000		15.000		Subterm Career Totals :		102.00		313.00	
Subterm Career Totals :		90.000		268.90		Subterm Career Totals :		99.000		306.90	
Attempted		Earned		Points		Attempted		Earned		Points	
Term Totals		3.000		12.000		Term Totals		6.000		23.10	
Transfer Totals		3.000		12.000		Transfer Totals		102.00		313.00	
Local Totals		3.000		12.000		Local Totals		102.00		313.00	
Career Total		3.000		12.000		Career Total		102.00		313.00	

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 Verified By: [Signature]  
 Date: 02/02/2025

[Signature]  
 Registrar  
 Los Angeles Pacific University

Name : Jonathan Garcia  
 ID : 30361  
 SSN : XX-XXX-2111  
 Birthdate: 08/11/1990  
 Sex: Male

**Official Transcript**

Los Angeles Pacific University  
 Undergraduate Division

Los Angeles Pacific University  
 Undergraduate Division

Fall Semester 2020

Course	Description	Attempted	Earned	Grade	Points
PSYC-325	Learning Theory	3.000	3.000	B	9.000
Subterm : Session II		Subterm Totals :		3.00	3.00
		Subterm Career Totals :		105.00	105.00
		Subterm Career Totals :		105.00	322.00
		Subterm Career Totals :		105.00	3.0670
		Subterm Career Totals :		105.00	322.000
Term GPA	3.567	9.000	9.000	9.000	32.100
Transfer GPA	2.000	6.000	6.000	6.000	12.000
Local GPA	3.131	99.000	99.000	99.000	310.000
Career GPA	3.067	105.000	102.000	105.000	322.000

Academic Standing Dean's List

Spring Semester 2021

Course	Description	Attempted	Earned	Grade	Points
PSYC-405	Physiological Psychology	3.000	3.000	B	9.000
PSYC-460	Motivation	3.000	3.000	B+	9.900
Subterm : Session I		Subterm Totals :		6.00	6.00
		Subterm Career Totals :		111.00	111.00
		Subterm Career Totals :		111.00	340.90
		Subterm Career Totals :		111.00	3.0710
Term GPA	3.075	9.000	9.000	9.000	32.100
Transfer GPA	2.000	6.000	6.000	6.000	12.000
Local GPA	3.125	111.000	108.000	111.000	346.900
Career GPA	3.068	117.000	114.000	117.000	358.900

Academic Standing Good Standing

Summer Semester 2021

Course	Description	Attempted	Earned	Grade	Points
PSYC-450	Family Systems	3.000	3.000	B+	9.900
Subterm : Session I		Subterm Totals :		3.00	3.00
		Subterm Career Totals :		120.00	120.00
		Subterm Career Totals :		120.00	368.80
		Subterm Career Totals :		120.00	3.0730

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 Verified By: *[Signature]*  
 Date: 08/10/20

*[Signature]*  
 Registrar  
 Los Angeles Pacific University

Name : Jonathan Garcia  
 ID : 30361  
 SSN : XX-XXX-2111  
 Birthdate: 08/11/1990  
 Sex: Male

Official Transcript

Los Angeles Pacific University  
 Undergraduate Division

Summer Semester 2021

Course	Description	Attempted	Earned	Grade	Points
Subterm : Session II					
PSYC-360	Special Educ & Rehab Svcs	3.000	3.000	A	12.000
Subterm Totals :		3.00	3.00		12.00
Subterm Career Totals :		123.00	123.00		380.800
Subterm Career Totals :		123.00	123.00		380.800
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals		6.000	6.000	6.000	21.900
Transfer Totals		6.000	6.000	6.000	12.000
Local Totals		117.000	114.000	117.000	368.800
Career Total		123.000	120.000	123.000	380.800

Academic Standing : Dean's List

Division Career GPA

Combined Cum GPA 3.096

Com Totals 123.000 120.000 123.000 380.800

Major(s) : Bachelor of Arts Date Conferred : 08/27/2021

Liberal Studies

Concentration(s)

Educational Psychology

End of Official Transcript

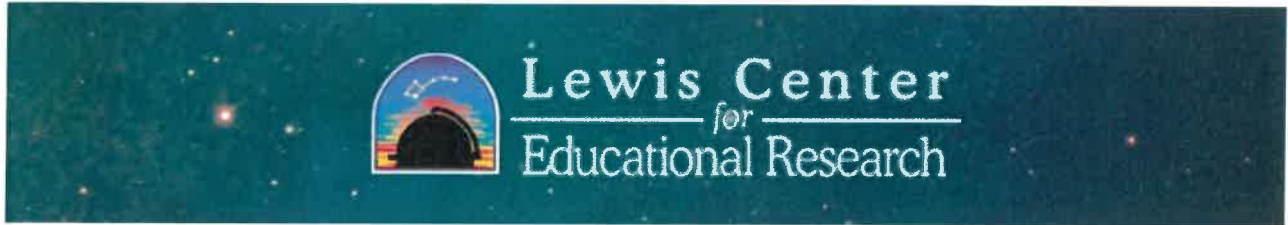
Verified Official Transcript

Verified By: *[Signature]*

Date: 02/22/2022

*[Signature]*  
 Registrar  
 Los Angeles Pacific University

## 2022/2023 Elementary Teacher, (upper Elementary, grades 3-5) at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research



### Job Information

**Date Posted:** 3/1/2022

**Application Deadline:** **Until Filled**

**Employment Type:** Full Time

**Length of Work Year:** 2022/2023 - 185 days (Full Year)

**Salary:** \$52,001.65-\$114,402.15/year  
(full year) (Class I/Step 1 – Class  
IV/Step 30) - Salaried (exempt) -  
LCER will transfer in up to 10 year of  
full time teaching experience

**Number Openings: (At time of posting) 1**

**Contact:** Rebecca McCoy

**Email:** [rmccoy@lcer.org](mailto:rmccoy@lcer.org)

**Phone:** 760-946-5414 294

**LOCATION:** Academy for Academic Excellence: 17500 Mana Rd., Apple Valley, CA 92307

### Requirements / Qualifications

PLEASE CLICK ON "VIEW JOB DESCRIPTION" BUTTON TO REVIEW JOB DESCRIPTION AND APPLICANT REQUIREMENTS. THIS WILL HELP YOU TO PREPARE AND ATTACH THE NECESSARY DOCUMENTS TO YOUR APPLICATION.

\*All information MUST BE included in the "Professional Reference" section of the application, including email address. If the Lewis Center is unable to reach your references as listed in this application, you may be disqualified from being considered as a candidate.

The following items must be submitted with the application, or the application may not be considered:

- Letter(s) of Recommendation (2 Letters of Recommendation required, no more than 2 years old)

## 2022 retail trends report

Download now | Adyen Retail Report 2022 Adyen





**Comments and Other Information**

For questions regarding credentialing/certification requirements, please reach out to Rebecca McCoy in Human Resources at 760-946-5414 ext. 294.



**2022 retail trends report**

Download now | Adyen Retail Report 2022 Adyen



## Rebecca McCoy

---

**From:** Rebecca McCoy  
**Sent:** Thursday, March 3, 2022 1:04 PM  
**To:** AAE Staff; NSLA Staff  
**Subject:** AAE Campus Certificated Edjoin Job Postings and Interest Pools

Dear Lewis Center Staff,

As we are entering the most strategic recruitment window for teachers, we have recently added multiple AAE Certificated Job Postings on Edjoin for the 2022/2023 school year.

We have two known upcoming retirements, Steve Bailey (High School Science) and Victoria Modeste (Middle School Social Science). We are super excited for both of these teachers as they journey into the next stage of their lives!

Additionally, we have posted a few "Applicant Interest Pools" so we can begin collecting applications in the event we have any other resignations/retirements or shifts.

Below is the list of Certificated AAE Job Postings we have put up on Edjoin so far. If you know of someone who would be a great addition to our teaching staff at AAE, please forward them this email so they can click on the links that interest them to apply!

### Elementary:

[2022/2023 Transitional Kindergarten Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Applicant Interest Pool Elementary Teacher \(Lower Grades - K-2\) at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Applicant Interest Pool Elementary Teacher \(Upper Grades - 3-5\) at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

### Secondary:

[2022/2023 Applicant Pool Middle School General Science Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Applicant Pool Middle School Geoscience \(Earth and Space Science\) Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Middle School Biological Science Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Middle School Social Science Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Music Teacher and Band Director at the Academy for Academic Excellence Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 High School Chemistry Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Applicant Interest Pool High School Social Science Teacher at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

*Thank you,  
Rebecca McCoy  
Human Resources  
Lewis Center for Educational Research*

## Rebecca McCoy

---

**From:** no-reply@edjoinadmin.org  
**Sent:** Tuesday, May 17, 2022 2:37 PM  
**To:** Rebecca McCoy  
**Subject:** Employment Opportunities with Academy for Academic Excellence, A Lewis Center School

Dear Rebecca Mccoy,

**The Lewis Center for Educational Research is currently recruiting for the position of Elementary Teacher.** Your profile came up in an EdJoin applicant search for matching similarities between our posting and other jobs that you may have recently applied for.

The Lewis Center For Educational Research operates two public charter schools: Academy for Academic Excellence (AAE) in Apple Valley, CA and Norton Science and Language Academy (NSLA in San Bernardino.

The AAE is a public transitional kindergarten through 12th grade school that is chartered by the Apple Valley Unified School District. The AAE uses teaching techniques and strategies which are tested and refined in a standards-based educational program with a 30 year track record of success. The AAE is looking for hardworking and dedicated employees who want to grow with an amazing team as we prepare our students for their futures.

We set the bar high for our students and staff. If you are looking for a rewarding challenge in your career, we welcome you to follow these links for more information about joining our extraordinary team:

Job Posting Link:

[2022/2023 Applicant Interest Pool Elementary Teacher \(Lower Grades - K-2\) at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Applicant Interest Pool Elementary Teacher \(Upper Grades - 3-5\) at the AAE Campus: Apple Valley, CA at Lewis Center for Educational Research | EDJOIN](#)

Lewis Center For Educational Research: <http://www.lewiscenter.org/> <https://youtu.be/iNM4Qip9eeM>

Academy for Academic Excellence in Apple Valley: <http://aae.lewiscenter.org/>

AAE Elementary

id	First Name	Last Name
2182294	Gillian	Ayer
887496	Jessica	Baran
2811365	Kevin	Barisonek
532719	Vanessa	Barkus
1749615	Janet	Buckley
1121255	Ann	Buxton
905459	Stacy	Ciampa
1792470	Lindsay	Cleveland
337048	Julie	Coleman
3291682	Noelle	Considine
2852417	Christina	Covarrubias
2529485	Ryan	Davidson
1534472	Monica	De Leon
1958602	Katherine	Derus
1517034	Gina	DeVore
622873	Julie	Dietz
972079	Kathleen	Dubnicka
557429	Yvette	Elizondo
834713	Patricia	Farinelli
2722070	Alyssa	Flink
723829	Noelle	Fogliasso
377881	Leilani	Frietas
2272268	Susan	Glau
702044	Christi	Gohl
858874	Michelle	Green
251141	Leticia	Gutierrez
1352419	lynn	hampton
248081	Thomas	Hargrave
3618735	Eric	Hartman
1975289	Julie	Hoefling
1676749	Shelley	Iavicoli
1483330	Rachel	Klapperich
736868	Kimberly	Landrum
1535312	Randy	Lethlean
812092	Amy	Lockwood
697849	Oscar	Lopez
1497566	Marie	Marseille
1505615	Donna	Marshall
503817	Linda	Mathews
941650	Yvonne	McCord
1372643	Corinne	Mosqueda
610122	Paul	Orihuela

2322026	Smriti	Pathak
2391487	Michael	Pelton
1846234	Carina	Perez
3465517	Erin	Petersen
2498675	Danielle	Peterson
1950799	Nicole	Pieniaszek
961040	Lori	Reid
2968513	Rhonda	Rich
1337987	Kristen	Robinson
1666611	Samantha	Robman
1738131	Michelle	Rodriguez
868304	Kristin	Rogerson
2014414	Lauren	Ryan Campos
1203644	Laura	Sarmiento
683440	William	Selak
721446	Ana	Silva
2903320	Joey-Dean	Skelton
2584488	Jennifer	Steffens
2999766	Jennifer	Throssel
614550	Steve	Tobenkin
2821360	Angel	Torres
2284721	Megan	Tracey
1551989	Nicole	Wright
1349923	Anita	Yalla-Kodi
2616717	Andrea	Yokley-Jessup
530212	Julio	Zambrano

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# 2022/2023 Applicant Interest Pool Elementary Teacher (Upper Grades 3-5) - AAE Campus

Job #6260676 • Created 3/30/2022 by Rebecca McCoy • Expires 6/30/2022

Edit

More Actions ▾

[\(/emp/jobs/6260676/edit\)](/emp/jobs/6260676/edit)

[Overview \(/emp/jobs/6260676\)](/emp/jobs/6260676)

[Schools \(/emp/jobs/6260676/schools\)](/emp/jobs/6260676/schools)

[Matches](#)

## Basic Information

### Locations

17500 Mana Road, Apple Valley, California 92307, United States

### Compensation

Paid • \$52,001.65 per year

### Duration

Permanent

## Job Roles

[Edit](#)

Based on the text of your job description, we identified these Job Roles as most applicable. If you think they do not apply, you may edit them. [Learn more \(https://support.joinhandshake.com/hc/en-us/articles/360033423494\)](https://support.joinhandshake.com/hc/en-us/articles/360033423494)

Elementary School Teachers

## Job Description

[Edit](#)

[\(/emp/jobs/6260676/edit?initial\\_page=1\)](/emp/jobs/6260676/edit?initial_page=1)



### DESCRIPTION:



**Expand**

## **Preferences**

**Edit**

[\(/emp/jobs/6260676/edit?initial\\_page=2\)](/emp/jobs/6260676/edit?initial_page=2)

### **Graduation Date**

No Graduation Date set

### **School Years**

No School Year preference set

### **Majors**

Elementary Education

### **GPA**

No GPA preference set

### **Work Authorization**

US work authorization is required

## **Company Details**

### **Industry**

K-12 Education

### **Headquarters Location**

17500 Mana Rd, Apple Valley, California 92307, United States & 503 East Central, San Bernardino, CA 92408

### **Size**

250 - 1,000 employees

### **Type**

Public

### **Website**

<http://www.lcer.org> (<http://www.lcer.org>)

### **Social Media**

<https://www.linkedin.com/company/lewiscenterforeducationalresearch/mycompany/?viewAsMember=true>

(<https://www.linkedin.com/company/lewiscenterforeducationalresearch/mycompany/?viewAsMember=true>)

## **On Campus Interviews**

You have no on-campus interviews scheduled for this job.

## **Attachments**

No attachments yet

[New Attachment \(/emp/jobs/6260676/attachments/new\)](#)

### **Labels**

[Add label](#)

[Create new label](#)

### **Notes**

[View and add notes](#)

### **Tracking Code**

No tracking code added

### **Applicant Package Recipients**

Will be listed as "Contacts" for Universities

Rebecca McCoy



# Apple Inc. Education Price Quote

<b>Customer:</b>	ACADEMY FOR ACADEMIC EXCELLENCE LEWIS CTR FOR EDUC RSRCH ACADEMY FOR ACADEMIC EXCELLENCE Phone: (760) 946-5414 ext. 167 email: MAllen@lcer.org	<b>Apple Inc:</b>	Jimmy Morgan 5505 W Parmer Lane Bldg 7 Austin, TX 78727 Phone: +1-512-6746496 email: jimmy_morgan@apple.com
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**Apple Quote:** 2211191051

**Quote Date:** Monday, May 23, 2022

**Quote Valid Until:** Wednesday, June 22, 2022

**Quote Comments:**

Please reference Apple Quote number on your Purchase Order.

Row #	Details & Comments	Qty	Unit List Price	Extended List Price
1	<p><b>13-inch MacBook Air: Apple M1 chip with 8-core CPU and 7-core GPU, 256GB – Space Gray (Packaged in a 5-pack)</b> Part Number: MGNG3LL/A <b>Configuration:</b></p> <ul style="list-style-type: none"> <li>• 065-C99J Apple M1 chip with 8-core CPU, 7-core GPU and 16-core Neural Engine</li> <li>• 065-C99M 8GB unified memory</li> <li>• 065-C99Q 256GB SSD storage</li> <li>• 065-C9CK Touch ID</li> <li>• 065-C9CJ Two Thunderbolt / USB 4 ports</li> <li>• 065-C9CH Force Touch trackpad</li> <li>• 065-C9CL Retina display with True Tone</li> <li>• 065-C171 None</li> <li>• 065-C172 None</li> <li>• 065-C9DG Backlit Magic Keyboard – US English</li> <li>• 065-C9DN Accessory Kit</li> </ul>	110	\$879.00	\$96,690.00

<b>Edu List Price Total</b>	<b>\$96,690.00</b>
- eWaste Fee / Recycling Fee	\$440.00
- Additional Tax	\$0.00
- Estimated Tax	\$7,493.48
- Total Tax	\$7,493.48
<b>Extended Total Price*</b>	<b>\$104,623.48</b>

\*In most cases Extended Total Price does not include Sales Tax  
\*If applicable, eWaste/Recycling Fees are included.  
Standard shipping is complimentary

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID 2211191051. Please contact your institution's Authorized Purchaser to submit the above quote online. For account access or new account registration, go to <https://ecommerce.apple.com>. Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
  - For registration assistance, call 1.800.800.2775
- If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to [institutionorders@apple.com](mailto:institutionorders@apple.com). Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.
  - For more information, go to provision C below, for details.

THIS IS A QUOTE FOR THE SALE OF PRODUCTS OR SERVICES. YOUR USE OF THIS QUOTE IS SUBJECT TO THE FOLLOWING PROVISIONS WHICH CAN CHANGE ON SUBSEQUENT QUOTES:

- A. ANY ORDER THAT YOU PLACE IN RESPONSE TO THIS QUOTE WILL BE GOVERNED BY (1) ANY CONTRACT IN EFFECT BETWEEN APPLE INC. ("APPLE") AND YOU AT THE TIME YOU PLACE THE ORDER OR (2), IF YOU DO NOT HAVE A CONTRACT IN EFFECT WITH APPLE, CONTACT [contracts@apple.com](mailto:contracts@apple.com).
- B. ALL SALES ARE FINAL. PLEASE REVIEW RETURN POLICY BELOW IF YOU HAVE ANY QUESTIONS. IF YOU USE YOUR INSTITUTION'S PURCHASE ORDER FORM TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.
- C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE'S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:
  - APPLE INC. AS THE VENDOR
  - BILL-TO NAME AND ADDRESS FOR YOUR APPLE ACCOUNT
  - PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
  - PURCHASE ORDER NUMBER
  - VALID SIGNATURE OF AN AUTHORIZED PURCHASER
  - APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
  - TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
  - CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL
- D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL Wednesday, June 22, 2022 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.
  - APPLE MAY MODIFY OR CANCEL ANY PROVISION OF THIS QUOTE, OR CANCEL ANY ORDER YOU PLACE PURSUANT TO THIS QUOTE, IF IT CONTAINS A TYPOGRAPHIC OR OTHER ERROR.
- E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.
- F. UNLESS SPECIFIED ABOVE, APPLE'S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

Opportunity ID: 18000007642368  
<https://ecommerce.apple.com>  
Fax:

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Document rev 10.6.1

Date of last revision – June 20th, 2016

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# 2022/2023 Applicant Interest Pool Elementary Teacher (Upper Grades 3-5) - AAE Campus

Job #6260676 • Created 3/30/2022 by Rebecca McCoy • Expires 6/30/2022

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[Matches](#)

## Recommended Schools

[Customize Recommendations](#)

Based on number of **qualified candidates** ⓘ at each school.



**San Diego State University**  
San Diego, CA

Qualified candidates here:

**22398**

[Request connection](#)



**California Polytechnic State University – San Luis Obispo**  
San Luis Obispo, CA

Qualified candidates here:

**20720**

[Connected](#)

[Post job here now](#)



**University of Nevada, Las Vegas**  
Las Vegas, NV

Qualified candidates here:

**14544**

[Request connection](#)



**University of Southern California**  
Los Angeles, CA

Qualified candidates here:

**9917**

[Request connection](#)



**Utah Tech University**  
St. George, UT

Qualified candidates here:

**9118**

[Request connection](#)

Load more

## Targeted schools

[Post to more schools \(/emp/jobs/6260676/edit?initial\\_page=3\)](/emp/jobs/6260676/edit?initial_page=3)

Approved (27)

School	Status	Applications	Comments	Apply Start	Expiration	
Azusa Pacific University	Approved	0	0	3/30/22	6/30/22	≡
Biola University	Approved	0	0	3/30/22	6/30/22	≡
Cal Poly Humboldt	Approved	0	0	3/30/22	6/30/22	≡
California Baptist University	Approved	0	0	3/30/22	6/30/22	≡
California State Polytechnic University-Pomona	Approved	0	0	3/30/22	6/30/22	≡
California State University Chico	Approved	0	0	3/30/22	6/30/22	≡
California State University Los Angeles - Cal State LA	Approved	0	0	3/30/22	6/30/22	≡

California State University, Dominguez Hills	Approved	0	0	3/30/22	6/30/22	≡
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California State University, East Bay	Approved	0	0	3/30/22	6/30/22	≡
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California State University, Northridge	Approved	0	0	3/30/22	6/30/22	≡
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< 1/3 >

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

Date of meeting: June 13, 2022

Title: Better 4 You Meals, Inc. Contract

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Presentation:  Consent:  Action:  Discussion:  Information:

**Background:**

Upon an emergency closure, Preferred Meals, Inc. has rescinded the offer to provide meals for the 2022-23 school year; therefore, the Lewis Center for Educational Research has considered the second vendor that submitted a bid during the last procurement process.

The included updated pricing proposal is requested to be in effect not to extend the length more than one year. The program shall be evaluated on a month-to-month basis to ensure nutritional guidelines are met and overall services provided to determine the continuance of the contract.

Formal procurement processes will be in order to ensure compliance in seeking a new vendor for the 2023-2024 school year or sooner dependent on the needs of the organization.

**Fiscal Implications (if any):**

The Lewis Center for Educational Research will see an increase in meal costs by selecting Better 4 You Foods, Inc.

The projected annual fiscal implication for Academy for Academic Excellence will be that food costs will increase by an estimate of \$72,090.44 for the 2022-2023 School year.

The projected annual fiscal implication for Norton Science & Language Academy will be that food costs will increase by an estimate of \$75,799.76 for the 2022-2023 School year.

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

**Recommendation:**

The staff recommendation is to approve the contract with Better 4 You Meals, Inc. included in this packet.

Submitted by: Veronica Calderon, Finance Administrator, Finance Department  
David Gruber, Chief Business Officer, Finance Department



## AGREEMENT TO PROVIDE FOOD SERVICE

Between Better 4 You Meals, Inc. and Lewis Center for Educational Research

This agreement made on \_\_\_\_\_ between **Better 4 You Meals Inc.**, and **Lewis Center for Educational Research** is created for the purpose of providing meals under the:

- School Breakfast Program (SBP);
- National School Lunch Program (NSLP)
- Child and Adult Care Food Program (CACFP)
- Seamless Summer Option (SSO)

### It is hereby agreed upon that:

#### Scope of Work

Better 4 You Meals will provide meal services to Lewis Center for Educational Research that complies with all regulations and nutrition standards as set forth by the United States Department of Agriculture (USDA) for participation in the National School Lunch Program.

Both Better 4 You Meals and Lewis Center for Educational Research will comply with all applicable local, State, and Federal statutes and regulations, and in meeting the guidelines set forth by the National School Lunch Program (NSLP). Those requirements include, but are not limited to the identification of needy pupils, the nutritional content of meals, and nondiscrimination. All records between Better 4 You Meals and Lewis Center for Educational Research, relating to this agreement and service will be open for inspection by proper local, State, and Federal authorities in accordance with applicable statutes and regulations.

#### 1. Exclusivity & Agreement Term

Better 4 You Meals will operate as Lewis Center for Educational Research’ sole vendor for meals served under the National School Lunch Program (NSLP) for the period of July 1, 2022 to June 30, 2023 for the site(s) listed below.

Site Location(s)	Site Address
Academy for Academy Excellence	17500 Mana Road, Apple Valley, CA 92307
Norton Science and Language Academy	230 South Waterman Avenue, San Bernardino, CA 92408

#### 2. Pricing

- a. Better 4 You Meals will charge Lewis Center for Educational Research:





<b>FIXED PRICE PER MEAL</b>	
<b>Line Item</b>	<b>Rate</b>
<b>Breakfast</b>	<b>\$2.40</b>
<b>Lunch</b>	<b>\$3.50</b>
<b>Snack</b>	<b>\$1.00</b>

b. Pricing Disclosures for Additional or Upgrade Options

1. Special Therapeutic Meals – 8 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans<sup>1</sup>

Breakfast: \$ No Additional Price Lunch: \$ No Additional Price

All meals are available as pre-pack individually wrapped meals. All meals are served complete and fully reimbursable by USDA & NSLP standards. Included with every meal:

- Meals delivered at proper serving temp, no equipment needed
  - Full serving of vegetable
  - Full serving of fruit or fruit juice
  - Plates, trays, sporks, napkins
  - Milk – 1%, Fat Free, & Chocolate options
  - Meal appropriate condiments
  - Transportation costs
- c. In the event of renewal of this Agreement beyond the base year, Lewis Center for Educational Research recognizes that price will be adjusted, at a maximum, by the Consumer Price Index for Los Angeles Area (CPI-U) for Food Away from Home.

**3. Pricing for Service During Emergency Declarations**

- a. In the event of a locally, State, or National Declaration of Emergency, Better 4 You Meals commits to do everything within our power to continue providing service to Lewis Center for Educational Research.
- b. Better 4 You Meals, to the best of its ability, also agrees to collaborate with Lewis Center for Educational Research in case of such emergencies and provide service at nontypical locations, in non-typical serving models, and at non-typical serving or delivery hours.

<sup>1</sup> Special meals needed outside of the 7 major food allergens may result in a higher price, based on medical need.



- c. Such emergencies may result and additional staffing needs or product costs rising due to scarcity, therefore Better 4 You Meals reserves the right to increase meal cost no more than 10% of the current contracted rate.

#### **4. Meal Charges for Late and Emergency Cancellations**

- a. Better 4 You Meals reserves the right to charge a percentage of the full price per meal for any order cancellations or decreases that occur after the deadline. The percentages are stated as
  - i. 25% of meal cost for all cancellations requested 3 school days prior
  - ii. 50% of meal cost for all cancellations requested 2 school days prior
  - iii. 75% of meal cost for all cancellations requested 1 school days prior
- b. In the event of emergency school closure due to an act of nature or other major circumstance out of the control of Lewis Center for Educational Research, Better 4 You Meals will provide the following meal cancellation charge policy:
  - i. 50% of meal cost for all cancellations on the day of or evening prior to the emergency.
  - ii. All subsequent cancelled orders related to the same emergency will not be invoiced.

#### **5. Payment Terms**

- a. Better 4 You Meals shall present to the Lewis Center for Educational Research an invoice accompanied by reports no later than the 5th day of each month which itemizes the previous month's delivery.
- b. Payment is due within thirty (30) days of receipt of invoice or by the end of the calendar month, whichever date occurs first.
- c. Late payments may be assessed a 10% late fee for each 15 calendar days that the invoice goes past due.
- d. Better 4 You Meals agrees to forfeit payment for meals that are spoiled or unwholesome at the time of delivery, or do not otherwise meet the meal requirements contained in this Agreement. However, no deduction will be made unless Lewis Center for Educational Research provides to Better 4 You Meals, in writing, the date of the meal service for which the deduction is to be made, specifying the number of returned meals for which Lewis Center for Educational Research intends to deduct payment, along with the reasoning why. Lewis Center for Educational Research shall provide notice no later than twenty-four (24) hours after the date the meal was served. Lewis Center for Educational Research shall keep evidence of rejected food for inspection by Better 4 You Meals.

#### **6. School Site & Service Type Information**



- a. At least 30 days prior to commencing meal service, Lewis Center for Educational Research agrees to complete the Better 4 You Meals School Information Sheet for each site, consisting of all necessary school site information such as site address, main contact information, requested delivery window, special meals needed, and meal service time(s).

## **7. USDA & DoD Donated Foods**

- a. B4YM shall accept and use the maximum extent possible, any US Department of Agriculture (USDA) or Department of Defense (DoD) donated food items listed in Exhibit B.
- b. B4YM will credit Lewis Center for Educational Research for the value of all donated foods (including both entitlement and bonus foods) received for use in Lewis Center for Educational Research' meal service in the school year or fiscal year.
- c. B4YM shall account for the full value of donated foods by:
  - i. Drafting a payment for the value of all donated foods received for use in Lewis Center for Educational Research's food service within 90 days from use.
  - ii. Using the current year Fair Market Value listing distributed by the USDA or DoD.
- d. B4YM shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to donated foods.
- e. B4YM will provide assurance that it will comply with the storage and inventory requirements for donated Foods.
- f. The distributing agency, subdistributing agency, the CDE, Agency, the Comptroller General, the USDA, the DoD or their duly authorized representatives, may perform on-site reviews of B4YM's food service operation, including the review of records, to ensure compliance with requirements for the management and use of donated foods.
- g. B4YM will maintain records to document its compliance with requirements relating to donated foods, in accordance with.

## **8. Meal Planning & Ordering**

- a. No later than the 10<sup>th</sup> of each month, Better 4 You Meals will provide to Lewis Center for Educational Research a monthly menu comprising all meals to be served for the subsequent month. Menus will be emailed to those contacts identified by Lewis Center for Educational Research. Lewis Center for Educational Research is responsible for sharing the monthly menu with its students and families.
- b. Menu items may be adjusted by the mutual consent of both parties. Better 4 You Meals shall adjust the menus at the request of Lewis Center for Educational Research whenever Lewis Center for Educational Research determines certain items to be unacceptable. Such incidents can include, but are not limited to:

- i. a monotonous diet resulting from items served frequently or the similarity to other items;
  - ii. the nutritional needs of the students;
  - iii. susceptibility to spoilage;
  - iv. and excessive waste resulting from unpopularity of items with students.
- c. Number of meals prepared by Better 4 You Meals shall be determined by the quantity ordered by the Lewis Center for Educational Research. Lewis Center for Educational Research will notify the Better 4 You Meals of the quantity of meals needed via Better 4 You Meals' online ordering system.
- d. Lewis Center for Educational Research shall place orders for the following month no later than the 15<sup>th</sup> of the current month. Better 4 You Meals shall allow the Lewis Center for Educational Research to increase or decrease the number of meal orders, as needed, 5 school days prior of the scheduled delivery date.

## **9. Medically Necessary Documentation & Special Meals**

- a. Upon request by Lewis Center for Educational Research, Better 4 You Meals will provide:
  - i. Monthly menu portion and nutritional detail to demonstrate compliance with the National School Lunch Program (NSLP).
  - ii. Carbohydrate reports to assist the school in facilitation of meals for students with diabetes.
  - iii. Allergen Report tracking the eight (8) commonly recognized food allergen components (eggs, wheat, soy, peanuts, soy, tree nuts, fish, shellfish) as defined by the Food Allergen Labeling and Consumer Protection Act of 2004 (FALCPA)
- b. For students with special dietary needs or requiring therapeutic meals, Lewis Center for Educational Research must submit a signed copy of CDE Form - **MEDICAL STATEMENT TO REQUEST SPECIAL MEALS AND/OR ACCOMMODATIONS<sup>2</sup>**.
  - i. Lewis Center for Educational Research recognizes it is their legal responsibility, as per the USDA Nutrition Program regulations for implementing and monitoring of all therapeutic meals to students.
  - ii. Better 4 You Meals' Dietitian will create specific menus and provide these meals to the school with the understanding that we do not have the capacity to monitor and control individual student's meal consumption patterns outside of the meal they are provided.
    1. Due to the complexities of some dietary restrictions, Better 4 You Meals is currently only providing Special Meals for diets that require gluten

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<sup>2</sup> <http://www.cde.ca.gov/ls/nu/cr/documents/medstat.doc>

free, dairy free, tree nut free, or shellfish free. Requests for special meals beyond these listed may result in an additional charge.

2. Diet profiles that require special meal preparation other than those listed in (f.ii.2) will be evaluated on a case by case basis and responded to within 10 business days of each complete submission.

## **10. Preparation, Delivery, & Service of Meals**

- a. Better 4 You Meals will prepare meals at a site that maintains all appropriate state and local health permits and certifications for our facilities, and will maintain all permits and certifications at all times. Better 4 You Meals will notify Lewis Center for Educational Research within 72 hours should any change in current permit or certifications occur.
- b. Lewis Center for Educational Research shall have all state or local certifications as needed for each of their school sites and shall maintain certification for the duration of this agreement.
- c. Better 4 You Meals shall assure that each meal provided to the Lewis Center for Educational Research under this Agreement meets the minimum requirements for reimbursable meals that meet the Public Law 111-296, the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). Better 4 You Meals follow the single Food-Based Menu Planning (FBMP) meal patterns as described in 7 CFR §210.10 for NSLP and §220.8 for SBP. The meal shall include the following components; fruits, vegetables, grains, meat/meat alternates, and milk. The Vendor shall meet grade level caloric, saturated fat, sodium and trans-fat requirements.
- d. Better 4 You Meals shall make deliveries of meals within the hours and on the days identified by Lewis Center for Educational Research. Better 4 You Meals will deliver meals in equipment such as refrigerated trucks and insulated food grade delivery containers. This equipment is the property of Better 4 You Meals and solely for use of transporting meal items. Equipment should not be moved from the eating areas or used for other storage. Equipment must be returned daily. If equipment is moved, Lewis Center for Educational Research is responsible for moving it back to the eating area before end of service so that it can be picked up by Better 4 You Meals delivery staff.
- e. Lewis Center for Educational Research will be responsible for monitoring, recording, and charging (if applicable) of all students that receive a meal. Better 4 You Meals will not accept any cash payments for daily meals nor will keep records of specific pupils who receive a meal. Additional recordkeeping terms are delineated below in Section 5.
- f. Lewis Center for Educational Research shall ensure that a Lewis Center for Educational Research representative is available at each delivery site, for the entirety of the specified delivery window, on each specified delivery day to receive, inspect, and sign for the requested number of meals. This individual will verify the temperature, quality, and quantity of each meal delivery. Lewis Center for Educational Research assures Better 4 You Meals that this individual will be trained and knowledgeable in the record



keeping and meal requirements of the SBP/NSLP/CACFP and with local health and safety codes.

### **11. Buy American Provision**

- a. Better 4 You Meals agrees to abide by all provisions of 7 CFR 210.21(d), Buy American Provision of the National School Lunch Program. The District/State agency/Territory participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals.
- b. A 'domestic commodity or product' is defined as one that is either produced in the U.S. or is processed in the U.S. substantially (51% or more by weight or volume) using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d)." Require a certification of domestic origin for products which do not have country of origin labels.)

### **12. Recordkeeping & Audits**

- a. Better 4 You Meals shall maintain full and accurate records and production worksheets that document:
  - i. the menus provided to the Lewis Center for Educational Research during the term of this agreement,
  - ii. a listing of all components of each meal,
  - iii. and an itemization of the quantities and portion sizes of each component used to prepare each meal.
- b. Better 4 You Meals will make available all said records for inspection by Lewis Center for Educational Research, State and Federal authorities upon written request. Better 4 You Meals will retain records for a period of three years from the date of final contract expiration; except in the case that any audit findings have not been resolved, the records will be maintained beyond the three-year period, and for as long as is required for the resolution of the issues identified in the audit.
- c. In the event of an audit or Administrative Review by the California Department of Education, Better 4 You Meals will provide document requisition support to Lewis Center for Educational Research. Lewis Center for Educational Research shall be responsible for notifying Better 4 You Meals within three (3) days of receiving notice of such audit or Administrative Review.
- d. Lewis Center for Educational Research will be solely responsible for the entire free and reduced price application process, including the distribution, review, approval, and verification of application for its students. Lewis Center for Educational Research is responsible for all point of sale services, meal counts and completion of all required compliance and reimbursement documents applicable to the Meal Programs identified on Page 1.



- e. HACCP: Better 4 You Meals will provide Lewis Center for Educational Research, upon request, evidence of daily worksheets that detail Hazard Analysis and Critical Control Point (HACCP) compliance from receipt to delivery of the finished product.

### **13. Agreement Period & Renewal**

- a. As allowable per Federal procurement guidelines, contracts may be renewed by a mutual agreement for up to four additional one-year periods following the base year, with price negotiable. At the time of renewal, both Better 4 You Meals and Lewis Center for Educational Research shall execute a new agreement and/or amendment to this Amendment stating the extended agreement period.
- b. Base Year of this agreement shall run from July 1, 2022 to June 30, 2023.

### **14. Indemnity**

- a. Better 4 You Meals agrees to defend, indemnify, and hold harmless Lewis Center for Educational Research and its directors, officers, and employees for claims for death, bodily injury, and damage to tangible property caused by the sole negligence or a wrongful act of Better 4 You Meals in the performance of this agreement. Better 4 You Meals agrees to pay all claims, damages, judgments, legal costs, adjuster fees, and attorney fees related thereto.
- b. Lewis Center for Educational Research shall promptly notify Better 4 You Meals in writing of any claims against Better 4 You Meals or the Lewis Center for Educational Research and, in the event a suit is filed, shall promptly forward to Better 4 You Meals all papers in connection therewith.
- c. Lewis Center for Educational Research agrees to defend, indemnify, and hold harmless Better 4 You Meals and its directors, officers, and employees for claims for death, bodily injury, and damage to tangible property caused by the sole negligence or a wrongful act of Lewis Center for Educational Research in the performance of this Agreement. Lewis Center for Educational Research agrees to pay all claims, damages, judgments, legal costs, adjuster fees, and attorney fees related thereto.

### **15. Insurance**

- a. Lewis Center for Educational Research will keep and maintain commercial general liability insurance in an amount no less than one million dollars (\$1,000,000) for each occurrence and two million dollars (\$2,000,000) in the aggregate. If requested, Lewis Center for Educational Research will provide Better 4 You Meals with proof of insurance in the amount specified, with the assurance that coverage will not be cancelled or modified without thirty (30) days prior written notice to Better 4 You Meals.
  - i. **General Liability Insurance.** Commercial general liability insurance covering bodily injury and property damage using an occurrence policy form, in an





amount no less than One Million Dollars (\$1,000,000) combined single limit for each occurrence, Two Million Dollars (\$2,000,000) aggregate. Said commercial general liability insurance policy shall either be endorsed with the following specific language or contain equivalent language in the policy:

1. Better 4 You Meals, its officers, agents, and employees, are named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.
  2. The insurance provided herein is primary coverage to the Better 4 You Meals with respect to any insurance programs maintained by the Better 4 You Meals.
- b. Better 4 You Meals will keep and maintain commercial general liability insurance in an amount no less than one million dollars (\$1,000,000) for each occurrence and two million dollars (\$2,000,000) in the aggregate. If requested, Better 4 You Meals will provide Lewis Center for Educational Research with proof of insurance in the amount specified, with the assurance that coverage will not be cancelled or modified without thirty (30) days prior written notice to Lewis Center for Educational Research.
- i. **General Liability Insurance.** Commercial general liability insurance covering bodily injury and property damage using an occurrence policy form, in an amount no less than One Million Dollars (\$1,000,000) combined single limit for each occurrence, Two Million Dollars (\$2,000,000) aggregate. Said commercial general liability insurance policy shall either be endorsed with the following specific language or contain equivalent language in the policy:
    1. Lewis Center for Educational Research, its officers, agents, and employees, are named as additional insured for all liability arising out of the operations by or on behalf of the named insured in the performance of this Agreement.
    2. The insurance provided herein is primary coverage to the Lewis Center for Educational Research with respect to any insurance or self-insurance programs maintained by the Lewis Center for Educational Research.
  - ii. **Workers' Compensation Insurance.** Workers' compensation insurance with statutory limits as required by the Labor Code of the State of California.
  - iii. **Automobile Insurance.** Automobile liability insurance covering bodily injury and property damage in an amount no less than One Million Dollars (\$1,000,000) combined single limit for each occurrence. Said insurance shall include coverage for owned, hired, and non-owned vehicles.

## **16. Modification & Termination**

- a. This agreement, along with approved addendums, constitutes the entire understanding between Better 4 You Meals and the Lewis Center for Educational Research with respect to the subject matter hereof and there is no other written or oral understandings or agreements with respect hereto. No variation or modification of the





Agreement and no waiver of its provisions shall be valid unless in writing and signed by the duly authorized officers of the Lewis Center for Educational Research and Better 4 You Meals.

- b. No assignment or transfer of this Agreement may be made, in whole or in part, without the prior written consent of the Lewis Center for Educational Research.
- c. Either party may terminate this Agreement for cause:
  - i. Upon fifteen (15) days written notice of a material breach to the other party if such breach remains uncured at the expiration of such period; or
  - ii. Immediately if either party becomes insolvent or becomes the subject of any other proceedings, receivership, liquidation, or assignment for the benefit of creditors.
- d. Either party may terminate this Agreement at any time by giving a thirty (30) day written notice to the other party, setting forth the reason(s) and the effective date of termination. Upon such termination Lewis Center for Educational Research and Better 4 You Meals shall make all settlement of all amounts due hereunder as follows.
- e. The following shall occur upon termination, whether by cause or election:
  - i. Better 4 You Meals shall be paid according the invoice issued to Lewis Center for Educational Research for all meals and services provided through the effective termination date of service.
  - ii. Lewis Center for Educational Research shall pay Better 4 You Meals all outstanding balances, not in dispute, within fifteen (15) days of the effective date of termination.
  - iii. Lewis Center for Educational Research shall return all equipment owned by Better 4 You Meals, if any, immediately upon stoppage of service.
- f. This agreement is subject to modifications as may be required by changes in Federal or State laws, or their implementing of regulations. Any such required modification shall automatically be incorporated into and be part of this Agreement on the effective date of such change as if fully set forth herein. Except as provided above, not modification of this Agreement shall be effective unless agreed to in writing by both parties in an amendment to this Agreement that is properly executed and approved in accordance with applicable law.

## **17. Independent Contractor**

- a. Better 4 You Meals, in the performance of this Agreement, shall be and act as an independent contractor. Better 4 You Meals understands and agrees that it shall not be considered an officer, employee or agent of the Lewis Center for Educational Research, and is not entitled to benefits of any kind or nature normally provided employees of the Lewis Center for Educational Research. Better 4 You Meals assumes the full responsibility for the acts and/or omissions of its employees or agents as they relate to the services to be provided under this Agreement.



**18. Cooperation of the Parties**

- a. Better 4 You Meals and Lewis Center for Educational Research agree to cooperate fully, to work in good faith, and to mutually assist each other in the performance of this Agreement. Both parties also agree to meet to resolve problems associated with this Agreement. Neither party will unreasonably withhold its approval of any act or request of the other to which the party’s approval is necessary.

**19. Applicable Law**

- a. The laws of the State of California shall govern this Agreement with venue in Los Angeles County, California, and no other place.

**20. Construction and Effect:**

- a. A waiver of any failure under this Agreement shall neither be construed as, nor constitute a waiver of, any subsequent failure. This Agreement supersedes all prior negotiations, representations, or Agreements. The Article and Paragraph headings are used solely for convenience and shall not be deemed to limit the subject of the Articles and Paragraphs or be considered in their interpretation. The appendixes referred to herein are made part of this Agreement by the respective references to them. This Agreement may be executed in several counterparts, each of which shall be deemed an original.

The signers listed below attest they are fully authorized to enter into agreement and hereby fully execute this agreement.

<b>Name &amp; Title of Lewis Center for Educational Research Representative</b>	<b>Telephone Number</b>
<b>Mailing Address</b>	
<b>Signature</b>	<b>Date</b>
<b>Name &amp; Title of Better 4 You Meals Representative</b> Steven Holguin	<b>Telephone Number</b>



Executive Vice President of Sales	(323) 838-5555
<b>Mailing Address</b> 5743 Smithway Street, Ste 103, Commerce, CA 90040	
<b>Signature</b>	<b>Date</b>



## EXHIBIT A:

### DELIVERY DRIVERS & STAFF

Lewis Center for Educational Research and Better 4 You Meals has agreed that Better 4 You Meals will oversee and perform all meal delivery to the schools. The following explains the roles Better 4 You Meals' employees will be responsible to perform.

1. Better 4 You Meals agrees:
  - a. To be responsive to all communication from Lewis Center for Educational Research in regard to all Better 4 You Meals employee performance and actions,
  - b. When specifically requested by Lewis Center for Educational Research I, Better 4 You Meals will provide Department of Justice background clearance, TB vaccination, and all proper food handling certificates.
2. Better 4 You Meals delivery drivers will be responsible for:
  - a. Safely entering and parking only in approved areas,
  - b. Delivering all equipment, meals, and beverages to the approved staging area
  - c. Returning to school for pick-up of equipment at designated staging area.
3. Lewis Center for Educational Research agrees and recognizes that:
  - a. Any performance issues with a Better 4 You Meals employee shall be reported to Better 4 You Meals Senior Director of Northern California Operations, and not with the employee directly,
  - b. Better 4 You Meals staff shall not be responsible for any point of sale activities nor oversight of students during the meal period,
  - c. Better 4 You Melas staff are not responsible for cleaning student's eating area.
  - d. Any Better 4 You Meals employee injuries that may occur on school site shall be reported to Better 4 You Meals on the same business day, and all insurance claims shall first be reported to Better 4 You Meal's insurance,
  - e. Better 4 You Meals staff are not to be employed by the school for additional services, without the expressed written permission of Better 4 You Meals.

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	4/29/22		
Edison International Scholarship Grant	Scholarships	\$5,000.00				

The High Desert Partnership in Academic Excellence Foundation, Inc.  
 Check/Voucher Register - Board Report - 10K  
 From 5/1/2022 Through 5/31/2022

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
5/4/2022	47290	SBCSS	105,258.26	NSAA STRS contributions for April 22
5/4/2022		SBCSS	148,290.66	LCER/AAE - STRS contributions for April
5/4/2022	47297	SBCSS	40,240.44	NSAA PERS contributions for April 22
5/4/2022		SBCSS	76,930.11	LCER/AAE - PERS contributions for April 22
5/12/2022	47308	Charter Communications Operati	269,791.08	Place Aerial Fiber and coax with all pole permits and TCP
5/12/2022	47309	Dell Service Sales	36,122.15	PO# 2122-0748-NSLA 125 Chromebooks
5/12/2022		Dell Service Sales	36,122.15	PO# 2122-0749-AAE
5/12/2022	47314	SISC	223,630.35	Health Coverage for May 2022
5/13/2022	091		258,488.45	Group: Payroll; Pay Date: 5/13/2022
5/13/2022	092		259,816.26	Group: 11mo Payroll; Pay Date: 5/13/2022
5/19/2022	47317	Dave Bang Associates, Inc.	61,282.02	Deposit for AAE Shade Structure
5/24/2022	47319	AMT Systems	103,258.88	Final on MPR System PO#2122-0640-AAE
5/24/2022	47322	Collegeboard Institutions	20,966.00	AP Testing 2022
5/24/2022	47324	Dean Howard Heat & Air Inc.	35,740.00	AC Installs Classroom E108 & E112
5/31/2022	093		264,102.90	Group: Payroll; Pay Date: 5/31/2022
5/31/2022	094		<u>261,477.91</u>	Group: 11mo Payroll; Pay Date: 5/31/2022
Report Total			<u>2,201,517.62</u>	

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

2020-2021				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru April	thru April		
Revenue				
Revenue	33,834,573	28,195,478	5,639,096	16.67%
Expense				
Certificated Salaries	10,367,719	8,281,429	2,086,290	20.12%
Classified Salaries	3,620,540	2,498,410	1,122,130	30.99%
Benefits	5,010,607	3,889,009	1,121,598	22.38%
Books and Supplies	3,625,619	3,772,773	(147,154)	-4.06%
Services & Other	3,474,242	2,234,637	1,239,605	35.68%
Capital Outlay	125,500	16,281	109,219	87.03%
Other Outgo	0	39,153	(39,153)	N/A
Share of LCER	0	0	0	N/A
<b>Total Expense</b>	<b>26,224,227</b>	<b>20,731,693</b>	<b>5,492,534</b>	<b>20.94%</b>
Add (Subtract) to Reserves	7,610,346	7,463,785	146,561	
<b>Total Revenue</b>	<b>33,834,573</b>	<b>28,195,478</b>	<b>5,639,096</b>	<b>83.33%</b>
<b>Total Expense</b>	<b>26,224,227</b>	<b>20,731,693</b>	<b>5,492,534</b>	<b>79.06%</b>
Add (Subtract) to Reserves	7,610,346	7,463,785	146,561	

2021-2022				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru April	thru April		
Revenue				
Revenue*	37,081,283	24,884,601	12,196,682	32.89%
Expense				
Certificated Salaries	12,985,633	9,678,192	3,307,441	25.47%
Classified Salaries	5,004,461	3,324,834	1,679,627	33.56%
Benefits	6,590,649	4,836,721	1,753,928	26.61%
Books and Supplies	4,259,816	2,245,893	2,013,923	47.28%
Services & Other	6,729,180	4,880,103	1,849,077	27.48%
Capital Outlay	1,010,361	1,601,967	(591,606)	-58.55%
Other Outgo	0	35,538	(35,538)	N/A
Share of LCER	0	0	0	N/A
<b>Total Expense</b>	<b>36,580,100</b>	<b>26,603,246</b>	<b>9,976,854</b>	<b>27.27%</b>
Add (Subtract) to Reserves	501,183	(1,718,645)	2,219,828	
<b>Total Revenue</b>	<b>37,081,283</b>	<b>24,884,601</b>	<b>12,196,682</b>	<b>67.11%</b>
<b>Total Expense</b>	<b>36,580,100</b>	<b>26,603,246</b>	<b>9,976,854</b>	<b>72.73%</b>
Add (Subtract) to Reserves	501,183	-1,718,645	2,219,828	

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

2020-2021				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru April	thru April		
Revenue				
Revenue	18,665,577	12,446,549	6,219,028	33.32%
Expense				
Certificated Salaries	6,088,835	4,887,862	1,200,973	19.72%
Classified Salaries	1,408,907	873,012	535,895	38.04%
Benefits	2,635,795	2,036,169	599,626	22.75%
Books and Supplies	1,018,355	1,227,499	(209,144)	-20.54%
Services & Other	1,627,643	1,066,970	560,673	34.45%
Capital Outlay	100,000	16,281	83,719	83.72%
Other Outgo	0	27,216	(27,216)	N/A
Share of LCER	1,633,758	1,361,465	272,293	16.67%
<b>Total Expense</b>	<b>14,513,293</b>	<b>11,496,474</b>	<b>3,016,819</b>	<b>20.79%</b>
Add (Subtract) to Reserves	4,152,284	950,075	3,202,209	
<b>Total Revenue</b>	<b>18,665,577</b>	<b>12,446,549</b>	<b>6,219,028</b>	<b>66.68%</b>
<b>Total Expense</b>	<b>14,513,293</b>	<b>11,496,474</b>	<b>3,016,819</b>	<b>79.21%</b>
Add (Subtract) to Reserves	4,152,284	950,075	3,202,209	

2021-2022				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru April	thru April		
Revenue				
Revenue*	18,515,432	13,304,771	5,210,661	28.14%
Expense				
Certificated Salaries	6,909,149	5,224,479	1,684,670	24.38%
Classified Salaries	1,975,125	1,257,644	717,481	36.33%
Benefits	3,164,726	2,328,514	836,212	26.42%
Books and Supplies	1,883,523	994,425	889,098	47.20%
Services & Other	1,962,964	1,488,107	474,857	24.19%
Capital Outlay	885,511	349,369	536,142	60.55%
Other Outgo	0	27,770	(27,770)	N/A
Share of LCER	1,637,799	1,364,833	272,967	16.67%
<b>Total Expense</b>	<b>18,418,797</b>	<b>13,035,140</b>	<b>5,383,657</b>	<b>29.23%</b>
Add (Subtract) to Reserves	96,635	269,630	(172,995)	
<b>Total Revenue</b>	<b>18,515,432</b>	<b>13,304,771</b>	<b>5,210,661</b>	<b>71.86%</b>
<b>Total Expense</b>	<b>18,418,797</b>	<b>13,035,140</b>	<b>5,383,657</b>	<b>70.77%</b>
Add (Subtract) to Reserves	96,635	269,630	-172,995	

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

2020-2021				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru April	thru April		
Revenue				
Revenue	12,763,322	8,304,230	4,459,092	34.94%
Expense				
Certificated Salaries	3,748,496	2,964,244	784,252	20.92%
Classified Salaries	936,039	574,609	361,430	38.61%
Benefits	1,576,808	1,204,544	372,264	23.61%
Books and Supplies	1,072,549	1,137,531	(64,982)	-6.06%
Services & Other	1,504,967	867,705	637,262	42.34%
Capital Outlay	13,000	0	13,000	100.00%
Other Outgo	0	11,937	(11,937)	N/A
Share of LCER	1,046,037	871,698	174,340	16.67%
<b>Total Expense</b>	<b>9,897,896</b>	<b>7,632,269</b>	<b>2,277,565</b>	<b>23.01%</b>
Add (Subtract) to Reserves	2,865,426	671,961	2,181,528	
<b>Total Revenue</b>	<b>12,763,322</b>	<b>8,304,230</b>	<b>4,459,092</b>	<b>65.06%</b>
<b>Total Expense</b>	<b>9,897,896</b>	<b>7,632,269</b>	<b>2,277,565</b>	<b>77.11%</b>
Add (Subtract) to Reserves	2,865,426	671,961	2,181,528	

2021-2022				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru April	thru April		
Revenue				
Revenue*	17,941,028	11,528,394	6,412,634	35.74%
Expense				
Certificated Salaries	5,366,913	3,870,132	1,496,781	27.89%
Classified Salaries	1,568,657	877,844	690,813	44.04%
Benefits	2,441,558	1,690,135	751,423	30.78%
Books and Supplies	2,321,668	1,163,178	1,158,490	49.90%
Services & Other	4,320,211	2,961,307	1,358,904	31.45%
Capital Outlay	100,000	1,237,747	(1,137,747)	-1137.75%
Other Outgo	0	7,091	(7,091)	N/A
Share of LCER	1,399,930	1,166,608	233,322	16.67%
<b>Total Expense</b>	<b>17,518,937</b>	<b>12,974,042</b>	<b>4,544,895</b>	<b>25.94%</b>
Add (Subtract) to Reserves	422,091	(1,445,647)	1,867,738	
<b>Total Revenue</b>	<b>17,941,028</b>	<b>11,528,394</b>	<b>6,412,634</b>	<b>64.26%</b>
<b>Total Expense</b>	<b>17,518,937</b>	<b>12,974,042</b>	<b>4,544,895</b>	<b>74.06%</b>
Add (Subtract) to Reserves	422,091	-1,445,647	1,867,738	

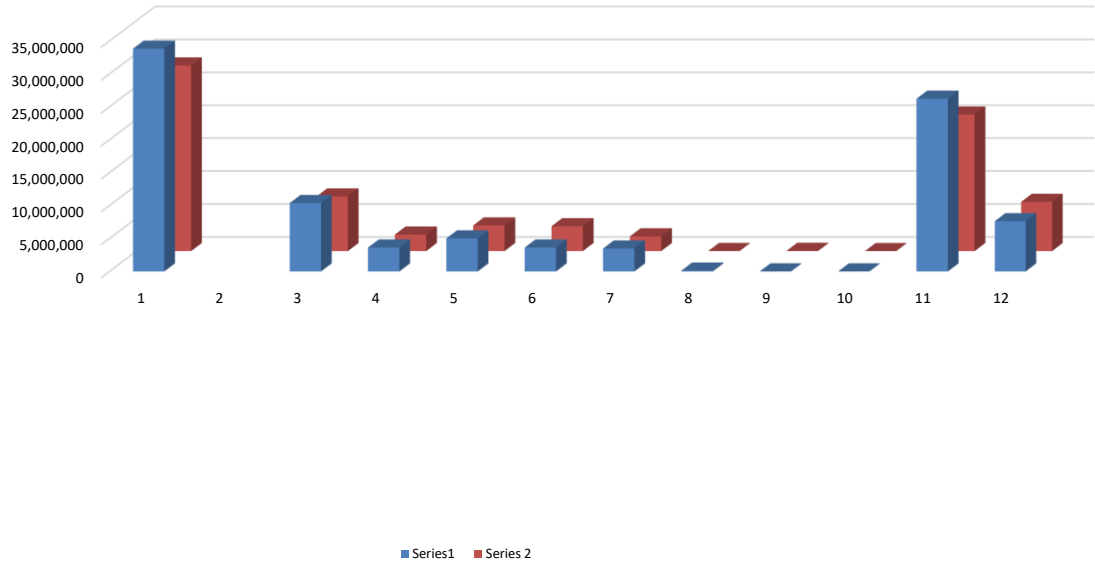
**LCER - Budget Comparison 2020/21 to 2021/22**

2020-2021				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru April	thru April		
Revenue				
Revenue	2,405,674	1,487,720	917,954	38.16%
Expense				
Certificated Salaries	530,388	429,324	101,064	19.05%
Classified Salaries	1,275,594	1,050,789	224,805	17.62%
Benefits	798,004	648,295	149,709	18.76%
Books and Supplies	1,534,715	1,407,743	126,972	8.27%
Services & Other	341,632	299,962	41,670	12.20%
Capital Outlay	12,500	0	12,500	100.00%
Other Outgo	0	0	0	N/A
Share of LCER	(2,679,795)	(2,233,163)	(446,633)	
<b>Total Expense</b>	<b>1,813,038</b>	<b>1,602,951</b>	<b>210,087</b>	<b>11.59%</b>
Add (Subtract) to Reserves	592,636	(115,230)	707,866	
<b>Total Revenue</b>	<b>2,405,674</b>	<b>1,487,720</b>	<b>917,954</b>	<b>61.84%</b>
<b>Total Expense</b>	<b>1,813,038</b>	<b>1,602,951</b>	<b>210,087</b>	<b>88.41%</b>
Add (Subtract) to Reserves	592,636	-115,230	707,866	

2021-2022				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru April	thru April		
Revenue				
Revenue*	624,823	51,436	573,387	91.77%
Expense				
Certificated Salaries	709,571	583,582	125,989	17.76%
Classified Salaries	1,460,679	1,189,346	271,333	18.58%
Benefits	984,365	818,072	166,293	16.89%
Books and Supplies	54,625	88,290	(33,665)	-61.63%
Services & Other	446,005	430,689	15,316	3.43%
Capital Outlay	24,850	14,850	10,000	40.24%
Other Outgo	0	677	(677)	N/A
Share of LCER	(3,037,729)	(2,531,441)	(506,288)	16.67%
<b>Total Expense</b>	<b>642,366</b>	<b>594,064</b>	<b>48,302</b>	<b>7.52%</b>
Add (Subtract) to Reserves	(17,543)	(542,628)	525,085	
<b>Total Revenue</b>	<b>624,823</b>	<b>51,436</b>	<b>573,387</b>	<b>8.23%</b>
<b>Total Expense</b>	<b>642,366</b>	<b>594,064</b>	<b>48,302</b>	<b>92.48%</b>
Add (Subtract) to Reserves	-17,543	-542,628	525,085	

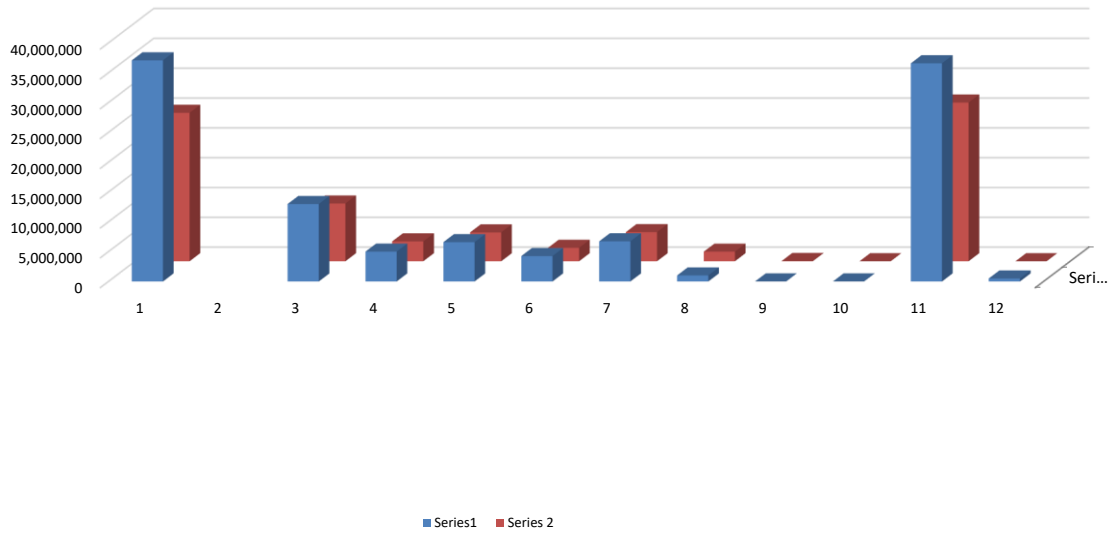
\*Bank Account Reconciliation is not completed due to December timing, Revenue amounts are the same as October

2020-21



Series1 Series 2

2020-21



Series1 Series 2



**Foundation Savings - 4100005285**

**2020-21**

**As of 4/30/22**

<b>Description</b>	<b>Beginning Balance</b>	<b>Debit</b>	<b>Credit</b>	<b>Interest</b>	<b>Ending Balance</b>
AAE Captial Campaign	\$83,025.40	\$24,547.22	\$16,206.94	278.47	\$74,963.59
NSLA Capital Campaign	\$45,517.82		\$20,527.13	102.11	\$66,147.06
Davis Scholarship Endowment	\$11,543.99			37.12	\$11,581.11
Global Exchange Programs	\$12,963.85			37.12	\$13,000.97
HiDAS Endowment	\$63,890.02			176.37	\$64,066.39
Scholarships	\$31,813.89		\$6,570.00	74.26	\$38,458.15
Unrestricted	\$74,462.07	\$26,622.75	\$85,900.35	222.78	\$133,962.45
<b>TOTAL</b>					<b>\$402,179.73</b>

<b>Restricted Scholarship Funds</b>					
AAE Ambassadors Scholarship	(\$500.00)		\$500.00		\$0.00
AAE PTC Scholarship	\$0.00				\$0.00
AAE Staff Scholarship	(\$320.00)	\$500.00	\$835.00		\$15.00
Bud Biggs Memorial Scholarship	\$599.29				\$599.29
Edison Scholarship	\$0.00				\$0.00
Gerardo Diaz Jr. 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
<b>Total Unrestricted Scholarship Funds</b>					<b>\$21,058.86</b>

<b>Restricted AAE Capital Campaign Funds</b>					
High Desert Turtle and Tortoise Club	\$2,500.00				\$2,500.00
AAE Gym Weight Room	\$2,150.00				\$2,150.00
Watertower, Gristmill, Shade Structures	\$43,239.48	\$18,179.09			\$25,060.39
AAE Shade Fundraiser	\$0.00		\$499.19		\$499.19
<b>Total Unrestricted AAE Capital Campaign</b>					<b>\$44,754.01</b>

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

**LEWIS CENTER FOUNDATION  
COMBINED BALANCE SHEET AND INCOME STATEMENT  
April 1 - April 30, 2022**

**CHECKING (LEWIS CENTER FOUNDATION)**

<b>Beginning Balance</b>		<b>\$13,741.42</b>
<b>Revenue</b>		
Online Donation to NSLA Capital Campaign 4/29	\$ 100.00	
Online Donations to AAE Shade Fundraiser	\$ 9.92	
Online Donation to NSLA Playground	\$ 496.42	
Online Donations to AAE Staff Scholarship	\$ 96.50	
Transfer from Savings - Employee Recognition	\$ 1,250.00	
Interest	\$ 0.35	
<i>Total</i>	\$ 1,953.19	
<b>Expenditure</b>		
Lewis Center Reimbursement for 2nd Quarter Milestone Bonuses	\$ 1,250.00	
<i>Total</i>	\$ 1,250.00	
<b>Ending Balance</b>	<i>Total</i>	<b>\$14,444.61</b>

**SAVINGS (LEWIS CENTER FOUNDATION)**

<b>Beginning Balance</b>		
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
		<b>\$402,156.91</b>
<b>Revenue</b>		
Transfer from PayPal for AAE Brick Orders	\$ 1,027.14	
Transfer from PayPal for NSLA Brick Orders	\$ 146.52	
Interest	\$ 99.16	
<i>Total</i>	\$ 1,272.82	
<b>Expenditure</b>		
Transfer to Checking - Employee Recognition Milestone Bonuses	\$ 1,250.00	
<i>Total</i>	\$ 1,250.00	
<b>Ending Balance</b>		
Restricted Funds - AAE Capital Campaign	\$ 74,963.59	
Restricted Funds - NSLA Capital Campaign	\$ 66,147.06	
Restricted Funds - Davis Endowment	\$ 11,581.12	
Restricted Funds - Global Exchange Programs	\$ 13,000.98	
Restricted Funds - HiDAS Endowment	\$ 64,066.39	
Restricted Funds - Scholarships	\$ 37,958.15	
Unrestricted Funds	\$ 134,462.45	
	<i>Total</i>	<b>\$ 402,179.73</b>
<b><i>Total Checking and Savings</i></b>		<b>\$416,624.34</b>

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

Date of meeting: June 19, 2022

Title: Digital Citizenship – Implementation survey results

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

Background: On February 2, 2022, LCER launched Common Sense, a curriculum designed to teach Digital Citizenship. Commonsense.org explains that the curriculum is, “Designed and developed in partnership with Project Zero at the Harvard Graduate School of Education -- and guided by research with thousands of educators -- each digital citizenship lesson takes on real challenges and digital dilemmas that students face today, giving them the skills they need to succeed as digital learners, leaders, and citizens tomorrow.” The curriculum provides lessons for all LCER students, grades TK-12. Teachers across LCER participated in a 1-hour training to learn about the 6 core concepts of digital citizenship and learn how to effectively integrate the lessons into their classroom. Teachers will complete all of the lessons for their grade level by June 3, 2022. The survey was intended to collect feedback on the implementation through May 4, 2022.

Fiscal Implications (if any): The curriculum and the training are available at no cost to the LCER

Impact on Mission, Vision or Goals (if any): The implementation of the curriculum supports the LCER STEM goals by addressing the 6 core concepts:

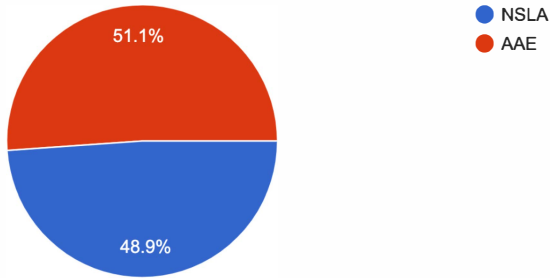
1. Media Balance & Well-Being
2. Privacy & Security
3. Digital Footprint & Identity
4. Relationships & Communication
5. Cyberbullying, Digital Drama & Hate Speech
6. News & Media Literacy

Recommendation:

Submitted by: Toni Preciado

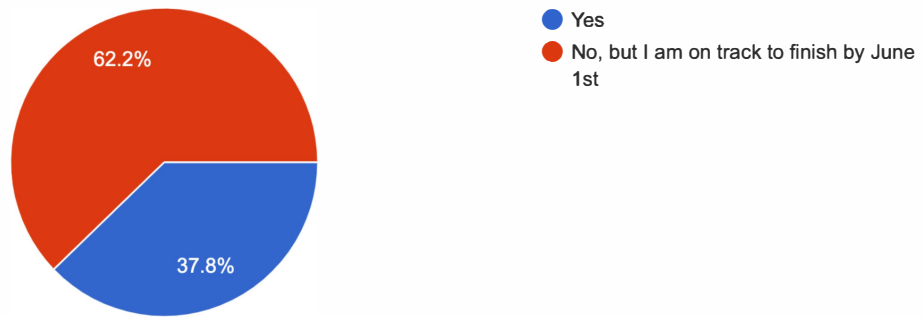
# Common Sense Digital Citizenship Curriculum Survey Results

School  
45 responses

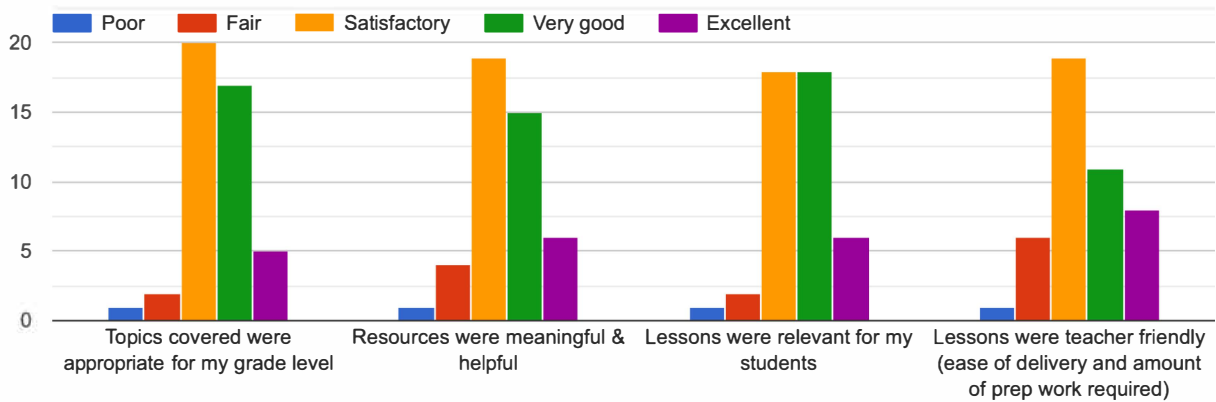


Have you completed the required lessons for your grade level?

45 responses



Rate the following



AAE 2021-22 School Year								
Grade Level	Capacity	Enrollment	Pending Enrollment	Available Seats	Waiting List	Upcoming Lottery (Sept. 16, 21)	Upcoming Lottery (Feb. 17, 22)	Upcoming Lottery (May 19, 22)
3yr. - TK	25	25	0	0	408	30	45	61
K	100	97	0	3	147	14	11	9
1	100	98	0	2	92	13	9	12
2	100	97	0	3	218	5	19	17
3	112	106	0	6	146	10	4	10
4	112	109	0	3	178	3	10	21
5	112	110	0	2	248	12	13	10
6	125	124	0	1	108	10	15	17
7	125	116	0	9	130	11	7	13
8	125	118	0	7	115	7	7	12
9	120	109	0	11	123	4	2	6
10	120	109	0	11	51	7	6	4
11	120	97	0	23	6	3	2	2
12	120	97	0	23	0			
Total	1516	1412	0	104	1970	129	150	194

### 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	122	3	0	3	25	0
1	125	124	1	0	1	38	25
2	100	104	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	24
7	120	105	15	0	15	0	36
8	120	80	40	0	40	0	2
9	120	66	54	0	54	0	9
10							0
<b>Total</b>	<b>1135</b>	<b>1043</b>	<b>115</b>	<b>0</b>	<b>115</b>	<b>341</b>	<b>275</b>
<b>Updated as of 04/06/22- AR</b>							

**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	Present							100%
Sharon Page	Present	Present	Present	Present	Present							100%
Kevin Porter	Present	Present	Present	Present	Present							100%
David Rib	Present	Present	Present	Present	Present							100%
Omari Onyango	Absent	Present	Present	Present	Present							80%
Jessica Rodriguez	Present	Absent	Present	Present	Present							80%
Pat Schlosser		Present	Present	Present	Absent							75%
Jim Morris	Absent	Absent	Present	Present	Absent							40%

	April 15	May 24	TOTAL SPECIAL
David Rib	Present	Present	100%
Jessica Rodriguez	Present	Present	100%
Pat Schlosser	Present	Present	100%
Sharon Page	Present	Present	100%
Pat Caldwell	Present	Absent	50%
Omari Onyango	Present	Absent	50%
Kevin Porter	Present	Absent	50%
Jim Morris	Present	Absent	50%