

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

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

**Agenda for Regular Meeting of the Lewis Center for Educational Research Board  
May 8, 2023 - Public Meeting – 4:30 p.m.**

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

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

**<https://attendee.gotowebinar.com/rt/5500769137169282829>**

**Dial in using your phone: +1 (213) 929-4212 Passcode: 566-050-667**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE:** Chairman Caldwell
2. **ROLL CALL:** Chairman Caldwell
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 Student Activities - LCER Ambassadors
  - .02 AAE School Update – Chet Richards, Principal
  - .03 NSLA School Update – Victor Uribe, Principal
5. **PUBLIC HEARING:**
  - .01 The LCER Board seeks public input regarding the specific actions and expenditures proposed to be included in the AAE and NSLA Local Control and Accountability Plan (LCAP) annual updates. Community members and stakeholders may comment on the plan during the public hearing, email their comment to the Secretary at [lcerboard@lcer.org](mailto:lcerboard@lcer.org), or use the Questions feature of GoToWebinar, which will be moderated during the hearing. AAE Pg 3 and NSLA Pg 82
6. **DISCUSSION ITEMS:**
  - .01 NSLA Gym Construction Update – David Gruber
  - .02 LCER Board Budget Workshop June 1, 2023 @ 4:30 p.m. – David Gruber
  - .03 Lewis Center Foundation Board Update – Lisa Lamb
  - .04 Discuss Revision of LCER Attendance Policy in Parent/Student Handbook – Lisa Lamb – Pg 172
  - .05 Discuss Development of Grading Policy – Lisa Lamb
7. **CONSENT AGENDA:**
  - .01 Approve Minutes of the April 10, 2023 Regular LCER Board Meeting – Pg 173
  - .02 Approve 2023-24 LCER Board Calendar – Pg 175
  - .03 Approve AAE Science Camp Field Trip Pg 176
8. **ACTION ITEMS:**
  - .01 Approve Revision of AR 6164.4 – Identification of Individuals with Exceptional Needs – Pg 181
  - .02 Approve Revision of BP 6164.4 – Identification of Individuals with Exceptional Needs – Pg 188
  - .03 Approve Revision of AR 6164.6 – Identification and Education Under Section 504 – Pg 189

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- .04 Approve Revision of BP 6164.6 – Identification and Education Under Section 504 – Pg 210
- .05 Approve Revision of BP 6173 – Education for Homeless Children and Youth – Pg 212
- .06 Approve BP 6173.1 – Education for Foster Youth – Pg 223
- .07 Approve Revision of AR 5030 – Student Wellness – Pg 235
- .08 Approve Revision of BP 5030 – Student Wellness – Pg 246
- .09 Approve Revision of BP 3553 – Free and Reduced Meals Program – Pg 248
- .10 Approve Transfer of Federal and State Educationally Related Mental Health Services (ERMHS) Funds from Member LEA’s to SELPA – Pg 252

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

- .01 President/CEO Report – Pg 253
- .02 LCER Grant Tracking Report – Pg 262
- .03 LCER Financial Reports
  - Checks Over \$10K – Pg 263
  - Budget Comparisons – Pg 264
  - Lewis Center Foundation Financial Reports – Pg 266
- .04 LCER Board Attendance Log – Pg 268

**10. BOARD/STAFF COMMENTS:**

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

**11. CLOSED SESSION:**

- .01 Pupil Personnel Administrative Recommendation on Stipulated Expulsion: AAE Case #32614

**12. ADJOURNMENT:** Chairman Caldwell



## LCFF Budget Overview for Parents

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

CDS Code: 36750773630837

School Year: 2023-24

LEA contact information:

Chet Richards

Principal

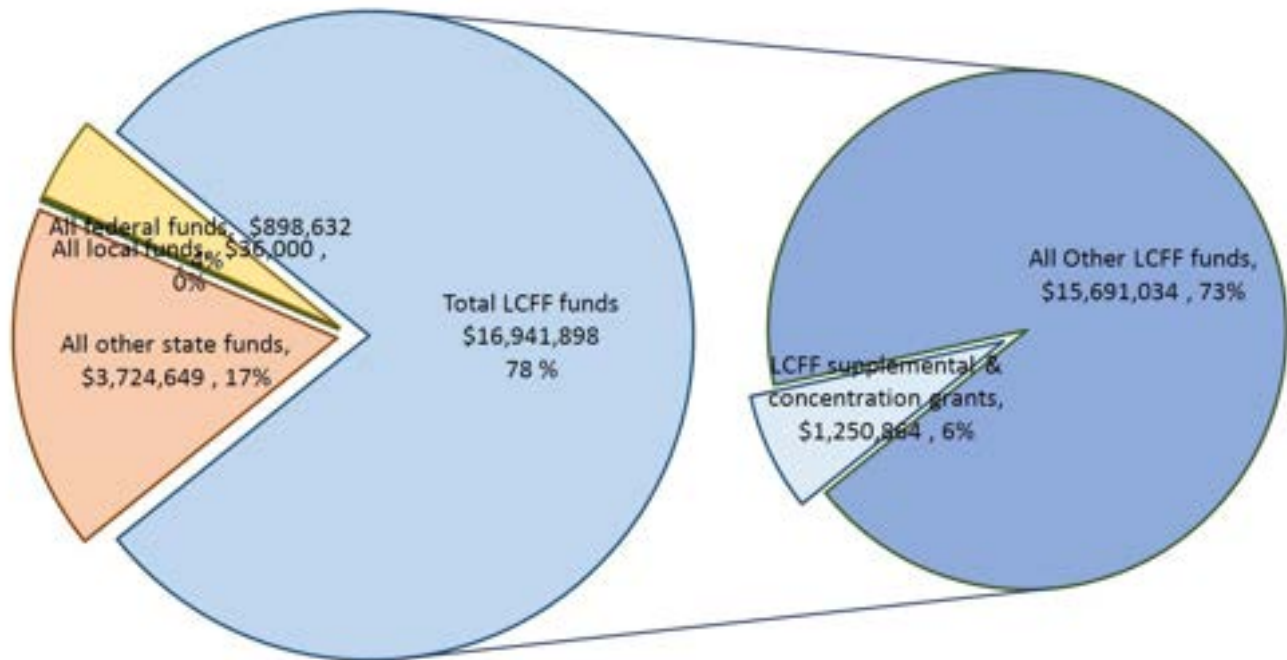
[crichards@lcer.org](mailto:crichards@lcer.org)

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 2023-24 School Year

## Projected Revenue by Fund Source

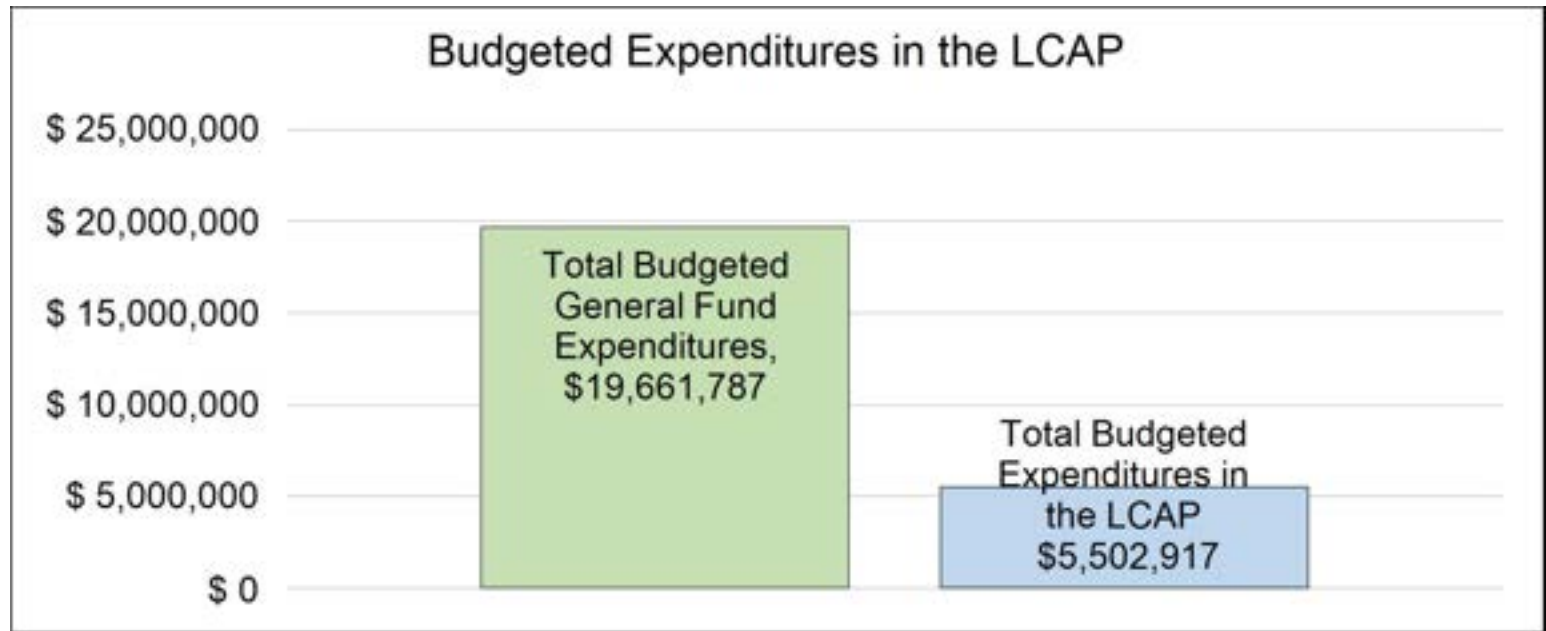


This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$21,601,179, of which \$16,941,898.00 is Local Control Funding Formula (LCFF), \$3,724,649.00 is other state funds, \$36,000.00 is local funds, and \$898,632.00 is federal funds. Of the \$16,941,898.00 in LCFF Funds, \$1,250,864.00 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 2023-24. 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 \$19,661,787.00 for the 2023-24 school year. Of that amount, \$5,502,917.00 is tied to actions/services in the LCAP and \$14,158,870 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

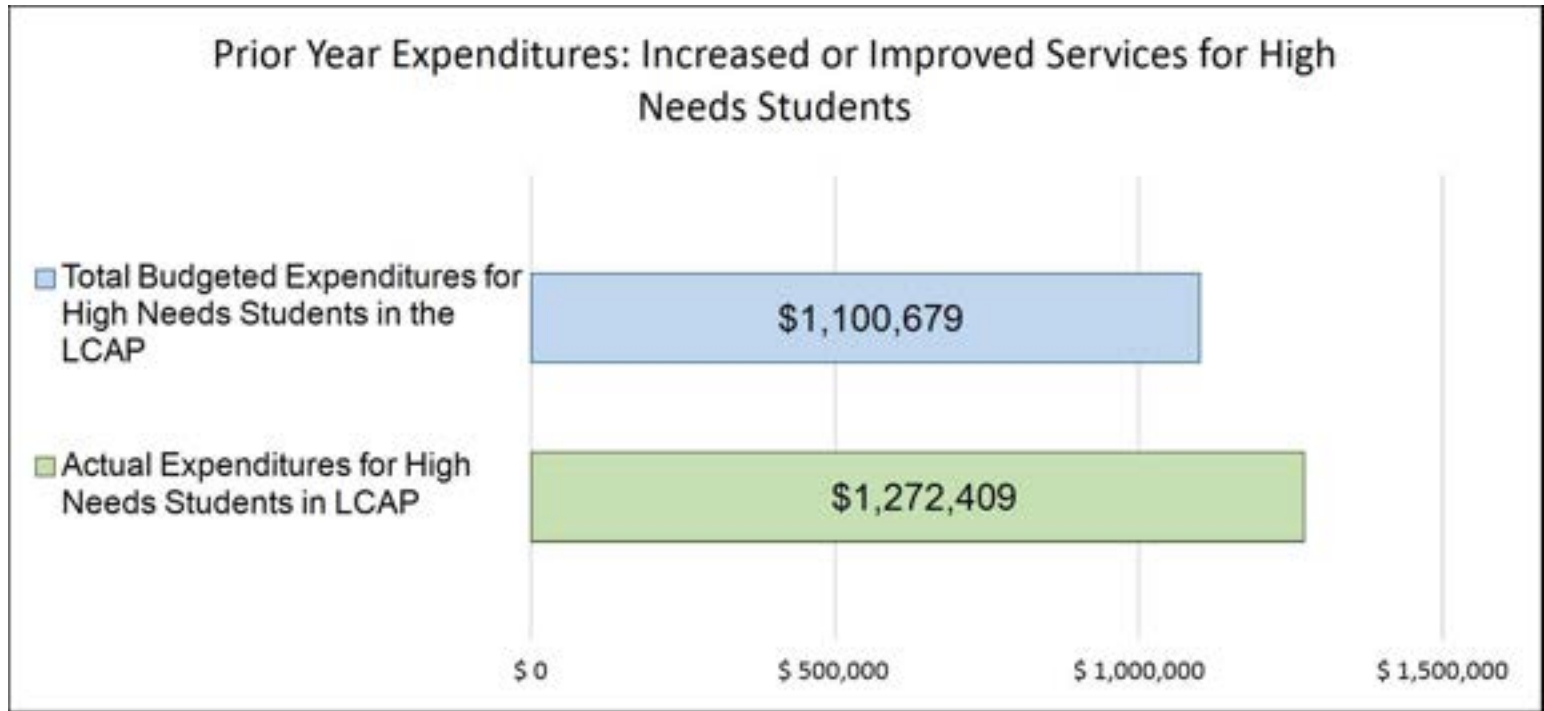
Exclusion from this LCAP includes, but not limited to: School Administration, Office Support Staff and General Education Teacher salaries. Athletic, VPA, ROTC, food services and general facilities expenditures.

### Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Academy for Academic Excellence is projecting it will receive \$1,250,864.00 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 \$1,320,766.00 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 2022-23



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 2022-23, Academy for Academic Excellence's LCAP budgeted \$1,100,679.00 for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent \$1,272,409.00 for actions to increase or improve services for high needs students in 2022-23.





# 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	Chet Richards Principal	crichards@lcer.org 760-946-5414

# Plan Summary [2023-24]

## 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 1,484 students on a 150-acre parcel of land that includes parts of the Mojave River. The demographic breakdown of the 1,484 student population is 2.6% African American, .5% American Indian or Alaska Native, 2.7% Asian, 1.9% Filipino, 44.8% Hispanic, 39.9% White, and 7.5% Two or More Races. Students qualifying as unduplicated are low income (43.3%), English learners (4.4%), and foster (0.2%). Students with disabilities account for 11.3% 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.

The 2022-2023 school year has brought about some great changes for our school. CAASPP scores for our students in grades 3-8 and 11 were made available on the California Dashboard, giving us a new baseline for our math and ELA scores. After two years without CAASPP data, our results were not as low as predicted and were higher than local districts, county, and state results. We saw a drop of 4% in math and 6% in ELA from our 2019 results. After the pandemic and its challenges, we feel that the drop in scores, while always concerning, is not as severe as predicted. We are working to support the whole student through the actions identified in our LCAP.

We are excited about the addition of another school counselor to help support students in their social-emotional health and the addition of a Teacher on Assignment (TOA) to support intervention at the secondary level. We have also added the Catapult EMS system school-wide to ensure the safety of our students and the opportunity to act quickly in case of an emergency along with fencing in play areas and perimeter areas of the campus.

This year saw the return of in-person activities to our school. One of our largest fundraisers, Fall Festival, returned bringing the experience of festival fun and socializing within our community. We were able to fully bring back our Outreach Program Mineral City field trips to schools in the high desert and San Bernardino County. We solidified our partnership with the Town of Apple Valley and community businesses for providing public service announcements. Aviation classes in the secondary grade levels were implemented this year providing the only aviation classes in the area. Finally, we partnered with our other school, Norton Science & Language Academy, to expand our Ambassador program and take all our Ambassadors to Washington D.C. this spring for their leadership field trip.

## 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.

Our most recent 2022 CAASPP Smarter Balanced scores show there is still a need to improve in both math and ELA. 37% of our 3-8th, and 11th graders showed 37% proficiency in math. 54% of students showed proficiency in ELA. We have also seen a considerable increase in the need for support services. With the addition of the TOA in the secondary grade levels and the additional counselor, we hope to improve in both areas.

## 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.

For 2023-2024 we are excited to welcome a new Counselor, a secondary Teacher on Assignment, additional reading support, our new emergency alert system, Catapult EMS, and perimeter fencing. All of these will help to support the whole student and ensure their safety on our campus. This year will bring some long-awaited campus additions for our sports teams with the addition of new baseball and soccer fields.

## 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.

N/A

**Support for Identified Schools**

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

N/A

**Monitoring and Evaluating Effectiveness**

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

N/A

# 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, Town Hall, School Board Meetings, and School Site Council. Educational partners at these meetings review school data and make recommendations. In addition, AAE staff meets regularly to discuss their needs in order to provide 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 items were presented by our community partners during the 2022-2023 school year:

- Continuation of Summer Academy
- Continue with field trips; would like to see two a year
- Before and after school tutoring
- Campus safety
- Support for reading and math at secondary levels
- Increased STEM activities
- On-site sports fields for practice and games
- Support for reading at primary levels



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.

We are continuing all of the actions described above for the 2023-2024 school year with a few additions identified through our engagement opportunities:

- Fencing has been added on the perimeter of the campus and will continue being added through the 2023-2024 school year to ensure school safety
- Fencing has been added to the elementary basketball area to secure the area where students are playing
- Catapult EMS school-wide alert system was added to create communication for campus staff in an emergency situation
- Additional school counselor to support the emotional health of students
- Teacher on Assignment for intervention support in secondary for math and English
- Expansion of sports fields (baseball and soccer) on-site so students can practice on campus rather than outside locations
- Continue to strengthen our STEM offerings
- Work to implement two field trips during the school year
- Additional support for special needs students
- Additional support for reading in the primary grades

# 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.	37% of students in grades 3-8, 11 who took the 2022 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.	44% of students on or above grade level 36% of students one grade level below 20% of students two or more grade levels below as identified by the EOY assessment 2023.		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.	62% of students showed proficiency on their EOY 2023 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.	81% 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.	54% of students in grades 3-8, 11 who took the 2022 CAASPP Smarter Balanced ELA 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.	54% of students on or above grade level 26% of students one grade level below 20% of students two or more grade levels below as identified by the EOY assessment 2023.		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.	60.7% 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.	38% of students in K-2 are proficient in reading on the T2 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.	98% 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	Yes
1.3	Math Semester Benchmarks	High school will use Edulastic to create curriculum aligned summative exams to measure annual growth.	\$400.00	Yes
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	Yes
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	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	Yes
<b>1.11</b>	After School Tutoring	Program for after school tutoring provided by certificated staff.	\$52,310.00	Yes
<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
1.27	Summer Credit Recovery	High School students who need to recover credits for a-g eligibility.	\$12,000.00	No
1.28	Counselor	Additional social-emotional counselor.	\$121,750.00	No
1.29	Secondary TOA	Teacher on Assignment for grades 6-12	\$134,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.30	Support Services SPED	Additional SPED support services - Paraprofessional and Speech/Language	\$100,000.00	No
1.31	1st Grade Paras	Paraprofessional support in 1st grade classrooms.	\$78,723.00	Yes
1.32	Social Studies Adoption	Social Studies Adoption TK-12	\$64,568.00	No

## Goal Analysis [2022-23]

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.

Most actions were carried out with fidelity to support our students in all areas. There were some changes due to cost and need for classroom space.

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.

Material differences in expenditures were found in:

Action 1.12 - PD was done in-house at no cost

Action 1.14 - This building was needed to house a 2nd-grade classroom while we wait for the placement of the new classroom

Action 1.21 - Without the science lab (action 1.14) these monies will carry over to next year to be used for current science classrooms

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

We continue to progress toward our goal and have made effective growth in most areas. Our response to intervention lab is showing a 98% successful growth which carries over to our ELA benchmarks and iReady scores. We saw a slight increase in iReady math scores and incoming 9th grade students ready for Integrated I Math continues to stay consistent.

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.

To meet the needs of the whole student, a Teacher on Assignment (TOA) and Social Emotional Counselor have been hired. Math data from iReady and previous CAASPP assessments demonstrate the need for math intervention as well as some reading intervention in the middle school grades. To support these needs, a TOA has been hired for our secondary classrooms to help students recover from learning loss. Since our return to in-person learning, there has been an increase in the need for counseling services to support our TK-12 population. Because of this, a counselor was added to the staff in January 2023 and will continue throughout the next year.

The metric for K-2 Early Literacy changed from end-of-year to trimester 2 benchmarks due to the timing of the LCAP's due date. The measure is now looking at how students are progressing in reading with results from February rather than from June. Also, the assessment for running records (test for reading progress) has been changed from the Developmental Reading Assessment (DRA) to a more rigorous reading assessment with Reading A-Z. The addition of Paraprofessionals in 1st grade classrooms next year will help to support reading in primary grade levels.

The school has actively been updating the curriculum across TK-12 for Social Studies. Action 1.32 summarizes the cost for the 2023-2024 school year.

**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 for the 2022-2023 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.	76% of students enrolled in AP participated in AP exams for the spring 2023 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.	80% of students attended at least one in person field trip during the 2022-2023 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.	99% of students completed high school with a high school diploma for the 2021-2022 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 are filled.		100% of seats for dual enrollment will be filled.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	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
<b>2.2</b>	Advanced Placement participation	Offset cost of AP exams for students to encourage more participation.	\$13,000.00	No
<b>2.3</b>	Dual Enrollment	Students will participate in dual enrollment courses provided through the local community college. Cost is for student books.	\$10,000.00	No



Action #	Title	Description	Total Funds	Contributing
<b>2.4</b>	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
<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
<b>2.15</b>	Portables for Classrooms	Expansion of classrooms for new courses including eSports lab, Computer Science, and other STEM courses.	\$0.00	No
<b>2.16</b>	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
<b>2.17</b>	After School Electives	After school electives for elementary students.	\$10,000.00	No
<b>2.18</b>	STEM Intersession	STEM courses offered during intersession periods.	\$7,000.00	No
<b>2.19</b>	Sports Fields	Addition of soccer and baseball fields	\$650,000.00	No

## Goal Analysis [2022-23]

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.

Most actions were carried out with fidelity to support our students in all areas. There were some changes due to cost and other outside factors.

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.

Material differences in expenditures were found in:

Action 2.5 - Staffing for the Library Hub was not available

Action 2.8 - Increased cost due to replacement of old Macbook laptops and iPads, and replacement of broken Chromebooks increased

Action 2.9 - Summer Academy took place but was not able to expand fully in secondary grades due to lack of interest

Action 2.12 - Robotics Team is in the infancy of creation and plans to use funds the following year

Action 2.14 - With students fully returning to in-person learning and staying healthy, the need for independent study was not as great this year

Action 2.18 - Intersession STEM classes were implemented once during school breaks

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

Data supports the movement towards achievement of our goal. Graduation rates, dual enrollment, and AP course enrollment, have continued to be a success. Only the goal for students taking the AP exam dropped. This was mainly due to some staffing changes and students not feeling prepared for the exam. With staffing changes, the percentage of students taking the AP exam will increase back to normal for the 2023-2024 school year. We are also adding two new AP classes for next year.

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.

We are currently having practices and games for our soccer and baseball teams at another facility. To lessen the burden on transportation and keep students on-site for safety reasons, we will be constructing a soccer field and baseball field beginning in the 2023-2024 school year.

**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.	73% of students feel their school is safe and well maintained according to the fall 2022 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	4.2% of students received at least one day of suspension as indicated by the 2022 California School Dashboard.		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.	99% rate for facility conditions with an overall good rating as identified on the 2022 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>	CSO Support	CSO 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.	\$234,329.00	Yes
3.17	Catapult EMS	Catapult Emergency and Crisis Management System	\$2,230.00	No
3.18	Perimeter Fencing	Fencing for the perimeter of campus and parking lot	\$46,975.00	No
3.19	CSO Additional Hours	Additional hours for Character Safety Officers (CSO)	\$48,357.00	Yes

## Goal Analysis [2022-23]

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.

Most actions were carried out with fidelity to support our students in all areas. There were some changes due to cost and other outside factors.

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.

Material differences in expenditures were found in:

Action 3.2 - We have had difficulty finding a local company willing to update our current PA system due to our small size and location

Action 3.6 - Placement of the additional elementary classroom will be in the summer of 2023 and funds will be applied then

Action 3.11 - The remaining funds will be used next year as HVAC units continue to be updated

Action 3.14 - The flooring replacement will take place in the summer of 2023

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

The specific actions that took place have been effective in meeting our goal. We had a small increase in suspensions mostly due to students unable to acclimate well as we returned to in-person learning.

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.

To ensure the safety of our students and campus, we added Catapult EMS a school wide alert system that all staff have access to. Fencing has been added to the perimeter areas of school and play areas. Additional fencing along parking lot areas will provide greater safety for campus entry and the parking lot. Action 3.19 adds additional hours for our Character Safety Officers (CSO) to support the safety of students on campus.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,250,864.00	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%	\$0.00	7.97%

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.
- Additional personnel supporting students with exceptional needs (Speech Pathologist, Paraprofessional)

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, and 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.
- Teacher on Assignment in elementary and secondary.

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 0.2%
- Socioeconomically Disadvantaged 43.3%
- English Learners 4.4%

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:45	
Staff-to-student ratio of certificated staff providing direct services to students	1:21.79	

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## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,672,857.00	\$1,195,893.00		\$1,791,689.00	\$5,660,439.00	\$1,810,466.00	\$3,849,973.00

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	English Learners Foster Youth Low Income	\$19,650.00				\$19,650.00
1	1.3	Math Semester Benchmarks	English Learners Foster Youth Low Income	\$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	English Learners Foster Youth Low Income				\$145,903.00	\$145,903.00
1	1.6	ELD Support & Curriculum	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
1	1.9	Early Literacy Professional Development	All Students with				\$6,375.00	\$6,375.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
1	1.10	Paraprofessionals for Kindergarten Support	English Learners Foster Youth Low Income	\$63,515.00				\$63,515.00
1	1.11	After School Tutoring	English Learners Foster Youth Low Income				\$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	\$0.00
1	1.18	Support Servers	All Students with Disabilities				\$0.00	\$0.00
1	1.19	Virtual Machine Server	All Students with Disabilities				\$0.00	\$0.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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	1.27	Summer Credit Recovery	All Students with Disabilities		\$12,000.00			\$12,000.00
1	1.28	Counselor	All Students with Disabilities		\$121,750.00			\$121,750.00
1	1.29	Secondary TOA	English Learners Foster Youth Low Income		\$134,500.00			\$134,500.00
1	1.30	Support Services SPED	Students with Disabilities		\$100,000.00			\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.31	1st Grade Paras	English Learners Foster Youth Low Income	\$78,723.00				\$78,723.00
1	1.32	Social Studies Adoption	All Students with Disabilities	\$64,568.00				\$64,568.00
2	2.1	Field Trips	All Students with Disabilities		\$150,000.00			\$150,000.00
2	2.2	Advanced Placement participation	All Students with Disabilities				\$13,000.00	\$13,000.00
2	2.3	Dual Enrollment	All Students with Disabilities		\$10,000.00			\$10,000.00
2	2.4	Credit Recovery program	All Students with Disabilities		\$3,600.00			\$3,600.00
2	2.5	Library Hub	All Students with Disabilities		\$8,200.00			\$8,200.00
2	2.6	Love & Logic Training	All Students with Disabilities		\$0.00			\$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	\$0.00
2	2.11	Uniform Closet	Foster Youth Low Income				\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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	\$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	\$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
2	2.18	STEM Intersession	All Students with Disabilities				\$7,000.00	\$7,000.00
2	2.19	Sports Fields	All Students with Disabilities	\$650,000.00				\$650,000.00
3	3.1	MPR	All Students with Disabilities				\$0.00	\$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	\$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				\$0.00
3	3.6	TK Classroom	All Students with	\$200,000.00				\$200,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
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	CSO 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	\$0.00
3	3.13	Flooring	All Students with Disabilities				\$100,000.00	\$100,000.00
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	\$234,329.00				\$234,329.00
3	3.17	Catapult EMS	All	\$2,230.00				\$2,230.00
3	3.18	Perimeter Fencing	All Students with Disabilities	\$46,975.00				\$46,975.00
3	3.19	CSO Additional Hours	English Learners Foster Youth Low Income	\$48,357.00				\$48,357.00

## 2023-24 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
\$15,691,034.00	\$1,250,864.00	7.97%	0.00%	7.97%	\$1,320,766.00	0.00%	8.42 %	<b>Total:</b>	\$1,320,766.00
								<b>LEA-wide Total:</b>	\$1,320,766.00
								<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	1.2	Math Lab	Yes	LEA-wide	English Learners Foster Youth Low Income		\$19,650.00	
1	1.3	Math Semester Benchmarks	Yes	LEA-wide	English Learners Foster Youth Low Income		\$400.00	
1	1.5	Response to Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.6	ELD Support & Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.10	Paraprofessionals for Kindergarten Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$63,515.00	
1	1.11	After School Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income			

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	1.20	MiFi	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12		
1	1.29	Secondary TOA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.31	1st Grade Paras	Yes	LEA-wide	English Learners Foster Youth Low Income		\$78,723.00	
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	CSO 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	\$234,329.00	
3	3.19	CSO Additional Hours	Yes	LEA-wide	English Learners Foster Youth Low Income		\$48,357.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,382,894.00	\$2,936,936.25

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	\$133,243.00	\$148,294.00
1	1.2	Math Lab	No	\$19,650.00	\$19,960.00
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	\$0.00	\$0.00
1	1.5	Response to Intervention	No	\$145,903.00	\$151,853.00
1	1.6	ELD Support & Curriculum	No Yes	\$1,000.00	\$1,000.00
1	1.7	Professional Development for Adopted Curricula	No	\$4,500.00	\$6,318.00
1	1.8	Teacher Induction	No	\$52,650.00	\$51,384.00
1	1.9	Early Literacy Professional Development	No	\$6,375.00	\$6,735.00



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Paraprofessionals for Kindergarten Support	No	\$63,515.00	\$58,273.00
1	1.11	After School Tutoring	No	\$52,310.00	\$27,808.00
1	1.12	Professional Development	No	\$30,000.00	\$5,244.00
1	1.13	Advanced Placement (AP) Training	No	\$2,500.00	\$6,754.00
1	1.14	Science Lab	No	\$350,000.00	\$0.00
1	1.15	Classroom furniture	No	\$40,000.00	\$59,290.00
1	1.16	Staff Laptops	No	\$128,000.00	\$104,624.00
1	1.17	Storage Area Network	No	\$0.00	\$0.00
1	1.18	Support Servers	No	\$0.00	\$0.00
1	1.19	Virtual Machine Server	No	\$0.00	\$0.00
1	1.20	MiFi	Yes	\$15,000.00	\$16,529.00
1	1.21	Science Lab Materials and Supplies	No	\$200,000.00	\$51,310.00
1	1.22	Suicide Prevention	No	\$2,000.00	\$600.00

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	1.23	TK Classroom Set-Up	No	\$7,500.00	\$7,811.00
1	1.24	TK Teacher	No	\$140,436.00	\$155,527.00
1	1.25	TK Paraprofessionals	No	\$64,382.00	\$66,664.00
1	1.26	Intervention Paraprofessional	No	\$36,351.00	\$38,542.00
1	1.28	Summer Credit Recovery	No	\$12,000.00	\$11,816.00
2	2.1	Field Trips	No	\$150,000.00	\$84,377.00
2	2.2	Advanced Placement participation	No	\$13,000.00	\$12,936.00
2	2.3	Dual Enrollment	No	\$10,000.00	\$7,685.00
2	2.4	Credit Recovery program	No	\$3,600.00	\$1,455.00
2	2.5	Library Hub	No	\$8,200.00	\$0.00
2	2.6	Love & Logic Training	No	\$0.00	\$0.00
2	2.7	One-to-one Chromebooks	No	\$50,000.00	\$100,129.00
2	2.8	Elementary Enrichment	No	\$150,000.00	\$74,188.00

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	2.9	Summer Academy	No	\$164,000.00	\$35,310.00
2	2.10	Band Instruments	No	\$0.00	\$0.00
2	2.11	Uniform Closet	Yes	\$5,000.00	\$5,000.00
2	2.12	Robotics Team	No	\$60,000.00	\$17,070.00
2	2.13	eSports Lab	No	\$0.00	\$2,300.00
2	2.14	Independent Study	No	\$40,000.00	\$12,500.00
2	2.15	Portables for Classrooms	No	\$0.00	\$0.00
2	2.16	Capturing Kids Hearts	No	\$54,000.00	\$58,976.00
2	2.17	After School Electives	No	\$10,000.00	\$11,994.00
2	2.18	STEM Intersession	No	\$7,000.00	\$687.00
3	3.1	MPR	No	\$0.00	\$0.00
3	3.2	PA System	No	\$100,000.00	\$0.00
3	3.3	Secondary Science Lab	No	\$0.00	\$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	3.4	Shade Structure	No	\$168,000.00	\$61,282.00
3	3.5	Parking Lot Resurfacing	No	\$0.00	\$0.00
3	3.6	TK Classroom	No	\$200,000.00	\$7,000.00
3	3.7	STOP IT Hotline	No	\$700.00	\$650.00
3	3.8	Recess/Lunch Assistant	No	\$30,000.00	\$27,295.00
3	3.9	Facilities	Yes	\$580,025.00	\$580,025.00
3	3.10	CDO Support	Yes	\$295,767.00	\$301,988.00
3	3.11	HVAC Units	No	\$457,000.00	\$207,490.00
3	3.12	Podium for MPR	No	\$0.00	\$0.00
3	3.13	Flooring	No	\$100,000.00	\$105,257.00
3	3.14	Tile Floor	No	\$7,000.00	\$0.00
3	3.15	Gym Floor Cover	No	\$8,000.00	\$15,896.25
3	3.16	Custodial	Yes	\$203,887.00	\$208,710.00

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## 2022-23 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)
\$1,130,684.00	\$1,100,679.00	\$1,207,252.00	(\$106,573.00)	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	\$1,000.00		
1	1.20	MiFi	Yes	\$15,000.00	\$16,529.00		
2	2.11	Uniform Closet	Yes	\$5,000.00			
3	3.9	Facilities	Yes	\$580,025.00	\$580,025.00		
3	3.10	CDO Support	Yes	\$295,767.00	\$301,988.00		
3	3.16	Custodial	Yes	\$203,887.00	\$208,710.00		

## 2022-23 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	\$1,130,684.00	0.00%	9.49%	\$1,207,252.00	0.00%	10.13%	\$0.00	0.00%



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

DRAFT

## AAE California Dashboard Local Indicators 2023-2024 School Dashboard

California Dashboard Prompts are in bold print and AAE responses in regular font.

<b>Priority 1-Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities</b>	<b>Response</b>
<b>Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions</b>	1/1% 3/4% 0/0%
<b>Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home</b>	0/0%
<b>Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)</b>	0

### **Priority 2-Implementation of State Academic Standards**

**1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

English Language Arts – Common Core State Standards for English Language Arts: 5

English Language Development (Aligned to English Language Arts Standards): 5

Mathematics – Common Core State Standards for Mathematics: 5

Next Generation Science Standards: 5

History-Social Science: 5

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

English Language Arts – Common Core State Standards for English Language Arts: 5

English Language Development (Aligned to English Language Arts Standards): 5

Mathematics – Common Core State Standards for Mathematics: 5

Next Generation Science Standards: 5

History-Social Science: 5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) *Rating Scale***



***(lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

English Language Arts – Common Core State Standards for English Language Arts: 5

English Language Development (Aligned to English Language Arts Standards): 5

Mathematics – Common Core State Standards for Mathematics: 5

Next Generation Science Standards: 5

History-Social Science: 5

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

Career Technical Education: 5

Health Education Content Standards: 5

Physical Education Model Content Standards: 5

Visual and Performing Arts: 5

World Language: 5

**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year). *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

Identifying the professional learning needs of groups of teachers or staff as a whole: 5

Identifying the professional learning needs of individual teachers: 5

Providing support for teachers on the standards they have not yet mastered: 5

### **Priority 3-Parent Engagement (Parent Climate Survey used for narratives)**

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#### **Building Relationships-Responses Bold and Underlined**

**1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**2. Rate the LEA's progress in creating welcoming environments for all families in the community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; **4 –**

Full Implementation; **5 – Full Implementation and Sustainability**

**4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

Narrative:

AAE continues to engage families with 2-way communication through multiple means including in-person, multiple social media platforms, email through the student information system, and telephonically. The school provides translation services in Spanish and correspondence in both Spanish and English.

### **Building Partnerships for Student Outcomes-Responses Bold and Underlined**

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

Narrative:

AAE actively works to build positive relationships with all members of the learning community. Multiple forms of engagement are used to ensure all families have access to their child's teacher(s) and school administrators. AAE continues to provide parent forums both virtually and in-person for decision-making opportunities. Feedback has been positive from families for continuing with a virtual option.

Online surveys are another method of obtaining feedback from families regarding decisions and the current school climate. These anonymous surveys yield a much higher rate of participation than other methods and will continue to be implemented as needed.

### **Seeking Input for Decision Making-Responses Bold and Underlined**

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 –

## Full Implementation; **5 – Full Implementation and Sustainability**

### Narrative:

Families are an important component of the Academy for Academic Excellence (AAE) governance process. Multiple opportunities are offered to engage all members of the school community in evaluations of programs and services. Student, parent, and staff surveys are used to gather input. Parents of AAE students are invited to complete a climate survey annually to provide the school with subjective measures, including satisfaction levels with all aspects of the AAE and its programs. AAE uses the survey results to foster positive learning and teaching environments, measure parent involvement, student achievement, health, and well being.

Parents are encouraged to make a difference in the governance of the school by participating in the School Site Council (SSC) The SSC is actively involved in developing and approving the school's Local Control and Accountability Plan (LCAP) as well as related categorical expenditures. Its members regularly evaluate data and the progress made to raise the academic achievement of all students.

Parents have access to the Lewis Center for Educational Research Board (LCER) to address concerns publicly at monthly Board meetings. The LCER Board meetings are held alternately at Norton Space and Language Academy (NSLA) and AAE and streamed live to the other school site, increasing accessibility and participation for all partners at both schools. Principals and Directors provide reports and presentations at Board meetings. Following each Board meeting, the AAE Principal reviews any Board presentations at a monthly Parents and Pastries meeting. These include presentations on CAASPP results, California School Dashboard, LCAP progress and annual updates. All parents are encouraged to attend these regularly scheduled open forums where they have access to AAE administration and representatives to ensure successful ongoing communication among parents, students, and the school. Parents and Pastries meetings are streamed live on the school's Facebook page allowing hundreds of parents that are unable to attend to view the recordings at their convenience.

Parents are reminded of all public school meetings through the AAE's mass messaging system, Infinite Campus, Facebook and other social media outlets. The AAE administration actively works to continually improve academic performance, school climate, and operations through collaboration with stakeholders. Increased frequency and opportunities, both in-person and online, to engage all members of the school community have resulted in significant gains in the levels of engagement between home and school.

## **Priority 6-School Climate (Previously presented to School Board November, 2022)**

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In the fall of the 2022-23 school year, the Academy for Academic Excellence conducted a climate survey to the following groups: AAE Families and Students, Grades 4, 8, and 12.

### **Student Responses**

#### **View of school**

Students agreed that they like the school and feel there are clear rules and consequences for behavior. Less than half of the students feel the school is kept clean.

#### **View of student body**

More than half of the students surveyed feel that students do their best when asked and are supportive of each other.

#### **View of teaching staff**

Students overwhelmingly agreed that their teachers are encouraging, engaging, and supportive in learning.

#### **View of school safety**

The majority of students feel safe at school. Half of those surveyed feel that bullying is still an issue.

#### **View of school involvement**

Most students indicated there are ample opportunities to get involved in activities outside of school. Over half the students feel they have a say in what happens at their school.

## Parent Responses

### Communication and understanding of learning

Half of families receive communication from their child's teacher(s) at least once a month or weekly. Over half of families surveyed help their child to understand what is being taught in school and aware of their social interactions.

### Perceptions of school interactions

At least half of families surveyed stated that their child works independently, teaching styles match their child's learning style, and they feel the school is preparing their child for the next academic year. Over sixty percent of families surveyed feel their child puts forth effort into their school work along with a great sense of belonging.

### Overall climate at the school

Close to seventy percent of families surveyed feel their child is safe at the school and that their child enjoys going to school. Forty eight percent of families feel their concerns brought to administrators and teachers have been addressed consistently while forty one percent feel somewhat consistent. Just over half of the families surveyed feel the classroom lessons are motivating and administrators create a respectful school environment for learning.

## Priority 7-Access to a Broad Course of Study

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**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

The Academy for Academic Excellence (AAE) ensures a broad course of study for all students to ensure student success. In meeting Priority 7, AAE assesses the extent to which all students have access to and are enrolled in a broad course of study standards through an annual review of course offerings, class schedules, and school schedules. Course access measures include:

- The number of students enrolled in a broad course of study that includes core subject areas
- The number of programs and services developed and provided for unduplicated students with greater needs
- The number of high school students enrolled in all required courses for admittance to a four-year college, UC or CSU school

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

For the 2022-23 school year, 100% of students at the Academy for Academic Excellence had full access to a broad course of study including programs and services provided to unduplicated students and individuals with exceptional needs. In elementary (TK-5), all seven areas identified as a broad course of study are attended within the school day. Weekly STREAM classes covering computer science, PE, music, and space science are attended by all K-5 students during the school day. After school programs include choir, dance, strings, drama, NASA's Best, and band where all students are offered access. Enrollment is only limited by size and is on a first-come, first-served basis.

Middle school students have access to all seven areas identified as a broad course of study during the school day. In addition to the seven areas, middle school students have a rotating elective period four times a year with courses focusing on college and career readiness such as computer science, science exploration, career pathways, and life skills.

High school students have access to all seven areas identified as a broad course of study during the school day. Twelve AP courses including AP Capstone are offered to all students. Space Force Junior ROTC is offered to all students within the school day. Space Force JROTC also has a zero period for special teams. Middle and high school students are able to select from a wide range of co-curricular and extracurricular activities including athletics, visual and performing arts, clubs, and service groups.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

No barriers exist to prevent student access to a broad course of studies in all grades, TK-12.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Regular analysis of course offerings, class schedules, and school schedules continues to inform the administration of student access to a broad course of study.



**Creating Global Citizens**

## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Norton Science & Language Academy

CDS Code: 36-10363-0115808

School Year: 2023-24

LEA contact information:

Victor Uribe

Principal

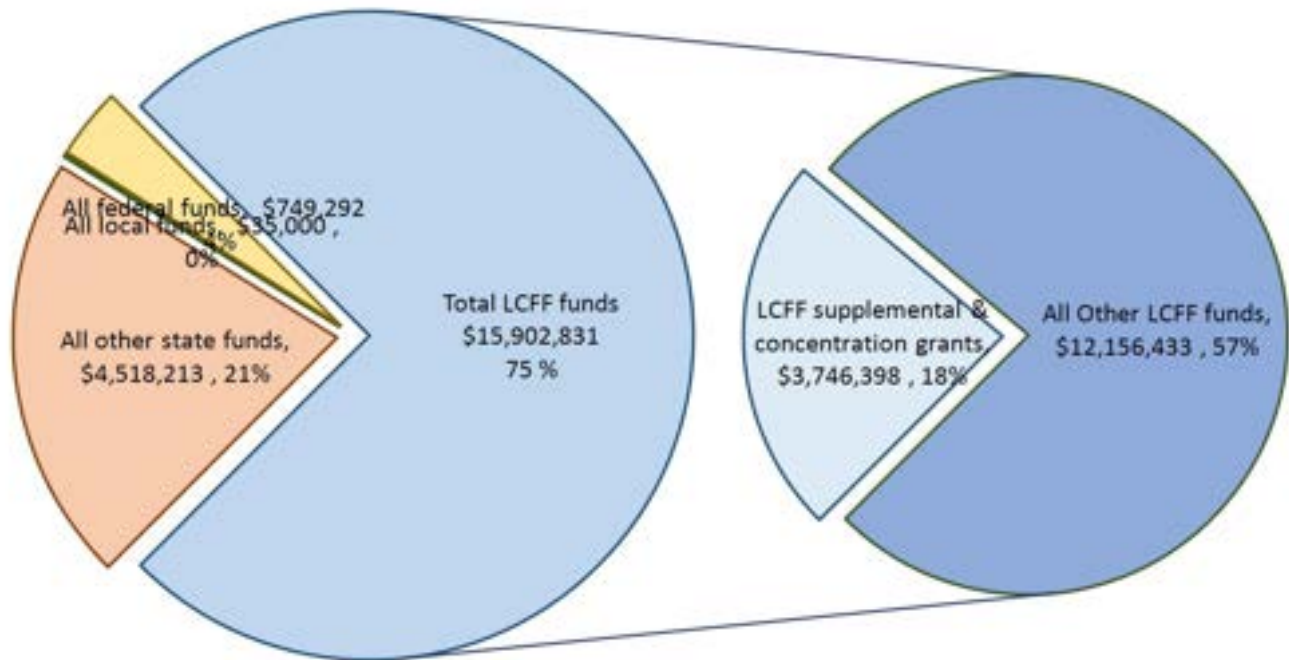
[vuribe@lcer.org](mailto:vuribe@lcer.org)

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 2023-24 School Year

## Projected Revenue by Fund Source

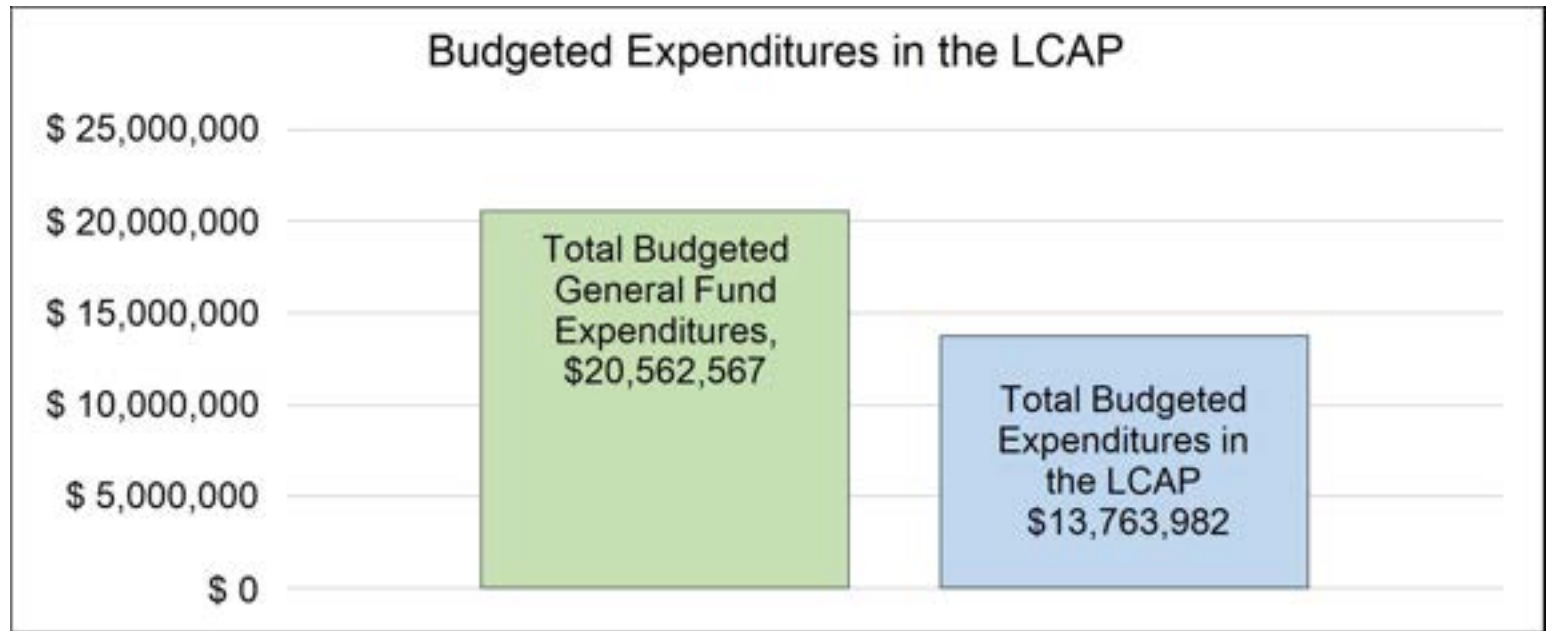


This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norton Science & Language Academy is \$21,205,336, of which \$15,902,831.00 is Local Control Funding Formula (LCFF), \$4,518,213.00 is other state funds, \$35,000.00 is local funds, and \$749,292.00 is federal funds. Of the \$15,902,831.00 in LCFF Funds, \$3,746,398.00 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 2023-24. 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 \$20,562,567.00 for the 2023-24 school year. Of that amount, \$13,763,982.00 is tied to actions/services in the LCAP and \$6,798,585 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Exclusion from this LCAP includes, but not limited to: School Administration, Office Support Staff and General Education Teacher salaries, food services and general school & facilities expenditures.

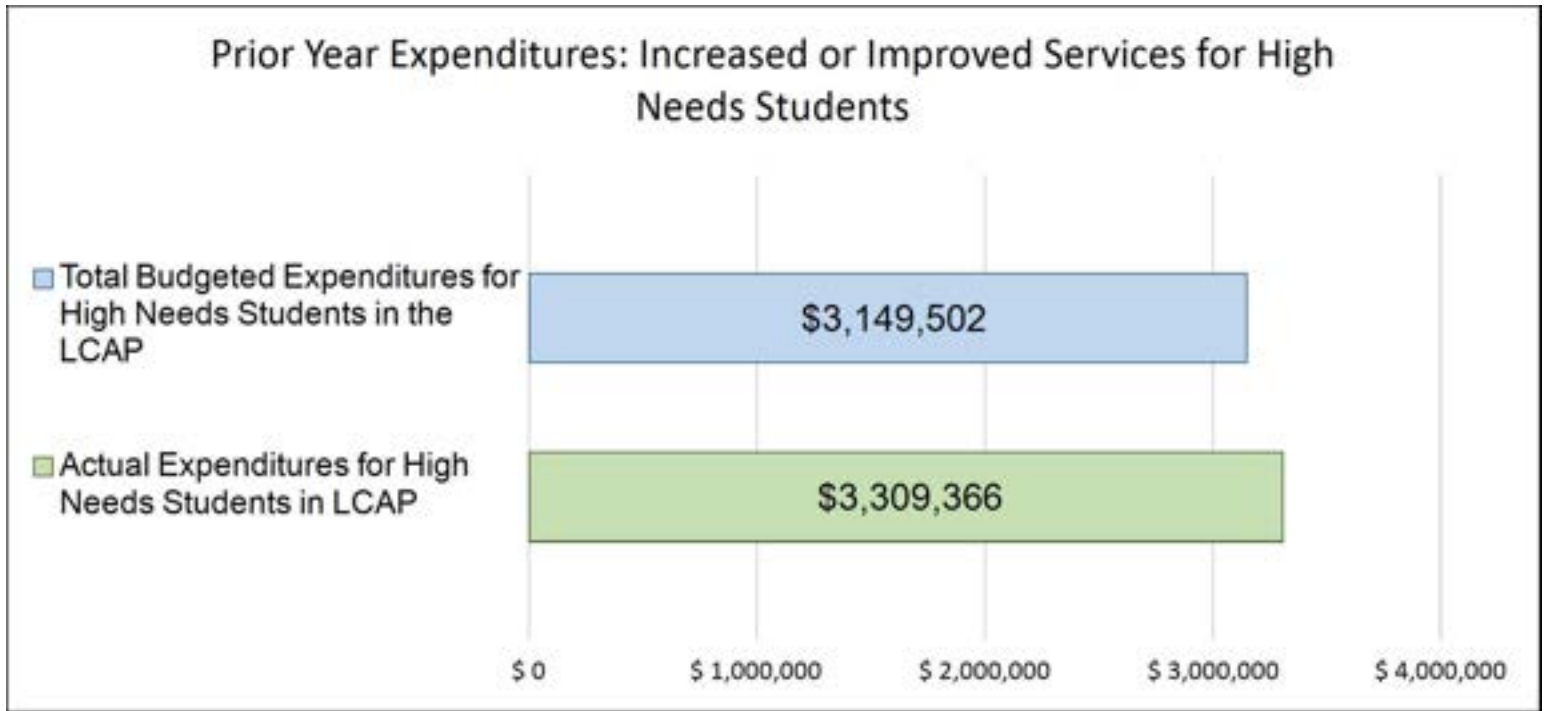
### Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Norton Science & Language Academy is projecting it will receive \$3,746,398.00 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 \$3,845,008.00 towards meeting this requirement, as described in the LCAP.



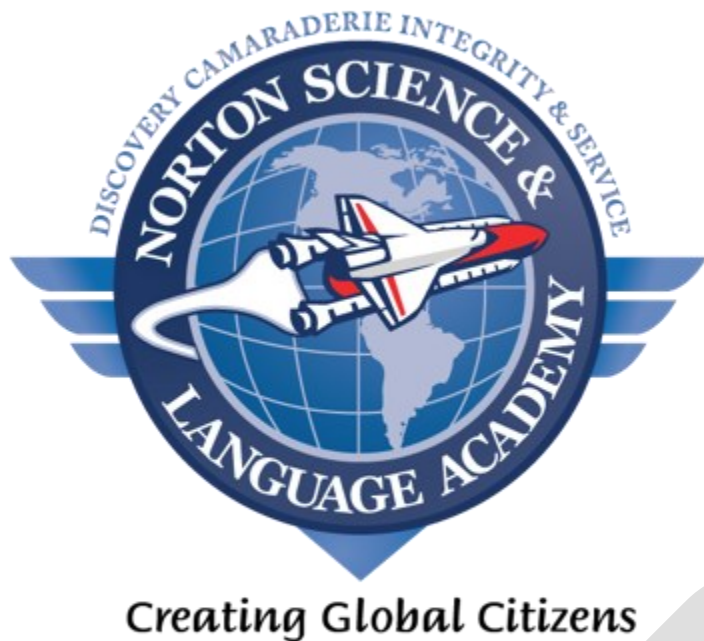
## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Norton Science & Language Academy's LCAP budgeted \$3,149,502.00 for planned actions to increase or improve services for high needs students. Norton Science & Language Academy actually spent \$3,309,366.00 for actions to increase or improve services for high needs students in 2022-23.



## 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	Victor Uribe Principal	vrube@lcer.org 909-386-2300

## Plan Summary [2023-24]

## 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 years, several business developments have been constructed surrounding the school's neighborhood. We recently opened our brand new campus in the fall of 2021. The new location is only a couple of miles from our previous location, allowing us to continue serving the downtown San Bernardino community. The high school program includes grades 9 and 10. We will be adding 11th-grade fall of 2023 and 12th-grade fall of 2024 making us a TK-12 school.

NSLA currently serves a TK-10 population of approximately 1,118. The most recent demographic breakdown identified by the 2023 California School Dashboard 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 learners (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% in 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 practices 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.

### 2020-2021

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.

#### 2021-2022

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.

#### 2022-2023

The 2022-2023 school year has brought about some successful changes within the school and the community. The school was able to continue in-person learning for all students, grades TK-10. We added an additional TK class and 10th-grade students to continue our expansion of the high school. Our school's new gymnasium is near completion and will be fully operational for the fall, 2023-2024 school year. We continued our community outreach events which included: Noche de las Estrellas partnering with four NASA Centers and the Mexican Space Agency, Dia de los Muertos Community Celebration, Holidays Around the World, DACA and DREAM Act Parent/Community Outreach, an Open House for our build-out of the High School grade levels, participated in the YMCA Christmas Parade, held a Resume Writing Workshop for parents, 10 Week Parenting with Love & Logic classes, resumed our Volunteer Workshops to bring parents back into the school, and distributed 30 Thanksgiving Baskets for families.

To continue to support students, we were able to add an additional school counselor to support both academics and social-emotional needs. We also added a teacher on assignment to support academic needs and English Language Development at the middle and high school.

We are excited that we have boosted our enrollment from 1,042 in 2021-2022 to 1,118 in 2022-2023 and we currently have 436 students on a waiting list for the first time in our school's history. Our attendance has averaged around 91.48% over the first half of the 2022-2023 school year.

The California School Dashboard reported that the school met all its local indicators. Students have highly qualified teachers, every student has access to the curriculum, and has a voice in their school. 36.3% of English learners progressed at least one ELPI level and we reclassified 14% of English learners, our highest rate ever.

## 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.

### 2020-2021

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.

#### 2021-2022

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 CABE training, we will also have training from our SLA curriculum, Benchmark Adelante, to guide us in language acquisition and help in building this culture.

#### 2022-2023

As reported by the California School Dashboard, ELA student proficiency in grades 3-8 in the spring of 2022 was 29.48% and math student proficiency was 14.96%. After not administering the Smarter Balanced Assessments for two years, these results are our current baseline in which we need to show improvement. Both San Bernardino City Schools, 30% in ELA and 19% in math, and the County of San Bernardino, 40% in ELA and 25% in math, showed similar results. In ELA, proficiency was very low in our English Learners and Students with Disabilities subgroups. In math, proficiency was very low in our English Learners, Socioeconomically Disadvantaged, and Students with Disabilities subgroups. Our African American students (5.7% of the student population) also showed very low proficiency in both areas.

To continue providing support for all students both academically and emotionally, we have continued to support our language learners through curriculum and professional development. These include the SEL curriculum present at all grade levels, GLAD and CABE training supporting bilingual students. This year, we were able to implement ELD intervention time at the secondary levels, making the best use of

our master schedule. A teacher on assignment specializing in ELD will work with our secondary students and we will also be implementing LAS Links, an assessment to measure language proficiency for our English learners and to monitor growth.

The population of Students with disabilities has continued to grow annually. We have added additional personnel to support our students including an additional Education Specialist at high school and two additional paraprofessionals for classroom support. We will also be adding a full-time Transitional Life-Skills Coordinator for the 2023-2024 school year to support students with their after-high school plans.

All students in grades TK-8 will continue to benefit from SWUN math coaching, iReady assessment and instructional support for reading and math, English reading, emergent English reading professional development, intervention support at all levels, and Spanish reading and assessment. Teachers also had training at the beginning of the school year in Capturing Kids Hearts to focus on the social-emotional wellbeing of students and connecting with students to engage them in the learning environment.

## 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 of 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.

In the 2023-2024 school year, we continue to implement the actions originally described in the 2021 LCAP. There are a few key elements of the LCAP that have been added based on community engagement and expansion needs. We have additional personnel to support our special needs students, new assessments to monitor our English Learners and Spanish Language development, and safety measures such as fencing and shade structures. Probably the most anticipated highlights for our students are the addition of a new elementary play structure and the completion of the school gymnasium.

## 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.

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

It is imperative for our school to engage its educational partners in the decision-making process. Our school has always believed that a positive partnership between the student, parent, and staff is essential for student success. We give every opportunity for our partners to engage with school leaders and pride ourselves on this open communication format.

Educational partners are notified through various social media outlets including the school's website, in-person flyers, Instagram, Facebook, Infinite Campus weekly updates, classroom newsletters, email, and Twitter. Notifications and meetings are translated as needed.

To ensure all our partners are available for these opportunities, we continue to have both in-person and virtual formats. We also have scheduled most meetings later in the day, after school so that partners may attend.

The school year begins these opportunities with the new family orientation and back-to-school night then continues with parent/teacher conferences, monthly engagement opportunities, and surveys throughout the school year. The culminating event is our annual Town Hall in which educational partners give their input on successes and improvements for the school based on data and observations. The feedback from all of these events help to build the LCAP to make decisions for the future of the school.

Surveys from educational partners include:

- Parent Climate survey
- Student Climate survey
- Staff survey
- Social-emotional student survey
- Staff Technology needs assessment

Monthly in-person and virtual meetings for our educational partners include:

- Cafecito
- School Board
- School Site Council
- English Learner Advisory Committee

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.

The 2022-2023 school year continued to address our community feedback from prior years with the addition of the following items for the 2023-2024 school year:

- Additional field trips
- Play structure for the elementary age students
- Fencing around the play area and soccer field
- Pedestrian access for pick-up and drop-off times
- Shade structures for our TK students
- Greater safety measures
- Additional support for special needs students
- Rigor in secondary course availability
- Strengthen our dual immersion program
- Build a pathway for students to be ready for college upon graduation

#### 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.

For the 2023-2024 school year, the actions described above will continue with the following additions and changes. Parent feedback asked for increased rigor, leadership opportunities, and safety.

- We will have the addition of our 11th-grade class
- Addition of three Advanced Placement (AP) courses
- Comprehensive reading assessment in both English and Spanish to support English Learners and promote the Seal of Biliteracy
- Addition of Advanced Via Individual Determination (AVID) courses in middle school with the plan to add at each high school grade the subsequent years
- Addition of a school counselor for both academic and social-emotional needs
- Catapult EMS system for schoolwide emergencies
- Additional fencing around pick-up areas and fields
- Teacher on Assignment for the middle and high schools
- Transition Coordinator to support special needs students' transition to higher education
- Additional Education Specialist to support our special needs students in high school
- Biliteracy Instructional Framework professional development for all teachers to assist in creating lessons with a critically conscious lens
- Expansion of visual and performing arts programs in all grade levels

# 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	30% of students showed proficiency in the Smarter Balanced ELA exam.		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.	15% of students showed proficiency in the Smarter Balanced Math exam as indicated on the California School Dashboard.		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: 22% of students on or above grade level 23% of students one grade level below 55% of students are two or more grade levels below as demonstrated in the EOY 2023 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: 14% of students on or above grade level 33% of students one grade level below 54% of students are two or more grade levels below as demonstrated in the EOY 2023 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	71% of students met standard 12.7% of students nearly met standard 16.3% 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	17% of students showed proficiency in ELA 31.5% 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.	33.5% 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.	62% of students had the opportunity to attend a field trip during the 2022-2023 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.	89% 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
<b>1.18</b>	Summer Academy Facility	Facility for the summer academy 2021.	\$0.00	No
<b>1.19</b>	One-to-One Devices	Additional Chromebooks at 3rd grade.	\$100,000.00	No
<b>1.20</b>	Swun Math Professional Development	Training for teachers implementing Swun Math with concentration in grades 3-8.	\$60,000.00	Yes
<b>1.21</b>	CABE Early Literacy Professional Development	CABE (California Association for Bilingual Education) Early Literacy PD for primary teachers.	\$2,500.00	Yes
<b>1.22</b>	Home Visits	Materials and supplemental funds for home visits.	\$0.00	Yes
<b>1.23</b>	Physical Education Materials	Additional PE Materials for growth of campus and additional grade level.	\$20,000.00	No
<b>1.24</b>	Spanish Course	Addition of high school Spanish course curriculum.	\$69,200.00	No
<b>1.25</b>	Flexible Seating	Flexible seating for students.	\$50,000.00	No
<b>1.26</b>	Mindfulness	Mindfulness spaces furniture and materials.	\$10,000.00	No
<b>1.27</b>	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	Yes
<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.	\$95,748.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.49</b>	Community Events	Community Events: Noche de Estrellas, Engineering Day, and Multicultural Health Fair	\$3,500.00	No
<b>1.50</b>	Tutoring	Before/After School Tutoring MS/HS	\$100,000.00	Yes
<b>1.51</b>	Counselor	Addition of SEL/Academic Counselor	\$121,750.00	Yes
<b>1.52</b>	TOA Secondary	Teacher on Assignment for grades middle school and high school.	\$134,500.00	Yes
<b>1.53</b>	LAS Links Assessment	LAS Links Assessment for English Language Development and Spanish Reading	\$123,446.00	Yes
<b>1.54</b>	Transition Coordinator	Transition Coordinator for SPED students	\$79,000.00	No
<b>1.55</b>	Speech Support	Additional Speech and Language Pathologist in SPED	\$65,000.00	No
<b>1.56</b>	AVID	Addition of AVID program in middle school, grades 6-8.	\$12,393.00	Yes
<b>1.57</b>	Ed. Specialist High School	Addition of Educational Specialist (RSP) to serve high school SPED students.	\$105,000.00	No
<b>1.58</b>	Advanced Placement Courses	Addition of Advanced Placement (AP) Courses	\$6,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.59	Biliteracy Framework PD	Biliteracy Instructional Framework PD for all teachers to assist in creating lessons with a critically conscious lens	\$51,000.00	Yes
1.61	Kinder Paraprofessionals	Kinder paraprofessionals to support half-day in Kindergarten classrooms.	\$69,527.00	Yes
1.61	Kinder Paraprofessionals	Kinder paraprofessionals to support half-day in Kindergarten classrooms.	\$69,527.00	Yes

## Goal Analysis [2022-23]

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.

Most actions were carried out with fidelity to support our students in academics. There were some changes due to limitations with staffing and other outside factors.

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.

Material differences in expenditures were found in:

Action 1.5 - The local community college was not able to facilitate dual enrollment on campus

Action 1.7 - Summer Space Camp did not have the staffing necessary but is scheduled to happen in 2023

Action 1.10 - The library did not receive furniture until halfway through the school year

Action 1.13 - Lack of staffing for enrichment

Action 1.34 - Lack of staffing for enrichment

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

Some metrics showed improvement this year while others remained the same. We saw an increase in proficiency identified by our English reading and Spanish reading assessments.

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.

For the 2022-2023 school year, we added a few additional action items to support our goal for student achievement. Another academic counselor was added as our high school builds out, and there is a need to increase academic support and social-emotional support. A Teacher on Assignment (TOA) was added to focus on reading and mathematics in both middle school and high school. The TOA will also help support our English Learners with Designated ELD. Paraprofessionals will be assigned to each Kindergarten classroom to support students in early literacy and numeracy.

To better support the learning of our English Learners and Spanish Learners, we have procured LAS Links that provide authentic language assessments in both English and Spanish. Data from these assessments will help teachers to support our English Learners by monitoring student progress in the areas of reading, speaking, listening, and writing. The Spanish assessment will monitor student progress in Spanish in the areas of reading, speaking, listening, and writing. The results of the Spanish assessment will be used to determine eligibility for the State Seal of Biliteracy. Teachers will receive professional development in Biliteracy Instructional Framework: Lesson Planning via a Critical Consciousness Lens to strengthen our dual language program.

To support an increased need in Special Education, we will be adding an additional Education Specialist for high school, Speech and Language Pathologist, and a Transition Coordinator.

To increase rigor in our educational program, we will be adding Advanced Placement (AP) courses this next year and are sending teachers to training in the summer of 2023. We will be adding AVID courses in grades 6-8 and will continue the program annually, building out each subsequent year in high school through 12th grade.

**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%.	6.6% suspension rate as reported on the 2022 California School Dashboard.		2.8% suspension rate as reported by the California School Dashboard.
Student Climate Survey	35% of students felt their school was well-maintained and clean	75% of students felt their school	66% 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.	was safe and well-maintained as reported by the student climate survey in the fall of 2022.		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.	45% of students surveyed in 2022 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.	0% of students attended cultural field trips in 2022-2023.		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.	\$339,038.00	Yes
2.3	Chilean Exchange	Field trip program with our partner school in Chile.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.4</b>	CDO Professional Development	CDO's will receive training for behavioral interventions and social-emotional support.	\$5,000.00	Yes
<b>2.5</b>	Custodial	Custodial staff for health and safety.	\$240,908.00	Yes
<b>2.6</b>	Furniture	New furniture needed for the school's expansion.	\$300,000.00	Yes
<b>2.7</b>	Recess/Lunchtime Assistant	Additional staff for recess and lunch times.	\$30,000.00	Yes
<b>2.8</b>	Floor Scrubber/Carpet Extractor	Floor scrubber/carpet extractor to maintain cleanliness of facilities.	\$0.00	No
<b>2.9</b>	Janitorial Supplies	Additional janitorial supplies to properly disinfect student areas.	\$50,000.00	Yes
<b>2.10</b>	Ionizers for HVAC units	Ionizers for HVAC upgrading for air quality.	\$0.00	No
<b>2.11</b>	Elementary Rugs	Area rugs for elementary students.	\$0.00	No
<b>2.12</b>	CPI (Crisis Prevention Institute) Training	CPI training for administrators and character development officers.	\$500.00	No
<b>2.13</b>	Suicide Prevention Training	Suicide prevention training.	\$2,000.00	No
<b>2.14</b>	CDO Support	Additional CDO for front kiosk.	\$25,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.15</b>	Student Activities Clerk	Student Activities Clerk	\$40,282.00	Yes
<b>2.16</b>	Facility Technician	Facility Technicians	\$231,187.00	Yes
<b>2.17</b>	Receptionist	Additional Office Receptionist	\$20,593.00	Yes
<b>2.18</b>	Library Technician	Library Technician	\$28,835.00	Yes
<b>2.19</b>	LVN	LVN support for student health and safety.	\$97,471.00	Yes
<b>2.20</b>	Health Clerk	Health clerk to support LVN.	\$0.00	No
<b>2.21</b>	Campus Safety Uniforms	CDO uniforms to make them easily identifiable to students.	\$2,000.00	Yes
<b>2.22</b>	Facilities	Facilities costs	\$3,076,875.00	Yes
<b>2.23</b>	Catapult EMS	Catapult Emergency System Notification and Crisis Management	\$2,230.00	No
<b>2.24</b>	School Gym	Construction of school gym	\$5,500,000.00	No
<b>2.25</b>	Elementary Play Structure	Play structure for elementary students.	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.26	Shade Structures	TK Shade Structures	\$50,000.00	No
2.27	Pedestrian Gate	Safe pedestrian access to campus for pick-up/drop-off	\$25,000.00	Yes
2.28	Fencing	Fencing around secondary play area and interior fencing for soccer field.	\$35,455.00	No
2.29	ALC	Alternative Learning Center (ALC) for behavior intervention	\$0.00	No

## Goal Analysis [2022-23]

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.

Most actions were carried out with fidelity to support our students in all areas. There were some changes due to limitations with staffing and other outside factors.

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.

Material differences in expenditures were found in:

Action 2.1 - Cultural field trips are on hold this year due to staffing and transportation

Action 2.3 - Chilean exchange is planned for the fall of 2023 which is the earliest the students can visit our school

Action 2.13 - Suicide prevention training was done in-house by Psychologist and Counselors at no cost

Action 2.18 - Library did not have furniture until January 2023 and staffing

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

These actions did not achieve the growth we were expecting. Students had strong feelings about the state of the campus which reflected the lack of staffing for custodial and facilities. It has been difficult to hire these positions and keep people due to the current economy. We have been fortunate to be fully staffed for the spring of 2023 and hope to see student feedback reflect this change. Cleanliness and safety of the

campus are the main concerns and we have worked to improve these areas. We also hope to see an improvement in our suspension rate. As new administration has been hired and staff training implemented, we believe next year to see a decrease in suspensions.

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 additions for the safety of our students and campus. We will be implementing Catapult EMS, an emergency system that all staff will be trained on and use school-wide. We added fencing around play areas and the soccer field. We will be adding a pedestrian gate and CSO for safety during drop-off and pick-up. For behavior intervention, we will be adding an Alternative Learning Center to assist students in completing work and correcting behavior.

Students will also benefit from the addition of our school gymnasium which will be completed spring of 2023 along with the addition of an elementary play structure. Both of these will help increase the activity of students. In the summer of 2023 we will be adding a shade structure to our TK area, protecting them from the elements during their outdoor activities.

**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.	10% 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.	35% of families participated in engagement opportunities.		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	Yes
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	Yes
3.5	Translator Equipment	Translation equipment.	\$2,000.00	Yes
3.6	Parent Materials	Materials for parent engagement meetings.	\$500.00	Yes

## Goal Analysis [2022-23]

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.

Most actions were carried out with fidelity to support our students in all areas. There were some changes due to availability and other outside factors.

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.

Material differences in expenditures were found in:  
 Action 3.1 - Literacy Project was not available this year  
 Action 3.2 - Love and Logic was done in-house by certified personnel  
 Action 3.3 - Project Inspire was not available this year  
 Action 3.6 - New equipment is not needed at this time



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

Continuing to provide in-person and virtual meetings has helped increase our attendance in engagement opportunities. We have also increased engagement by handing out flyers during pick-up to reach parents who are not on social media or messaging.

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.

The actions will continue to be implemented this year to support engagement. Due to translators available and translation equipment already on site, we will not purchase new equipment (action 3.6) at this time.

**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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$3,746,398.00	\$547,459.00

## 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
30.82%	42.34%	\$3,149,502.00	73.16%

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, counseling, SPED teacher

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:30

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		1:17.6

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## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,438,777.00	\$2,183,562.00	\$5,570,000.00	\$1,703,989.00	\$13,741,406.00	\$2,975,307.00	\$10,766,099.00

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				\$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	\$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	English Learners Foster Youth Low Income				\$2,500.00	\$2,500.00
1	1.22	Home Visits	English Learners Foster Youth Low Income				\$0.00	\$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
1	1.30	VM Server	All Students with				\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
1	1.31	Support Servers	All Students with Disabilities				\$0.00	\$0.00
1	1.32	Storage Area Network	All Students with Disabilities				\$0.00	\$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	\$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	\$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	English Learners Foster Youth Low Income	\$127,413.00				\$127,413.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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	\$95,748.00				\$95,748.00
1	1.49	Community Events	All Students with Disabilities	\$3,500.00				\$3,500.00
1	1.50	Tutoring	English Learners Foster Youth Low Income				\$100,000.00	\$100,000.00
1	1.51	Counselor			\$121,750.00			\$121,750.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.52	TOA Secondary	English Learners Foster Youth Low Income		\$134,500.00			\$134,500.00
1	1.53	LAS Links Assessment					\$123,446.00	\$123,446.00
1	1.54	Transition Coordinator	Students with Disabilities	\$79,000.00				\$79,000.00
1	1.55	Speech Support		\$65,000.00				\$65,000.00
1	1.56	AVID	English Learners Foster Youth Low Income	\$12,393.00				\$12,393.00
1	1.57	Ed. Specialist High School		\$105,000.00				\$105,000.00
1	1.58	Advanced Placement Courses	All Students with Disabilities		\$6,500.00			\$6,500.00
1	1.59	Biliteracy Framework PD					\$51,000.00	\$51,000.00
1	1.60	VAPA Program	English Learners Foster Youth Low Income	\$154,922.00				\$154,922.00
1	1.61	Kinder Paraprofessionals		\$69,527.00				\$69,527.00
2	2.1	Cultural Field Trips	All Students with Disabilities		\$40,000.00			\$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Character Development Officer	English Learners Foster Youth Low Income	\$339,038.00				\$339,038.00
2	2.3	Chilean Exchange	All Students with Disabilities		\$10,000.00			\$10,000.00
2	2.4	CDO Professional Development	English Learners Foster Youth Low Income	\$4,500.00	\$500.00			\$5,000.00
2	2.5	Custodial	English Learners Foster Youth Low Income	\$240,908.00				\$240,908.00
2	2.6	Furniture	English Learners Foster Youth Low Income	\$300,000.00				\$300,000.00
2	2.7	Recess/Lunchtime Assistant	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
2	2.8	Floor Scrubber/Carpet Extractor	All Students with Disabilities		\$0.00			\$0.00
2	2.9	Janitorial Supplies	English Learners Foster Youth Low Income	\$50,000.00				\$50,000.00
2	2.10	Ionizers for HVAC units	All Students with Disabilities		\$0.00			\$0.00
2	2.11	Elementary Rugs	All Students with Disabilities		\$0.00			\$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
2	2.15	Student Activities Clerk	English Learners Foster Youth	\$40,282.00				\$40,282.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.16	Facility Technician	English Learners Foster Youth Low Income	\$231,187.00				\$231,187.00
2	2.17	Receptionist	English Learners Foster Youth Low Income	\$20,593.00				\$20,593.00
2	2.18	Library Technician	English Learners Foster Youth Low Income	\$28,835.00				\$28,835.00
2	2.19	LVN	English Learners Foster Youth Low Income	\$97,471.00				\$97,471.00
2	2.20	Health Clerk	All Students with Disabilities				\$0.00	\$0.00
2	2.21	Campus Safety Uniforms	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
2	2.22	Facilities	English Learners Foster Youth Low Income	\$1,726,875.00	\$1,350,000.00			\$3,076,875.00
2	2.23	Catapult EMS	All	\$2,230.00				\$2,230.00
2	2.24	School Gym	All			\$5,500,000.00		\$5,500,000.00
2	2.25	Elementary Play Structure	All	\$80,000.00		\$70,000.00		\$150,000.00
2	2.26	Shade Structures	TK Students All Students with Disabilities		\$50,000.00			\$50,000.00
2	2.27	Pedestrian Gate	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.28	Fencing	All Students with Disabilities	\$35,455.00				\$35,455.00
2	2.29	ALC	All Students with Disabilities	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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	English Learners Foster Youth Low Income	\$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	English Learners Foster Youth Low Income	\$500.00				\$500.00
3	3.5	Translator Equipment	English Learners Foster Youth Low Income				\$2,000.00	\$2,000.00
3	3.6	Parent Materials	English Learners Foster Youth Low Income	\$500.00				\$500.00

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## 2023-24 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
\$12,156,433.00	\$3,746,398.00	30.82%	42.34%	73.16%	\$3,845,008.00	0.00%	31.63 %	<b>Total:</b>	\$3,845,008.00
								<b>LEA-wide Total:</b>	\$3,845,008.00
								<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	1.21	CABE Early Literacy Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
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		

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	1.29	ELPAC Testing On-Site Coordinator	Yes	LEA-wide	English Learners	All Schools		
1	1.40	Resident Subs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,413.00	
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	\$95,748.00	
1	1.50	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.51	Counselor						
1	1.52	TOA Secondary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.53	LAS Links Assessment						
1	1.56	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income		\$12,393.00	
1	1.59	Biliteracy Framework PD						
1	1.60	VAPA Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$154,922.00	

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	1.61	Kinder Paraprofessionals					\$69,527.00	
2	2.2	Character Development Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$339,038.00	
2	2.4	CDO Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	
2	2.5	Custodial	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,908.00	
2	2.6	Furniture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.7	Recess/Lunchtime Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.9	Janitorial Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
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	\$40,282.00	
2	2.16	Facility Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$231,187.00	
2	2.17	Receptionist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,593.00	
2	2.18	Library Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,835.00	



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 (%)
2	2.19	LVN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,471.00	
2	2.21	Campus Safety Uniforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
2	2.22	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,726,875.00	
2	2.27	Pedestrian Gate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
3	3.1	San Bernardino Latino Family Literacy Project	Yes	LEA-wide	English Learners	All Schools		
3	3.2	Love & Logic Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	
3	3.3	CABE Project Inspire Parents	Yes	LEA-wide	English Learners	All Schools		
3	3.4	Cafecito	Yes	LEA-wide	English Learners Foster Youth Low Income		\$500.00	
3	3.5	Translator Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.6	Parent Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,826,063.00	\$5,842,870.67

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	Yes	\$147,500.00	\$66,295
1	1.2	iReady Diagnostic and Instruction for Reading and Math	No	0.00	0.00
1	1.3	New Teacher Induction	No	\$39,947.00	\$35,150
1	1.4	Elementary Enrichment	No	\$110,812.00	\$70,665
1	1.5	Dual Enrollment	No	\$5,000.00	\$0.00
1	1.6	Mental Health & Academic Services	Yes	\$315,586.00	\$286,772
1	1.7	Summer Space Camp	No	\$6,000.00	\$0.00
1	1.8	Rocket Lab	No	\$278,263.00	\$169,500
1	1.9	Library Hub	No	\$10,700.00	\$0.00
1	1.10	Secondary Extended Learning	No	\$0.00	\$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	1.11	Love & Logic	No	\$10,000.00	\$9,873
1	1.12	Summer Academy	No	\$160,000.00	\$76,700
1	1.13	Elementary Enrichment Music	No	\$25,000.00	\$2,541
1	1.14	eSports	No	\$20,000.00	\$22,463
1	1.15	Robotics Team	No	\$60,000.00	\$35,247
1	1.16	Science Lab	No	\$100,000.00	\$0.00
1	1.17	Art Lab	No	\$100,000.00	\$8,640
1	1.18	Summer Academy Facility	No	\$0.00	\$0.00
1	1.19	One-to-One Devices	No	\$100,000.00	\$112,849
1	1.20	Swun Math Professional Development	Yes	\$60,000.00	\$60,000
1	1.21	CABE Early Literacy Professional Development	No	\$2,500.00	\$19,400
1	1.22	Home Visits	No	\$0.00	\$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	\$14,717
1	1.24	Spanish Course	No	\$69,200.00	\$30,540
1	1.25	Flexible Seating	No	\$50,000.00	\$24,026
1	1.26	Mindfulness	No	\$10,000.00	\$15,356
1	1.27	College Visits	No	\$5,000.00	\$0.00
1	1.28	ELPAC Testing	Yes	\$13,500.00	\$6,600
1	1.29	ELPAC Testing On-Site Coordinator	Yes	\$19,909.00	\$33,302
1	1.30	VM Server	No	\$0.00	\$0.00
1	1.31	Support Servers	No	\$0.00	\$0.00
1	1.32	Storage Area Network	No	\$0.00	\$0.00
1	1.33	Classroom Furniture	No	\$300,000.00	\$289,591
1	1.34	STEM Enrichment Materials	No	\$10,000.00	\$786
1	1.35	Mandarin Enrichment Materials	No	\$0.00	\$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	\$114,500.00	\$114,500
1	1.37	Multi-Purpose Room Setup	No	\$0.00	\$0.00
1	1.38	Stop-It Hotline	No	\$500.00	\$687
1	1.39	MiFi Units	No	\$15,000.00	\$16,529
1	1.40	Resident Subs	No	\$127,413.00	\$78,206
1	1.41	Project GLAD Training	Yes	\$4,000.00	\$3,235.00
1	1.42	Uniform Closet	Yes	\$5,000.00	\$11,596
1	1.43	Independent Study	No	\$21,524.00	\$0.00
1	1.44	Universal Pre-Kindergarten	No	\$28,407.00	\$38,527
1	1.45	TK Classroom Setup	No	\$12,000.00	\$71,655
1	1.46	TK Paraprofessional	No	\$28,255.00	\$29,326
1	1.47	Capturing Kids Hearts	No	\$54,000.00	\$58,976
1	1.48	High School Athletics	Yes	\$29,000.00	\$15,243

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	1.49	Community Events	No	\$3,500.00	\$5,600
1	1.50	Tutoring	No	\$100,000.00	\$29,017.80
2	2.1	Cultural Field Trips	No	\$40,000.00	\$0.00
2	2.2	Character Development Officer	Yes	\$300,000.00	\$245,500.00
2	2.3	Chilean Exchange	No	\$10,000.00	\$0.00
2	2.4	CDO Professional Development	No	\$5,000.00	\$0.00
2	2.5	Custodial	Yes	\$208,000.00	\$218,000.00
2	2.6	Furniture	Yes	\$300,000.00	\$181,728.00
2	2.7	Recess/Lunchtime Assistant	No	\$30,000.00	\$27,300.00
2	2.8	Floor Scrubber/Carpet Extractor	No	\$0.00	\$0.00
2	2.9	Janitorial Supplies	No	\$25,000.00	\$25,000
2	2.10	Ionizers for HVAC units	No	\$0.00	\$0.00
2	2.11	Elementary Rugs	No	\$0.00	\$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)
2	2.12	CPI (Crisis Prevention Institute) Training	No	\$500.00	\$500.00
2	2.13	Suicide Prevention Training	No	\$2,000.00	\$0.00
2	2.14	CDO Support	Yes	\$25,152.00	\$21,065.00
2	2.15	Student Activities Clerk	Yes	\$33,824.00	\$18,420.00
2	2.16	Facility Technician	Yes	\$205,000.00	\$217,000.00
2	2.17	Receptionist	No	\$20,593.00	\$48,372.00
2	2.18	Library Technician	Yes	\$34,866.00	\$0.00
2	2.19	LVN	Yes	\$87,000.00	\$88,500.00
2	2.20	Health Clerk	No	\$32,174.00	\$33,300.00
2	2.21	Campus Safety Uniforms	No	\$2,000.00	\$2,000.00
2	2.22	Facilities	Yes	\$2,860,938.00	\$2,860,938.00
3	3.1	San Bernardino Latino Family Literacy Project	No Yes	\$2,500.00	\$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	3.2	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	\$500.00
3	3.5	Translator Equipment	No	\$2,000.00	\$0.00
3	3.6	Parent Materials	No	\$500.00	\$500.00

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## 2022-23 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)
\$3,149,502.00	\$3,309,366.00	\$0.00	\$0.00	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	1.1	Field Trips	Yes				
1	1.6	Mental Health & Academic Services	Yes	\$315,586.00			
1	1.20	Swun Math Professional Development	Yes	\$60,000.00			
1	1.22	Home Visits	Yes				
1	1.28	ELPAC Testing	Yes				
1	1.29	ELPAC Testing On-Site Coordinator	Yes				
1	1.41	Project GLAD Training	Yes				
1	1.42	Uniform Closet	Yes				
1	1.48	High School Athletics	Yes	\$29,000.00			
2	2.2	Character Development Officer	Yes	\$300,000.00			
2	2.5	Custodial	Yes	\$208,000.00			
2	2.6	Furniture	Yes	\$300,000.00			

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	2.14	CDO Support	Yes	\$25,152.00			
2	2.15	Student Activities Clerk	Yes	\$33,824.00			
2	2.16	Facility Technician	Yes	\$205,000.00			
2	2.18	Library Technician	Yes	\$34,866.00			
2	2.19	LVN	Yes	\$87,000.00			
2	2.22	Facilities	Yes	\$1,710,938.00			
3	3.1	San Bernardino Latino Family Literacy Project	Yes				
3	3.3	CABE Project Inspire Parents	Yes				

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## 2022-23 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)
\$7,438,186.00	\$3,149,502.00	0%	42.34%	\$0.00	0.00%	0.00%	\$3,149,502.00	42.34%

# Instructions

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*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

DRAFT

## NSLA California Dashboard Local Indicators for 2023-2024 School Dashboard

California Dashboard Prompts are in bold print and NSLA responses in regular font.

<b>Priority 1-Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities</b>	<b>Response</b>
Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions	1/2% 3/6% 2/4%
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0/0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0

### Priority 2-Implementation of State Academic Standards

**1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

English Language Arts – Common Core State Standards for English Language Arts: 5

English Language Development (Aligned to English Language Arts Standards): 5

Mathematics – Common Core State Standards for Mathematics: 5

Next Generation Science Standards: 5

**2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

English Language Arts – Common Core State Standards for English Language Arts: 5

English Language Development (Aligned to English Language Arts Standards): 5

Mathematics – Common Core State Standards for Mathematics: 5

Next Generation Science Standards: 5

History-Social Science: 5

**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full***

### ***Implementation; 5 – Full Implementation and Sustainability***

English Language Arts – Common Core State Standards for English Language Arts: 5

English Language Development (Aligned to English Language Arts Standards): 5

Mathematics – Common Core State Standards for Mathematics: 5

Next Generation Science Standards: 5

History-Social Science: 5

**4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students. *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

Career Technical Education: 4 (ASB events, college visits, electives, and guest speakers)

Health Education Content Standards: 5

Physical Education Model Content Standards: 5

Visual and Performing Arts: 4 (Continuing development of Arts program with the addition of music and dance)

World Language: 5

**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year). *Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability***

Identifying the professional learning needs of groups of teachers or staff as a whole: 5

Identifying the professional learning needs of individual teachers: 5

Providing support for teachers on the standards they have not yet mastered: 5

## **Priority 3-Parent Engagement**

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### **Building Relationships-Responses Bold and Underlined**

**1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**2. Rate the LEA's progress in creating welcoming environments for all families in the community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way**

**communication between families and educators using language that is understandable and accessible to families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

Narrative:

The Norton Science and Language Academy believes that parents and families are an integral part in the decision making of the school. Parents are invited to participate in a variety of activities and councils including:

1. School Site Council
2. English Language Advisory Committee
3. School Board Meetings (Parent Board Members)
4. Monthly Cafecito Meetings
5. Love and Logic Classes for Parents
6. Latino Family Literacy Project
7. CAFE Project to Inspire
8. Parent Teacher Organization

### **Building Partnerships for Student Outcomes-Responses Bold and Underlined**

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

Narrative:

The Norton Science and Language Academy will continue to utilize a Multi-tiered System of Support (MTSS) in order to monitor student progress in meeting the academic standards through the integration of evidence-based instruction, interventions, and assessments to address the full range of student academic and behavioral needs. Parents and families will continue to work as partners to make the best decisions when supporting students' academic and behavioral needs. The school will also continue its efforts to engage families through various means including in-person, social media platforms, telephonically, and email.

### **Seeking Input for Decision Making-Responses Bold and Underlined**

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 –

Full Implementation; **5 – Full Implementation and Sustainability**

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. \***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; **5 – Full Implementation and Sustainability**

Narrative:

Families are an important component of the Norton Science and Language Academy (NSLA) governance process. Multiple opportunities are offered to engage all members of the school community in evaluations of programs and services. Student, parent, and staff surveys are used to gather input. Parents of NSLA students are invited to complete a climate survey annually to provide the school with subjective measures, including satisfaction levels with all aspects of NSLA and its programs. NSLA uses the survey results to foster positive learning and teaching environments, measure parent involvement, student achievement, health, and well being.

Parents are encouraged to make a difference in the governance of the school by participating in the School Site Council (SSC) and English Learner Advisory Committee (ELAC). The SSC and ELAC are actively involved in developing and approving the school's Local Control and Accountability Plan (LCAP) as well as related categorical expenditures. Its members regularly evaluate data and the progress made to raise the academic achievement of all students.

Parents have access to the Lewis Center for Educational Research Board (LCER) to address concerns publicly at monthly Board meetings. The LCER Board meetings are held alternately at NSLA and the Academy for Academic Excellence (AAE) and streamed live to the other school site, increasing accessibility and participation for all partners at both schools. Principals and Directors provide reports and presentations at Board meetings. Following each Board meeting, the NSLA Principal reviews any Board presentations at a monthly Cafecito meeting. These include presentations on State test results, California School Dashboard, LCAP progress and annual updates. All parents are encouraged to attend these regularly scheduled open forums where they have access to NSLA administration and representatives to ensure successful ongoing communication among parents, students, and the school. Cafecito meetings are streamed live on the school's Facebook page allowing hundreds of parents that are unable to attend to view the recordings at their convenience.

Parents are reminded of all public school meetings through NSLA's mass messaging system, Infinite Campus, Facebook, email, In person, telephonically, and social media. The NSLA administration actively works to continually improve academic performance, school climate, and operations through collaboration with its community partners. Increased frequency and opportunities, both in-person and online, to engage all members of the school community have resulted in significant gains in the levels of engagement between home and school.

## **Priority 6-School Climate (Presented to School Board previously November, 2022)**

In the fall of the 2022-23 school year, Norton Science and Language Academy conducted a climate survey to the following groups: NSLA Families and Students, Grades 4, 8, and 10.

### **Student Responses**

#### **View of school**

Students agreed that they like the school and feel there are clear rules and consequences for behavior. Less than forty percent of students surveyed feel the school is kept clean.

#### **View of student body**

Questions in this area were split close to half and half, with the lowest percentage stating they don't believe that students try their best when the work is difficult but the highest percentage stating that students do try to do a good job on schoolwork.

#### **View of teaching staff**

Students overwhelmingly agreed that their teachers are encouraging, engaging, and supportive in learning. Over seventy percent of students state that their teachers will help them improve.

#### **View of school safety**

The majority of students feel safe at school and respected. Students feel that disagreements and equal treatment are still an issue at the school.

**View of school involvement**

Most students indicated there are ample opportunities to get involved in activities outside of school. Close to half of the students feel they do not have a voice in what happens at the school.

**Parent Responses****Communication and understanding of learning**

Over half of families receive communication from their child's teacher(s) at least once a month or weekly. Seventy five percent of families surveyed support their child in understanding what is being taught in school and they feel confident in supporting this learning. Over half of the families stated they know how their child is doing socially at school.

**Perceptions of school interactions**

Twenty percent of families surveyed stated that the activities offered at the school match their child's interests and forty percent of families stated that teaching styles reflect their child's learning style. Over sixty percent of families feel their child puts forth a lot of effort into school tasks and that their child feels a sense of belonging at the school.

**Overall climate at the school**

Sixty five percent of families surveyed feel their child is safe at the school and seventy percent stated that their child enjoys going to school. Over seventy five percent of families surveyed agreed that the school values diversity and that staff are respectful.

**Priority 7-Access to a Broad Course of Study**

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**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

The Norton Science and Language Academy tracks progress in meeting Priority 7 standards through an annual review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of study.

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

For the 2022-23 school year, 100% of students at the Norton Science and Language Academy, TK-10, had full access to a broad course of study. All students in TK-5 attend enrichment courses during the school day that include STEM, Art, PE, and Music. Middle school and High School students have the opportunity to take elective courses in Computer Science, Space Scientist, Drama, Robotics, and ASB. The school partners with the local community college to provide High School students dual-enrollment courses.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

No barriers exist to prevent student access to a broad course of studies in all grades, TK-10.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

Regular analysis of course offerings, class schedules, and school schedules continue to inform the administration of student enrollment in a broad course of study. As the school continues to add a high school grade annually--11th grade 2023; 12th grade 2024--it will continue to support the school's mission for dual immersion and world languages using engagement data to provide a robust and rigorous education for its students.

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

Date of meeting: May 8, 2023

Title: LCER Attendance Handbook Policy

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

**Background:**

Each school is required to provide details regarding student attendance in the Parent Student Handbook. The current handbook language has been reviewed and updated by YM&C. The suggested revisions give legal definitions and provide steps for administrative review through the School Attendance Review Team (SART). This includes an option for involuntary removal from AAE/NSLA which would follow due process and expulsion protocols.

**Fiscal Implications (if any):**

Improved home to school communication and attendance accountability should improve the schools' average daily attendance (ADA). Each school's ADA has declined since the COVID pandemic which has negatively impacted base funding.

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

Strong attendance is critical to students' academic progress. According to the California Department of Education, chronic absenteeism is the greatest indicator of falling behind and dropping out of school. These improved measures should have a positive effect on attendance rates.

**Recommendation:**

Provide feedback regarding the LCER Attendance Handbook Policy.

**Submitted by:**

Lisa Lamb, President/CEO



**Minutes for Regular Meeting of the Lewis Center for Educational Research Board**  
**April 10, 2023**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Caldwell called the meeting to order at 4:32 p.m.
2. **ROLL CALL:** LCER Board members Pat Caldwell, Yolanda Carlos, Omari Onyango, David Rib, Jessica Rodriguez, Marisol Sanchez and Pat Schlosser were in attendance. Member Sharon Page was absent.

Staff members Jisela Corona-Gonzalez, Ryan Dorcey, Teresa Dowd, David Gruber, Lisa Lamb, Chet Richards and Victor Uribe were also in attendance.

3. **PUBLIC COMMENTS:** None.

4. **SPECIAL PRESENTATIONS:**

- .01 Update on Student Activities - LCER Ambassadors Daisy Combs and CJ Jeffs presented updates on AAE student activities. AP college board exams are coming up, Prom is May 20, yearbook has submitted all their pages, all students have been accepted to universities that applied, and seniors are working on a senior song for graduation. Over spring break, ROTC cadets attended leadership camp, Ambassadors went to D.C. and presented to NASA, met with Congressman Obernolte and Congressman Aguilar, and saw the sites. String and band have collaborated on Bohemian Rhapsody. Concerts are coming up. LCER Ambassador Kasey Medina presented updates on NSLA student activities. Boys basketball and soccer are going strong. ASB is planning a coin drive, and other events are being planned.
- .02 LCER Board and staff received Conflict of Interest Training through a webinar by YM&C.

5. **CONSENT AGENDA:**

- .01 Approve Minutes of the March 13, 2023 Regular LCER Board Meeting
- .02 Approve AAE SFJROTC 30 Hour Famine for World Hunger May 12-13, 2023
- .03 Approve NSLA 8<sup>th</sup> Grade Field Trip to Pali Institute October 30 – November 1, 2023
- .04 Approve AAE and NSLA 2<sup>nd</sup> Interim Reports

On a motion by David Rib, seconded by Pat Schlosser, vote 7-0, the LCER Board approved the Consent Agenda by roll call vote.

6. **DISCUSSION ITEMS:**

- .01 NSLA Gym Construction and Playground Update – David Gruber reported that the playground is up and running and the students are excited to use the new equipment. The final coat of stucco is on the gym, the floor is currently being installed, and the hoops and scoreboards are up. We will plan grand opening when we return in the fall.
- .02 Lewis Center Foundation Board Update – Lisa Lamb reported that we are gearing up for McTeacher's night. Flyers are going out and we hope for a good turn out in Apple Valley and San Bernardino. We will need some Board members to help be ambassadors. Marisol's staff are excited to see the families as well. There will be tip jars and we'll sell cookies and pies in the lobby. Stacy suggested signs on the street to advertise the fundraiser. The mascots will be there as well.
- .03 LCER Secondary Grading Policy Development – Chet Richards, Victor Uribe, Heather Juarez and Toni Preciado presented this update. Admin has been discussing the grading system extensively. There were some discrepancies and a committee was developed to review the policy and reform the grading system. The committee has been coordinating with both schools. The policy is being brought to the Board, ALT teams, staff, and the new policy will be in next year's handbook. The policy only applies to secondary. At AAE teachers are using several different grading scales and methods. At NSLA all are using a 4-point scale. Research regarding grading reform was shared. Weights and categories were determined. The proposed grading scale was shared as well. The new

scale brings back D's at AAE. Departments can set up their grade book based on percentages or the 4 point scale. The letter grades will be the same. It is not a Board approved policy, but a policy in the handbook. Any revisions after discussion with staff will be brought back to the Board in May.

- .04 Hiring Update – Stacy Newman reported that we are midway into hiring season and have made good headway, especially at AAE. We are still hiring for multiple single subject positions at NSLA with the addition of 11th grade. We've attended 3 job fairs over the last couple weeks. There are 3 certificated and 1 classified positions open at AAE. There are 11-12 certificated positions open at NSLA and we are heavily recruiting. The higher classified ranges are making a difference.
- .05 Board Vacancy Update – Pat Caldwell reported we still need to fill the open Board position. Please bring forward any candidates.

**7. 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 LCER Board Attendance Log

**8. 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

**9. CLOSED SESSION:** The Board convened into closed session at 6:50 p.m. The Board reconvened into open session at 7:35 p.m. Pat Caldwell, Chairman, reported that no action was taken in closed session.

- .01 Conference with Legal Counsel – Anticipated Litigation - Significant exposure to litigation pursuant to § 54956.9(b): 1 case

**10. ACTION ITEMS:**

- .01 Review and Adoption of Resolution 2023-01 to Authorize Indemnification and Advancement of Legal Expenses and Exhibit in Support of Resolution – Pat Caldwell

On a motion by Pat Schlosser, seconded by David Rib, vote 7-0, the LCER Board approved Resolution 2023-01 to Authorize Indemnification and Advancement of Legal Expenses and Exhibit in Support of Resolution by roll call vote.

**11. ADJOURNMENT:** Chairman Caldwell adjourned the meeting at 7:37 p.m.

**Lewis Center for Educational Research  
Board of Directors  
Meeting Dates 2023-24  
4:30 p.m.**

Date

August 14, 2023  
September 11, 2023  
October 16, 2023  
November 13, 2023  
December 11, 2023  
January 29, 2024  
February 12, 2024  
March 11, 2024  
April 8, 2024  
May 13, 2024  
June 10, 2024

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

Date of meeting: May 8, 2023

Title:

6<sup>th</sup> Grade Science Camp

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

Background:

Science camp provides Academic programs for students in grades K-12 that are aligned with California State Content Standards with a focus on science and social studies while also meeting standards in language arts, math, physical education, and visual and performing arts.

Fiscal Implications (if any):

The cost is \$379 per student for a 3-day, 2-night trip, plus the cost of busses. All meals are included in the stay.

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

This trip will provide students with an integrated-learning experience that promotes critical thinking and ensures high levels of learning.

Recommendation:

The educational field trip received board approval.

Submitted by: The 6<sup>th</sup> Grade Team: BreAnna Beare, Aaron Beitzel, Ryan Riethle, Sam Scantlin



LEWIS CENTER FOR EDUCATIONAL RESEARCH  
Academy for Academic Excellence

FIELD TRIP REQUEST FORM

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

Date Submitted: 4/6/23

Requested by: BreAnna Beare  
Destination: Irvine Ranch Outdoor Ed. Center  
Date(s) of trip: OCT 4 - OCT 6, 2023  
School departure time: 7:30am  
Destination departure time: 10am  
Overnight/Out-of-State stay: (YES) NO  
Number of students: 115 adults: 4

Phone: 714-923-3191  
Grade Level: 6th grade  
Destination arrival time: 10am  
School return time: 12pm  
Water activities involved: (YES) NO  
Admission students: 319 adults: 0

Transportation

Bus requested? (circle one) YES NO  
Number of busses requested: 3  
Bus company name: Ebmeyer  
Bus company contact name: Mr. Bryant  
\*\*\*Bus Passenger information: Number of students: 54 adults: 2  
Private Vehicle Used?\* YES (NO)  
ASB/Club Sponsored? YES (NO) Name of Club: \_\_\_\_\_  
(paid by club)  
Proper Insurance Coverage? (YES) NO Other Transportation: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Educational Science based trip. Hands on activities and learning.

I have followed the checklist prior to submitting this form:

BreAnna Beare  
Teacher Signature

Principal Signature: C. Hill

Funding Code: \_\_\_\_\_

Date: 4-10-23

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

## Chaperones

BreAnna Beare

Aaron Beitzel

Ryan Riethle

Sam Scantlin

# CAMP SCHEDULE

Our goal is to pack lots of adventure into your stay at the Irvine Ranch Outdoor Education Center. Every school and group that comes to camp has different students with different needs. If you have special program needs or requests, we are more than happy to work with you to make sure the experience is just right for your students.

		Day 1		Day 2		Day 3	
				7:00-7:45	Rise and Shine	7:00-7:45	Rise and Shine
				7:45-8:00	Morning song and competition	7:45-8:00	Morning song and competition
				8:00-8:45	BREAKFAST	8:00-8:45	BREAKFAST
	10:00-10:30	Arrival and Check-In		9:00-9:45	Academic Activity - Wacky 1-2	8:45-9:00	Reflection Activity
	10:30-11:15	Bunkhouse Orientation		10:00-10:45	Academic Activity - Wacky 3-4	9:00-9:30	Departure/Tsunami
	11:15-11:45	Get to know your Trail Group		11:00-11:45	Adventure Activity - Tie Dye		
	11:45-12:00	Dining Hall Orientation/Song/Competition		11:45-12:00	Afternoon Song and Competition		
	12:00-12:45	LUNCH		12:00-12:45	LUNCH		
	12:45-1:45	Teacher Time		12:45-1:45	Teacher Time		
	2:00-2:45	Adventure Activity - Low Ropes		2:00-2:45	Academic Activity - STEM 1-2		
	3:00-3:45	Academic Activity - Mine 1-2		3:00-3:45	Adventure Activity - Archery		
	4:00-4:45	Academic Activity - Mine 3-4		4:00-4:45	Academic Activity - STEM 3-4		
	4:45-5:15	Bunkhouse Time (Get into warm clothing)		4:45-5:15	Bunkhouse Time (Get into warm clothing)		
	5:15-5:30	Evening Song and Competition		5:15-5:30	Evening Song and Competition		
	5:30-6:15	DINNER		5:30-6:15	DINNER		
	6:30-8:30	Evening Activity - Astronomy Night		6:30-7:45	Evening Activity		
	8:30-9:00	SNACK at Bunkhouse		7:45-8:55	Campfire & S'MORES		
	9:00-9:45	Getting ready for bed		9:00-9:45	Getting ready for bed		
	9:45-10:00	Quiet Time		9:45-10:00	Quiet Time		
	10:00	Lights Out		10:00	Lights Out		

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

Date of meeting: May 8, 2023

Title: LCER Board Policy Updates

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

**Background:**

As part of NSLA's charter renewal process, YM&C is reviewing LCER board policies for necessary updates and revisions. These will continue to be brought forward to the Board for review and approval and will be reflected in NSLA's charter and both school's handbooks as appropriate.

This month, the following policies have been prepared for the Board's approval:

- Revision of AR and BP 6164.4- Identification of Individuals with Exceptional Needs
- Revision of AR and BP 6164.6- Identification and Education Under Section 504
- Revision of BP 6173- Education for Homeless Children and Youth
- BP 6173.1- Education for Foster Youth
- Revision of AR and BP 5030- Student Wellness
- Revision of BP 3553- Free and Reduced Meals Program

**Fiscal Implications (if any):**

It is imperative that LCER comply with all federal and state regulation and codes in all areas of special education and food services. Each of these programs have specific funding sources and ensuring that the policies are current is a critical piece of compliance.

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

These programs support student learning and wellness which impact LCER mission, vision and all school goals.

**Recommendation:**

Approve the recommendations as presented.

**Submitted by:**

Lisa Lamb, President/CEO



## Lewis Center for Educational Research

### AR 6164.4 INSTRUCTION IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS

Adopted: 3-28-07

Revised: May 8, 2023

~~A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate.~~

~~All referrals from school staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect.~~

~~Within 15 days of a referral for assessment, the student's parent/guardian shall receive a notice of parental rights and a written proposed assessment plan explaining the types of assessments to be conducted and stating that no individualized education program (IEP) will result from the assessment without parental consent. The 15 day period does not include days between the student's regular school session or term or days of school vacation in excess of five school days unless, the parent/guardian agrees in writing to an extension.~~

~~Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the assessment. The assessment may begin as soon as informed parental consent is given.~~

~~Informed parental consent means that the parent/guardian:~~

- ~~1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication~~
- ~~2. Understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time~~

~~Personnel assessing the student shall prepare a written report of assessment results which specifies:~~

- ~~1. Whether the student may need special education and related services~~
- ~~2. The basis for making this determination~~
- ~~3. Relevant behavior noted while observing the student in an appropriate setting~~
- ~~4. The relationship of the student's behavior to his/her academic and social functioning~~
- ~~5. Educationally relevant health, development and medical findings, if any~~
- ~~6. For students with learning disabilities, whether the discrepancy between achievement and ability cannot be corrected without special education and related services~~
- ~~7. Where appropriate, a determination concerning the effects of environmental, cultural or economic disadvantage~~
- ~~8. The need for specialized services, materials and equipment for students with low incidence disabilities, consistent with California Department of Education guidelines~~

~~The parent/guardian shall receive written notice that:~~

~~1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the assessment, the educational recommendations and the reasons for these recommendations. A copy of the assessment report shall be given to the parent/guardian.~~

~~2. If the parent/guardian disagrees with an assessment obtained by the LCER, a parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, as defined by LCER regulations. However, the LCER shall, without unnecessary delay, either initiate a state due process hearing to show that its assessment is appropriate or pay for an independent educational evaluation. If this hearing results in a decision that the LCER's assessment is appropriate, the parent/guardian still has the right to obtain an independent education assessment, but not at public expense. The results of an assessment obtained at private expense must be considered by the LCER and may be presented as evidence at a due process hearing. Students with disabilities shall be reassessed at least every three years, or more frequently if conditions warrant a reassessment or if requested by the parent/guardian or teacher.~~

~~Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs.~~

### **Identification, Referral, and Evaluation for Special Education**

Charter School shall follow applicable state and federal law and regulations and Special Education Local Plan Area ("SELPA") policy with respect to the identification, referral, and assessments of students for special education and related services.

### **Individualized Education Program ("IEP") Team Meetings**

Charter School shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and Desert Mountain SELPA policy.

If a student's general or special education teacher request a review of student's assigned class, Charter School ensure this review is conducted. A mandatory IEP meeting shall be convened if the review indicates a change to the student's placement, instruction, related services, or any combination thereof may be required. The Director of Student Support Services shall be responsible for completing the review within fifteen (15) school days of the teacher's request.

### **Procedural Safeguards**

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy.

Please see Director of Student Support services for a copy of your procedural safeguards.

### **Nonpublic, Nonsectarian Services**

Charter School may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at Charter School is not available in accordance with Education Code section 56366 and Section 3062 of Title 5 of the California Code of Regulations. When entering into agreements with nonpublic, nonsectarian schools (“NPSs”) or agencies (“NPAs”), Charter School shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

In accordance with Education Code section 56366.1, when entering into a Master Contract with an NPS where Charter School has not previously placed a student, the Charter School shall conduct an onsite visit to the NPS at the time of placement. Charter School shall also conduct at least one onsite monitoring visit to the NPA during each school year in which the Charter School has a student attending pursuant to a Master Contract. The monitoring visit shall include the following:

- A review of services provided to the student through the individual service agreement between Charter School and the NPS;
- A review of progress the student is making toward the student’s IEP goals;
- A review of progress the student is making toward the goals set forth in the  
student’s behavior intervention plan;
- If applicable, an observation of the student during instruction;
- A walkthrough of the facility; and
- Any other reviews and/or observations deemed necessary by Charter School.

Charter School shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

### **Resource Specialist Program**

Charter School shall employ or contract with certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to:

1. Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom

teachers for a majority of the school day. Students shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team.

2. Providing information and assistance to students with disabilities and their parents/guardians.
3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members.
4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program.
5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team.
6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life.
7. Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

Charter School's resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization.
2. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing.
3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The Executive Director shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or SELPA policy. No resource specialist shall have a caseload which exceeds twenty-eight (28) students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, section 3100.

### **Information on the Number of Individuals with Exceptional Needs**

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

### **Independent Educational Evaluations**

#### **A. IEE at Parent Expense**

Charter School acknowledges that a parent/guardian has the right to obtain an independent educational evaluation(s) (“IEE”) at their own expense at any time. In these circumstances, the Executive Director or designee(s) shall ensure that the student’s IEP team shall consider the results of the IEE when determining an offer of a FAPE for the student. However, the results of an IEE will not dictate the IEP team’s determinations.

If a parent/guardian requests reimbursement for an IEE assessment obtained by the parent/guardian at their own expense, the Executive Director or designee(s) shall ensure that the unilaterally obtained IEE meets the following criteria:

1. The parent disagreed with the Charter School’s evaluation and the Charter School received a request within a reasonable time after receipt of the results of the evaluation.
2. The parent timely and upon request provided Charter School with written consent to exchange information with the examiner.
3. The private evaluation meets all criteria contained in this Policy.
4. The parent timely provided a copy of the written evaluation report and all other documents/tests related to the report.
5. The examiner attends the relevant IEP team meeting by phone or in person to discuss their findings and provides protocols of all assessments to Charter School.

The reimbursement will be in an amount no greater than the actual cost to the parents. Parents may only be reimbursed for one (1) IEE for each assessment area or discipline with which they disagree.

In all cases, if Charter School initiates a due process hearing to show that Charter School’s evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

#### **B. IEE at Public Expense**

Charter School recognizes that federal and state laws provide parents/guardians of students with disabilities with the right to obtain an IEE, at public expense, when the parent/guardian disagrees with an assessment conducted by Charter School within the last

two (2) years. Parents may only receive one (1) IEE for each assessment area or discipline with which they disagree.

The Executive Director or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense, Charter School shall provide the parent/guardian with a copy of their Procedural Safeguards and, without unnecessary delay, either:

1. Initiate a due process hearing to show that the evaluation, completed by the Charter School, is appropriate; or
2. Provide the parent/guardian with information about where an IEE may be obtained, the Charter School's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

Should the Charter School grant the parent's request for an IEE, the Executive Director or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation.
2. Charter School does not impose conditions or timelines related to obtaining an IEE at public expense.
3. All assessments shall be completed by persons competent to perform the assessment as determined by Charter School. Parent has the right to choose the examiner.
4. If the original evaluation completed by Charter School included in-class observation of the student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting.
5. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by Charter School.
6. The evaluator must prepare and sign a full evaluation report containing:
  - a. A list of all information/data reviewed.
  - b. A clear explanation of the testing and assessment results.
  - c. A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and sub-test scores reported in standard, scaled or T-score format.

- d. A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
- e. Recommendations for IEP team consideration for educational programming and, if appropriate, placement that is educationally relevant and realistic within a public educational setting.

The cost determination for an IEE shall be comparable to the costs incurred by Charter School when it uses its own employees or contractors to complete an assessment, whenever possible and shall reflect reasonable and customary rates for such services in the area. As a result, the Executive Director or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated (*once every three (3) years*) and determined by averaging the cost of the following three factors:

1. The cost of an assessment provided by a Charter School employee.
2. The cost of an assessment provided by a neighboring local educational agency.
3. The cost of an assessment provided by a private service provider, with appropriate qualification, within 40 miles from the Charter School.

The Executive Director or designee(s) shall ensure a parent/guardian may demonstrate that unique circumstances, related to the student's education need(s), justify a financial waiver of any for the cost as defined by Charter School.

The Executive Director or designee(s) shall ensure a parent/guardian voluntarily have their private health insurance pay the costs of the IEE if covered by their insurance. However, Charter School recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy
2. An increase in premiums or the discontinuance of the policy
3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim



## Lewis Center for Educational Research

### **BP 6164.4 INSTRUCTION IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS**

**Adopted: October 3, 2002**

**Revised: May 10, 2023**

~~The Foundation Board recognizes the need to actively seek out and evaluate LCER students from birth to age 21 who have exceptional needs in order to provide them with appropriate educational opportunities in accordance with state and federal law.~~

~~The President/CEO or designee shall develop a method to ensure that all children enrolled in the LCER are currently receiving needed special education and related services. In addition, the President/CEO or designee shall consult with appropriate representatives of private school children with disabilities on how to identify, locate and evaluate these children.~~

~~The President/CEO or designee shall establish a means whereby parents/guardians, teachers, appropriate professionals and others may request screening for any child they believe to have a disability that significantly interferes with his/her learning. The President/CEO or designee shall identify screening processes to determine when an individual's academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment.~~

~~For assessment purposes, staff shall use appropriate tests in accordance with law to identify specific information about the student's abilities in skill areas. In addition, staff shall use multiple measures, including direct observation, to study the effect of interventions or modifications to the regular instructional program. Staff also may consider the student's personal history, development and adaptive behavior.~~

~~Each visually impaired student must be given the opportunity for an assessment to determine his/her appropriate reading medium or media, including Braille, and an assessment of Braille skills is required for functionally blind students.~~

~~The President/CEO or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the LCER's procedures for initiating a referral for assessment to identify individuals with exceptional needs.~~

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”), which operates the Academy for Academic Excellence (“AAE”) and Norton Science and Language Academy (“NSLA”) (collectively, “LCER” or “Charter School”) recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education (“FAPE”) in the least restrictive environment. Accordingly, this Policy and its accompanying Administrative Regulations have been adopted consistent with Education Code section 56195.8.



## Lewis Center for Educational Research

### AR 6164.6 INSTRUCTION, IDENTIFICATION AND EDUCATION UNDER SECTION 504

Adopted: December 14, 2015

Revised: May 8, 2023

~~The Lewis Center for Educational Research (“LCER”) hereby adopts these Administrative Regulations to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations, as applicable to all LCER charter schools.~~

#### ~~A. Definitions~~

- ~~1. **Academic Setting**—the regular, educational environment operated by a LCER charter school where the student is enrolled~~
- ~~2. **Individual with a Disability under Section 504**—An individual who:~~
  - ~~a. has a physical or mental impairment that substantially limits one or more major life activities;~~
  - ~~b. has a record of such an impairment; or~~
  - ~~c. is regarded as having such an impairment.~~
- ~~3. **Evaluation**—procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.~~
- ~~4. **504 Plan**—is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school sponsored events.~~
- ~~5. **Free Appropriate Public Education (“FAPE”)**—the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.~~
- ~~6. **Major Life Activities**—Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell~~

~~growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.~~

~~7. **Physical or Mental Impairment**~~

- ~~a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or~~
- ~~b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.~~

~~8. **504 Coordinators** The School Counselor for secondary students, Elementary School Vice Principal for elementary students at Academy for Academic Excellence ("AAE") and School Psychologist at Norton Space & Aeronautics Academy ("NSAA") shall serve as the Charter Schools' Section 504 Coordinators. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinators at AAE, 17500 Mana Road, Apple Valley, CA 92307 or NSAA 503 East Central Ave, San Bernardino, A 92408.~~

~~9. **Has a record of such an impairment** means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.~~

~~10. **Is regarded as having an impairment** means~~

- ~~a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.~~
- ~~b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.~~

~~B. **Referral, Assessment and Evaluation Procedures**~~

~~1. The LCER charter schools will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.~~

- ~~2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinators who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinators.~~
- ~~3. The LCER has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinators so that the assessment process is initiated.~~
- ~~4. The 504 Team convened by the Section 504 Coordinators will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.~~
- ~~5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.~~
- ~~6. The 504 Team will consider the following information in its evaluation of the student:
  - ~~a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;~~
  - ~~b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and~~
  - ~~c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills~~~~

~~(except where those skills are the factors that the test purports to measure.)~~

- ~~7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.~~
- ~~8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.~~
- ~~9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.~~

#### ~~C. 504 Plan~~

- ~~1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").~~
- ~~2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.~~
- ~~3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.~~
- ~~4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.~~
- ~~5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education~~

~~environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.~~

- ~~6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.~~
- ~~7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.~~
- ~~8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.~~
- ~~9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.~~
- ~~10. The LCER charter school of enrollment shall immediately implement a student's prior 504 Plan, when a student enrolls. Within thirty (30) days of starting school, the LCER charter school shall schedule a 504 Team meeting to review the existing 504 Plan. The LCER charter school shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.~~

#### ~~D. Review of the Student's Progress~~

- ~~1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.~~
- ~~2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.~~

#### ~~E. Procedural Safeguards~~

- ~~1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:~~
  - ~~• Examine relevant records~~

- ~~• Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel~~
  - ~~• Have the right to file a Uniform Complaint pursuant to school policy~~
  - ~~• Seek review in federal court if the parents/guardians disagree with the hearing decision.~~
2. ~~Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the 504 Coordinators c/o AAE 17500 Mana Road, Apple Valley, CA 92307 or NSAA 503 East Central Ave, San Bernardino, A 92408. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.~~
3. ~~The 504 Coordinators shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the LCER in any capacity, including but not limited employed by or under contract with any LCER charter school or in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.~~
4. ~~If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:~~
- ~~• The specific decision or action with which the parent/guardian disagrees.~~
  - ~~• The changes to the 504 Plan the parent/guardian seeks.~~
  - ~~• Any other information the parent/guardian believes is pertinent.~~
5. ~~Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the LCER may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:~~
- ~~• Mediation by a neutral third party.~~
  - ~~• Review of the 504 Plan by the Section 504 Coordinators or designee.~~
6. ~~Within ten (10) school days of receiving the parent/guardian's request, the Section 504 Coordinators or designee shall select an impartial hearing officer. These 10~~

~~school days may be extended for good cause or by mutual agreement of the parent/guardian and Section 504 Coordinators.~~

- ~~7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Section 504 Coordinators.~~
- ~~8. The parent/guardian and the Charter School shall be afforded the rights to:~~
  - ~~• Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.~~
  - ~~• Present written and oral evidence.~~
  - ~~• Question and cross-examine witnesses.~~
  - ~~• Receive written findings by the hearing officer.~~
- ~~9. The hearing officer shall issue a written decision within ten (10) school days of the hearing.~~
- ~~10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.~~

~~F. Suspension and Expulsion, Special Procedures for Students with Disabilities~~

~~Each LCER charter school shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The LCER charter schools will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.~~

~~1. Services During Change in Placement~~



~~Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.~~

~~3. Procedural Safeguards/Manifestation Determination~~

~~Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a charter school representative, the parent, and relevant members of the IEP/504 Team shall review relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:~~

- ~~a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or~~
- ~~b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.~~

~~If the IEP/504 Team determines that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. Upon this determination the IEP/504 Team shall:~~

- ~~a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the charter school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;~~
- ~~b. If a behavioral intervention plan has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and~~
- ~~c. Return the child to the placement from which the child was removed, unless the parent and the charter school agree to a change of placement as part of the modification of the behavioral intervention plan.~~

~~If the IEP/504 team determines that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the charter school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for~~



~~the same duration as the procedures would be applied to students without disabilities.~~

~~4. Due Process Hearing/Appeals~~

~~The parent of a child with a disability under an IEP who disagrees with any decision regarding placement, or the manifestation determination, or the charter school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.~~

~~The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the charter school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Administrative Regulations.~~

~~When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the charter school, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and charter school agree otherwise.~~

~~5. Special Circumstances~~

~~Charter school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.~~

~~The Section 504 Coordinators or designee may remove a student to an interim alternative educational setting for not more than forty five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:~~

- ~~a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;~~
- ~~b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or~~

- e. ~~Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.~~

~~6. Interim Alternative Educational Setting~~

~~The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.~~

The Lewis Center for Educational Research ("LCER") Board of Directors ("Board") hereby adopts these Administrative Regulations to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations, as applicable to all LCER charter schools.

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by LCER.

2. **Individual with a Disability under Section 504** – An individual who:

- a. has a physical or mental impairment that substantially limits one or more major life activities;
- b. has a record of such an impairment; or
- c. is regarded as having such an impairment.

3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth,

digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

**7. Physical or Mental Impairment –**

- a) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- b) Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

**8. 504 Coordinators –**

Academy for Academic Excellence ("AAE"):

- 1. The School Counselor for secondary students
- 2. Elementary School Vice Principal for elementary students

Norton Space & Aeronautics Academy ("NSAA")

- 1. The School Counselor for secondary students
- 2. The School Psychologist

The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinators at AAE, 17500 Mana Road, Apple Valley, CA 92307; (760) 954-5414 (Ext. 1120), [gcook@lcer.org](mailto:gcook@lcer.org); or NSLA 230 N. Waterman Avenue, San Bernardino, CA 92408, (909) 386-2300 (Ext. 709), [aaragon@lcer.org](mailto:aaragon@lcer.org).

**9. Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

**10. Is regarded as having an impairment** - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

**B. Referral, Assessment and Evaluation Procedures**

1. LCER will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinators who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinators.
3. The LCER has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinators so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinators will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
  - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those

skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.
10. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

#### C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or

the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. The LCER shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, LCER shall schedule a 504 Team meeting to review the existing 504 Plan. The LCER shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
  - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to Charter School policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the 504 Coordinators c/o AAE 17500 Mana Road, Apple Valley, (760) 954-5414 (Ext. 112); CA 92307 or NSLA 230 N. Waterman Avenue, San Bernardino, A 92408, (909) 386-2300 (Ext. 709), Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.
3. The 504 Coordinators shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the LCER or any district within the Desert Mountain SELPA in any capacity, other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
- The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the LCER may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
- Mediation by a neutral third party.
  - Review of the 504 Plan by the Section 504 Coordinators or designee.



6. Within ten (10) calendar days of receiving the parent/guardian's request, the Section 504 Coordinators or designee shall select an impartial hearing officer. These 10 school days may be extended for good cause or by mutual agreement of the parent/guardian and Section 504 Coordinators.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Section 504 Coordinators.
8. The parent/guardian and the Charter School shall be afforded the rights to:
  - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) school days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

LCER shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education pupils except when federal and state law mandates additional or different procedures. LCER will follow Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.



## 1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

## 2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, a charter school representative, the parent, and relevant members of the 504 Team shall review relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan

If Charter School, the parent/guardian, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Charter School, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

- a. Conduct a FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the BIP.

If Charter School, the parent/guardian, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Administrative Regulations.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Charter School agree otherwise.

### 4. Special Circumstances

Charter school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Section 504 Coordinators or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

### 5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

#### 6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Charter School's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student had a disability before the behavior occurred.

Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Charter School shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by Charter School pending the results of the evaluation.

Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

### **C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT**

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have

an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education

San Francisco Office

50 United Nations Plaza

San Francisco, CA 94102

(415) 486-5555 PHONE

(415) 486-5570 FAX

Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Charter School for exercising any of these rights. Please contact the 504 Coordinator at the contact information listed above with any questions regarding the information contained herein.

## Lewis Center for Educational Research

### BP 6164.6 INSTRUCTION IDENTIFICATION AND EDUCATION UNDER SECTION 504

Adopted: October 3, 2002

Revised: December 14, 2015

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”), which operates Academy for Academic Excellence (“AAE”) and Norton Science and Language Academy (“NSLA”) (collectively, “LCER” or “Charter School”) (“LCER”) Board recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy, related administrative regulations, and parental rights have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, as applicable to all LCER charter schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”).

The LCER’s President/Chief Executive officer (“CEO”) or designee shall ensure that this policy, related administrative regulations, and parental rights are implemented and followed ~~at all LCER charter schools~~. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If ~~a LCER charter school~~ does not assess a student after a parent has requested an assessment, the School shall provide the parent/guardian notice of the procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. ~~The LCER charter school where the student is enrolled~~Charter School shall periodically review the student's progress and placement.

Charter School does not discriminate on the basis of disability or any other characteristic protected under law. The LCER will implement this policy through its corresponding Administrative Regulations.

## Lewis Center for Educational Research

### BP 6173: INSTRUCTION EDUCATION FOR HOMELESS CHILDREN AND YOUTH

Adopted: June 17, 2013  
8, 2023

Revised: ~~February 8, 2021~~May

~~The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”) desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness at both the Academy for Academic Excellence (“AAE”) and Norton Science and Language Academy (“NSLA”).~~

#### Definition of Homeless Children and Youth

~~The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):~~

- ~~1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;~~
- ~~2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;~~
- ~~3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or~~
- ~~4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”~~

~~Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.~~

#### Charter Schools Liaison

~~The President/CEO designates the following staff person as the Charter Schools Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):~~

<del>AAE SCHOOL COUNSELOR</del>	<del>NSLA SCHOOL COUNSELOR</del>
<del>17500 MANA RD. APPLE VALLEY</del>	<del>503 E. CENTRAL AVE</del> <u>230 S. WATERMAN AVE.</u>
<del>SAN BERNARDINO</del>	
<del>760-946-5414</del>	<del>909-386-2300</del>

~~The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):~~



- ~~1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.~~
- ~~2. Homeless students enroll in and have a full and equal opportunity to succeed at LCER schools.~~
- ~~3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by LCER, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.~~
- ~~4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.~~
- ~~5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, such as schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.~~
- ~~6. Enrollment/admissions disputes are mediated in accordance with law, LCER charters, and Board policy.~~
- ~~7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.~~
- ~~8. Charter School personnel providing services receive professional development and other support.~~
- ~~9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.~~
- ~~10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.~~

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>.

### **Enrollment**

~~LCER shall immediately admit/enroll the student for which either Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.~~

~~LCER shall also immediately enroll a homeless youth who seeks to enroll in either Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the school charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.~~

~~The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has~~

~~missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)~~

~~If the student needs to obtain immunizations or does not possess immunization or other medical records, the President/CEO or designee shall refer the parent/guardian to the Charter Schools Liaison. The Charter Schools Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)~~

~~A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.~~

### **Enrollment Disputes**

~~If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in either Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)~~

~~The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter Schools Liaison. (42 U.S.C. § 11432(g)(3)(E).)~~

~~The Charter Schools Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)~~

### **Comparable Services**

~~Each homeless child or youth shall promptly be provided services comparable to services offered to other students in either AAE or NSLA such as (42 U.S.C. § 11432(g)(4)):~~

- ~~• Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency~~
- ~~• Counseling and Social Emotional Learning services~~
- ~~• Programs in vocational and technical education~~
- ~~• Charter School nutrition programs~~

### **Transportation**

~~In the event that LCER provides transportation services to all AAE and NSLA students, LCER shall provide comparable transportation services to each homeless child or youth attending either Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)~~

~~If the LCER does not otherwise provide transportation services to all AAE and NSLA students, LCER shall ensure that transportation is provided for homeless students to and from either Charter School, at the request of the parent or guardian (or Charter Schools Liaison), if AAE or NSLA is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by the Charter School will be adequate and appropriate for the Student's situation, but LCER does not commit to any one method of transportation for all youth.~~

## **Professional Development**

~~The School Liaison will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the Charter School Liaison.~~

## **High School Graduation Requirements**

~~Homeless students who transfer to an LCER school any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.~~

~~To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.~~

~~Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.~~

~~The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.~~

~~The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.~~

~~The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.~~

~~If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.~~

~~If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:~~

- ~~1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the~~

### Charter School's graduation requirements.

- ~~2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.~~
- ~~3. Provide information to the student about transfer opportunities available through the California Community Colleges.~~
- ~~4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.~~

### Acceptance of Course Work

~~The Charter Schools will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.~~

~~The Charter Schools will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter Schools shall not require the student to retake the portion of the course the student completed unless the Charter Schools, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.~~

### Notice

~~For any homeless student who seeks enrollment at AAE or NSLA, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the Charter School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)~~

### Annual Policy Review

~~LCER shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter Schools. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.~~

The Lewis Center for Educational Research ("LCER") Board of Directors ("Board") (which operates Academy for Academic Excellence ("AAE") and Norton Science and Language Academy ("NSLA") (collectively, "LCER" or "Charter School") desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness

## **Definition of Homeless Children and Youth**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

## **Charter Schools Liaison**

The President/CEO designates the following staff person as the Charter Schools Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

<u>AAE SCHOOL COUNSELOR</u>	<u>NSLA SCHOOL COUNSELOR</u>
<u>17500 MANA RD. APPLE VALLEY</u>	<u>230 S. WATERMAN AVE. SAN BERNARDINO</u>
<u>760-946-5414 (Ext. 112)</u>	<u>909-386-2300 (Ext. 709)</u>

The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at LCER schools.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act (“IDEA”); any other preschool programs administered by LCER, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and

soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, LCER charters, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>.

### **Enrollment**

LCER shall immediately admit/enroll the student for which Charter School is a School of Origin. “School of Origin” means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

LCER shall also immediately enroll a homeless youth who seeks to enroll in Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School’s capacity and pursuant to the procedures stated in the Charter School charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the President/CEO or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student’s school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School’s capacity and pursuant to the procedures stated in Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)



The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter Schools Liaison.

The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Housing Questionnaire**

Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Charter School and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Counseling and Social Emotional Learning services
- Programs in vocational and technical education
- Charter School nutrition programs
- Transportation services
- Programs for gifted and talented children

### **Transportation**

In the event that LCER provides transportation services to all Charter School students, LCER shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the LCER does not otherwise provide transportation services to all Charter School students, LCER shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or Charter School Liaison), if Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by the Charter School will be adequate and appropriate for the Student's situation, but LCER does not commit to any one method of transportation for all youth.

### **Professional Development**

All administrators, teachers, and employees of Charter School, including the School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to NSLA/AAE certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

- (1) NSLA/AAE's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

### **High School Graduation Requirements**

Homeless students who transfer to Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the Charter School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year



of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

### **Acceptance of Course Work**

The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

### **Notice**

For any homeless student who seeks enrollment at Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School.

### **Annual Policy Review**

LCER shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Charter School's review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

### **School Website Posting**

Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

## **Lewis Center for Educational Research**

### **BP 6173.1 INSTRUCTION EDUCATION FOR FOSTER YOUTH**

**Adopted: May 8, 2023**

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”), which operates the Academy for Academic Excellence (“AAE”) and Norton Science and Language Academy (“NSLA”) (collectively, “LCER” or “Charter School”), desires to ensure that foster children are provided equal access to the same free, appropriate public education provided to other children and youth. Foster students will be given access to the education and other services that such students need to ensure that they have an opportunity to meet the same challenging State student academic achievement standards to which all students are held. Foster students will not be stigmatized or segregated in a separate school or program based on the student’s status as foster youth.

#### **Definitions**

“*Foster youth*” means any of the following:

1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 (whether or not the child has been removed from the child’s home by juvenile court).
2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
  - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
  - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
  - c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
5. A child who is the subject of a voluntary placement agreement, as defined

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<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

in WIC section 11400.

- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.
- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.
- *“Educational Rights Holder” (“ERH”)* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- *“School of origin”* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin.
- *“Best interests”* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program

and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster/juvenile court youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

### **Foster and Mobile Youth Liaison**

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

AAE SCHOOL COUNSELOR  
17500 MANA RD. APPLE VALLEY  
760-946-5414 (Ext. 112)

NSLA SCHOOL COUNSELOR  
503 E CENTRAL AVE. SAN BERNARDINO  
909-386-2300 (Ext. 709)

### **The Foster and Mobile Youth Liaison shall be responsible for all of the following:**

- Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.
- Assist foster youth when transferring from one school to another school in ensuring proper transfer of credits, records and grades.
- When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
- When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
  - An expulsion hearing for a discretionary act under the Charter School's charter.

- Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
- A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
- As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
- Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, vice-principals, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
- Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
- Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

### **School Stability and Enrollment**

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a

foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re enrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

### **Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

### **Effect of Absences on Grades**

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- b. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits**

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school<sup>2</sup>, a juvenile court school, a charter

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<sup>2</sup> For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.



school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

- a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.
- b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
- c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

### **Applicability of Graduation Requirements**

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and students participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a student participating in a newcomer program, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Executive Director or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, and shall consult with the Foster and Mobile Youth and their ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the youth and the youth at one time qualified for the exemption, even if the pupil is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the student eligible while they are enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's additional graduation requirements within the student's fifth year of high school, the Executive Director or designee shall:

1. Consult with the student and the student's ERH about the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.

2. Consult with the student and the student's ERH about how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements **specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5<sup>th</sup>) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the *following* academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or

probation officer, if applicable, whether the pupil qualifies for an exemption , based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.

3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall:
  - i. provide the pupil with the option to receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
  - ii. to stay in school for a fifth year to complete the Charter School's additional graduation requirements.

Charter School shall provide notification of the availability of these options. The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

#### **Eligibility for Extracurricular Activities**

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

#### **Waiver of Fees for Afterschool Programs**

The Charter School shall not charge any student who the Charter School knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

#### **Student Records**

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall

compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

### **Complaints of Noncompliance**

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

### **Reporting Requirements**

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this subdivision, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

## Lewis Center for Educational Research

AR 5030: STUDENTS  
~~STUDENT-SCHOOL~~ WELLNESS

Adopted: December 10, 2007

Revised: May 8, 2023

### Wellness Policies on Physical Activity and Nutrition

The Lewis Center for Educational Research (“LCER”) [is committed to the optimal development of every student and](#) acknowledges that children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive; and that good health fosters student attendance and education, therefore the LCER is committed to providing school environments that promote and protect children’s health, well-being, and ability to learn by supporting healthy eating and physical activity.

It is the policy of the LCER to:

- Engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- School food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- The LCER will participate in the National School Lunch Program.
- LCER will provide nutrition education and physical education to foster life-long habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

## TO ACHIEVE THESE POLICY GOALS:

### I. SCHOOL WELLNESS COMMITTEE

The LCER Wellness Committee will create, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The committee also will serve as resource to school sites for implementing those policies by attending school health related workshops and conferences and accessing other health and wellness related resources. A school wellness committee consists of a group of individuals representing the school and community, and will strive to include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.

### II. NUTRITIONAL QUALITY OF FOODS AND BEVERAGES SOLD AND SERVED ON CAMPUS

#### SCHOOL MEALS

LCER is committed to serving healthy meals to children, with fruits, vegetables, whole grains, and fat-free and low-fat milk; that meet the USDA meal pattern requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating special dietary needs.

LCER participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and Summer Food Service Program (SFSP).

Meals served through the National School Lunch Program will:

- be accessible to all students;
- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat and fat-free milk and nutritionally-equivalent nondairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain.
- ensure fresh fruits and vegetables are available daily

As recommended by the *Dietary Guidelines for Americans*- 2020-2025~~2005~~.



*A whole grain is one labeled as a “whole” grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include “whole” wheat flour, cracked wheat, brown rice, and oatmeal.*

- ~~• To the extent possible, schools will offer at least two non-fried fruit and vegetable items over the course of a week.~~

Schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

### **Breakfast**

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program ([SBP](#)).
- Schools will, to the extent possible, utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

### **Free and Reduced-priced Meals**

The LCER employees are aware that it is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or “paid” meals, regardless of income. Employees will promote the availability of school meals to all students.

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems and/or provide meals at no charge to all children.

### **Meal Times and Scheduling**

LCER:

- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 11 a.m. and 1 p.m.

- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities.
- will schedule recess periods to follow lunch periods (in elementary schools).
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (*e.g.*, orthodontia or high tooth decay risk).

### **Qualifications of School Food Service Staff**

Meals served at the LCER will be prepared and supplied by an approved, contracted food company. A menu coordinator from said contracted company will administer the school meal programs. As part of the LCER's responsibility to operate a food service program, we will provide continuing food service professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for Compliance Manager, Lead Food Service Worker, and cafeteria workers, according to their levels of responsibility.

### **Sharing of Foods and Beverages**

Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

### **FOODS AND BEVERAGES SOLD INDIVIDUALLY**

(*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

### **Elementary Schools**

The school food service program will approve all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

### **Middle/Junior High and High Schools**

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards.

### **Beverages**

**Allowed:** water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA.)

**Not allowed:** soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a “Food of Minimal Nutritional Value.”

### **Foods**

- A food item sold individually will have no more than ~~30%~~35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and no more than 10% of its calories from saturated and trans fat combined will have no more than 35% of its *weight* from added sugars.
- ~~Will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.~~
- Sodium weekly limits will be:

#### School Breakfast Program Transitional Sodium Limits:

<u>Age/grade Group</u>	<u>Effective July 1, 2022</u>
<u>Grades TK-5</u>	<u>≤ 540 mg</u>
<u>Grades 6-8</u>	<u>≤ 600 mg</u>
<u>Grades 9-12</u>	<u>≤ 640 mg</u>

#### National School Lunch Program Transitional Sodium Limits:

<u>Age/grade Group</u>	<u>Effective July 1, 2022</u>	<u>Effective July 1, 2023</u>
<u>Grades TK-5</u>	<u>≤ 1,230 mg</u>	<u>≤ 1,110 mg</u>
<u>Grades 6-8</u>	<u>≤ 1,360 mg</u>	<u>≤ 1,225 mg</u>
<u>Grades 9-12</u>	<u>≤ 1,420 mg</u>	<u>≤ 1,280 mg</u>

- If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from *total* sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.
- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

### **Portion Sizes:**

Limit portion sizes of foods and beverages sold individually to those listed below:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky.
- One ounce for cookies.
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items.
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream.
- Eight ounces for non-frozen yogurt.
- Twelve fluid ounces for beverages, excluding water.
- The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

### **FUNDRAISING ACTIVITIES/CLASSROOM CELEBRATIONS**

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually.

Schools will encourage fundraising activities that promote physical activity. The LCER will make available a list of ideas for acceptable fundraising activities

## **Snacks**

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.

The LCER will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

## **Rewards**

Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior and will not withhold food or beverages (including food served through school meals) as a punishment.

## **Celebrations**

Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

## **School-sponsored Events**

(such as, but not limited to, athletic events, dances, or performances).

Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

# **III. NUTRITION AND PHYSICAL ACTIVITY PROMOTION AND FOOD MARKETING**

## **NUTRITION EDUCATION AND PROMOTION**

LCER aims to teach, encourage, and support healthy eating by [all](#) students. Schools [will](#) ~~should~~ provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health.

- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects.
- includes enjoyable, developmentally-appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens.
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices.
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise.)
- links with school meal programs, other school foods, and nutrition related community services.
- teaches media literacy with an emphasis on food [and beverage](#) marketing.
- includes training for teachers and other staff.

### **INTEGRATING PHYSICAL ACTIVITY INTO THE CLASSROOM SETTING**

The LCER PE department will follow the state mandated guidelines for Physical Education. For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television.
- opportunities for physical activity will be incorporated into other subject lessons.
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

### **Communications with Parents**

The LCER will support parents' efforts to provide a healthy diet and daily physical activity for their children. The LCER will send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should

encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The LCER will provide parents a list of foods that meet the snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the LCER will provide opportunities for parents to share their healthy food practices with others in the school community.

The LCER will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

### **Food Marketing in Schools**

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

### **Staff Wellness**

LCER highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff.

## **IV. PHYSICAL ACTIVITY OPPORTUNITIES AND PHYSICAL EDUCATION**

### **Daily Physical Education (P.E.) K-12**

All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will have the opportunity for daily physical education (or its equivalent of 100 minutes/week for elementary school students and 225

minutes/week for middle and high school students) for the entire school year. All physical education will be taught by a certified teacher. Interscholastic or intramural sports will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

### **Daily Recess**

All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical. Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

### **Physical Activity Opportunities Before and After School**

The LCER staff will encourage students to participate in extracurricular activities by providing information and schedules of local agencies providing such activities.

### **Physical Activity and Punishment**

Teachers and other school and community personnel will not withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

### **Safe Routes to School**

The LCER will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts.

### **Use of School Facilities Outside of School Hours**

With prior approval, school spaces and facilities should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

## **V. MONITORING AND POLICY REVIEW**

### **Monitoring**

The CEO/President or designee will ensure compliance with established LCER nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report



on the school's compliance to the CEO/president or designee.

School food service staff, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the CEO or designee. In addition, the LCER will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The CEO/President or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all parent/teacher organizations, school principals, and school health services personnel in the district.

### **Policy Review**

To help with the initial development of the LCER's wellness policy, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the compliance office will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The LCER, and individual schools within the LCER, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

## Lewis Center for Educational Research

**BP 5030: STUDENTS**  
**STUDENT SCHOOL WELLNESS**

**Adopted: December 10, 2007**

**Revised: May 8, 2023**

The ~~Foundation Board~~ Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”) recognizes the link between student health and learning and desires to provide a program promoting healthy eating and physical activity for the students.

The ~~Foundation Board~~ LCER shall develop a wellness policy with the involvement of parents/guardians, students, school food service professionals, school administrators, Board representatives, members of the public and or others interested in school health issues. This school wellness committee shall assist with policy development and advise the LCER on health-related issues, activities, policies and programs.

The ~~Foundation~~ Board shall adopt a wellness policy that, at a minimum, shall:

1. Include goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the LCER determines is appropriate.
2. Include nutrition guidelines selected by the LCER for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity.
3. Provide an assurance that the LCER’s guidelines for reimbursable school meals will not be less restrictive than federal regulations as they apply to schools.
4. Establish a plan for measuring implementation of the policy, including the designation of one or more persons in the district or at each school charged with operational responsibility for ensuring that this policy is implemented.

The council or committee shall examine related research and laws, assess student needs and the current school environment, review current Board policies and administrative regulations, and raise awareness about student health issues. The council or committee may survey parents/guardians and/or students, conduct community forums or focus groups, collaborate with appropriate community agencies and organizations, or engage in similar activities within the budget established for these purposes.

The council or committee shall provide periodic reports to the ~~CEO~~/President/CEO or designee regarding the status of its work.

The council or committee shall present policy recommendations to the Board which include, but are not necessarily limited to, the following topics:

1. Goals and strategies for increasing student participation in the school lunch program.
2. Nutritional standards for the school lunch programs that meet or exceed state and federal standards.
3. The amount of time allowed for students to eat and the adequacy of lunchroom facilities.
4. Guidelines and standards for foods and beverages sold outside of the district's meal programs, such as through vending machines, school stores, school-sponsored events, school fundraisers and other venues on campus, as well as foods and beverages offered as rewards for academic performance or good behavior.
5. Foods and beverages donated for class parties or other school events.
6. School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields and/or other areas accessible to students, and activities such as coupon or incentive programs.
7. Age-appropriate, skill-building nutrition education at each grade level that is focused on behavior change.
8. Opportunities for all students to be physically active, including the amount of time devoted to physical education, the quality of the physical education program, and additional opportunities such as recess and before- and after-school programs.
9. Outreach strategies to encourage families to reinforce and support healthy eating and physical activity promoting student health and reducing childhood obesity.
10. Priorities for implementing the recommended strategies in the wellness policy.
11. Processes for evaluating the Board's wellness policy, including evaluation methods, indicators that will be used to measure success, and frequency of reports.

As it deems appropriate, the council or committee may make policy recommendations related to other health issues that are necessary to promote student and staff health.

## Lewis Center for Educational Research

### **BP 3553: BUSINESS - NON-INSTRUCTIONAL OPERATIONS** **UNIVERSAL MEALS PROGRAM**

**Adopted: September 12, 2011**

**Revised: May 8, 2023**

~~National School Meals Program regulations require that a meal be provided for needy students when family income is insufficient to provide the basic necessities, including food of the proper quality and amount for good nutrition.~~

Lewis Center for Educational Research (“LCER”) is committed to providing a healthful school environment that promotes and protects student’s health, well-being, and ability to learn by supporting healthful eating and physical activity.

~~Eligibility for free or reduced-price meals shall be based on federal regulations as provided by the State Department of Education.~~

The school meal program aims to improve the diet and health of school children, help mitigate childhood obesity, model healthful eating, support the development of lifelong healthful eating patterns, and support special dietary needs when possible cultural food preferences.

~~Parents/guardians shall be informed of the organization policy concerning free or reduced-price meals. Information and application form shall be provided to all parents/guardians during the first few weeks of school. The information shall include eligibility standards, application procedures and appeal procedures. This information and an application form shall be provided whenever a new student is enrolled.~~

The household size and income criteria identified below will be used to determine eligibility for free, reduced-price, or full-price meal benefits. The review of all applications will comply with the privacy rights and disclosure protections established by the federal Richard B. Russell National School Lunch Act (Public Law 113-79) and the federal Children’s Online Privacy Protection Act of 1998 (Public Law 105-277).

**APPLYING FOR BENEFITS:** An application for free or reduced-price meals cannot be reviewed unless all required fields are completed. A household may apply at any time during the school year. If you are not eligible now, but your household income decreases, household size increases, or a household member becomes eligible for CalFresh, California Work Opportunity and Responsibility to Kids (CalWORKs), or Food Distribution Program on Indian Reservations (FDPIR) benefits, you may submit an application at that time.

**DIRECT CERTIFICATION:** An application is not required if the household receives a notification letter indicating all children are automatically certified for free meals. If you did not receive a letter, please complete an application.

**VERIFICATION:** School officials may check the information on the application at any time during the school year. You may be asked to submit information to validate your income or current eligibility for CalFresh, CalWORKs, or FDPIR benefits.

The School Nutrition Programs (SNP) is administered by the California Department of Education (CDE), Nutrition Services Division. SNP staff monitor regulatory compliance and provide training and technical assistance for the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, Fresh Fruit and

Vegetable, Summer Food Service Program, Summer Camp Special Milk Program, and Team Nutrition.

Beginning in School Year (SY) 2022–23, California will become the first state to implement a statewide Universal Meals Program for all school children. California’s Universal Meals Program is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). There are three key pillars that have been established to ensure that the program is a success:

1. California’s State Meal Mandate is expanded to include both a nutritiously adequate breakfast and lunch for all children each school day.
2. California’s Universal Meals Program requires very high poverty schools to participate in a federal provision.
3. The California State Legislature allocates funds to provide state meal reimbursement to cover the cost of the Universal Meals Program.

~~In accordance with law, the Board authorizes designated employees to use individual records pertaining to student eligibility for any free and reduced-price meal program for the purpose of: (Education Code 49558)~~

~~1. Disaggregation of academic achievement data~~

~~2. Identification of students eligible for school choice and supplemental educational services in any school identified for program improvement~~

~~(cf. 0520.2 Title I Program Improvement Schools) (cf.~~

~~5125 Student Records)~~

~~(cf. 6162.51 Standardized Testing and Reporting Program) (cf.~~

~~6171 Title I Programs)~~

~~(cf. 6190 Evaluation of the Instructional Program)~~

~~The Board further authorizes the release of information on the school lunch program application to the local agency that determines Medi-Cal program eligibility, provided that the student is approved for free meals and the parent/guardian consents to the sharing of information as provided by Education Code 49557.2.~~

~~(cf. 5141.6 Student Health and Social Services)~~

~~Legal Reference:~~

## ~~EDUCATION CODE~~

~~[48980](#) Notice at beginning of term~~

~~[49490](#) [49494](#) School breakfast and lunch programs~~

~~[49500](#) [49505](#) School meals~~

~~[49510](#) [49520](#) Nutrition~~

~~[49530](#) [49536](#) Child Nutrition Act of 1974~~

~~[49547](#) [49548.3](#) Comprehensive nutrition service~~

~~[49550](#) [49560](#) Meals for needy students~~

## ~~CODE OF REGULATIONS, TITLE 5~~

~~[15510](#) Mandatory meals for needy students~~

~~[15530](#) [15535](#) Nutrition education~~

~~[15550](#) [15565](#) School lunch and breakfast programs~~

## ~~UNITED STATES CODE, TITLE 20~~

~~[1232g](#) Federal Educational Rights and Privacy Act~~

~~[6301](#) [6514](#) Title I programs~~

## ~~UNITED STATES CODE, TITLE 42~~

~~[1751](#) [1769](#) National lunch programs~~

~~[1771](#) [1791](#) Child nutrition~~

## ~~CODE OF FEDERAL REGULATIONS, TITLE 7~~

~~[245.1](#) [245.13](#) Determination of eligibility for free and reduced price meals~~

~~Management Resources:~~

## ~~CDE LEGAL ADVISORIES~~

~~[0325.98](#) Education Code Section 49558 LO: 1-98~~

## CSBA PUBLICATIONS

~~Healthy Food Policy Resource Guide, 2003~~

## USDA PUBLICATIONS

~~Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000~~

## WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Nutrition Division: <http://www.cde.ca.gov/ls/nu>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN: <http://www.californiaprojectlean.org>

~~U.S. Department of Agriculture, Food and Nutrition Service:~~  
~~<http://www.fns.usda.gov/end>~~

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

Date of meeting: May 8, 2023

Title: Federal and State Educationally Related Mental Health Services (ERMHS) funds

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

Background: AAE and NSLA are members of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA)/Desert Mountain Special Education Local Plan Area (DM SELPA). A Governance Council is comprised of member district and charter school superintendents. Due to a change in the law, funding will now come directly to school districts and charter schools. AAE and NSLA desire to continue services by transferring the Federal and State Educationally Related Mental Health Services (ERMHS) funds to the DM SELPA

Fiscal Implications (if any): There is no fiscal impact if approved

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

Recommendation: Approve the transfer of Federal and State ERMHS funds to the DM SELPA.

Submitted by: Lisa Lamb, President/CEO



**Lewis Center for Educational Research  
STAFF REPORT**

Date: May 8, 2023  
To: LCER Board of Directors  
From: Lisa Lamb  
Re: President/CEO Report

Goal 1 - Student Success: Strengthen all school programs and enrichment opportunities at both schools resulting in student success in the areas of academic, behavioral, and social emotional wellness.

1.1 Objective: Both schools will demonstrate continual increases in student mastery in all areas as reported on the annual California School Dashboard.

AAE:

1. Continued walkthroughs - 354 (Cumulative)
2. Initiating the hiring of needed staff - Chemistry, Kindergarten, 5th grade, Admin Assistant
3. Grading discussions with AAE
4. Attendance discussions with LCER schools continue to ensure accountability
5. AP Instructors are conducting study sessions on Saturdays to help student with exam success
6. SART Meetings have been set up with parents to continue
7. AAE Baseball, Track, Boys Tennis and Softball have begun. Middle School Boys and Girls Basketball, Boys and Girls Soccer and Girls Volleyball have also started.
8. Principal Cabinet and VP Cabinets meet monthly
9. Use of Friday club days that include: Spanish, KY/Radio, Art, Photography, Sports Fanatics, Comic Book, Tech/Gaming, Hiking, Christian, Interact, Chess, Musical Theater, Creators Space, Fashion Pop Music, Nerdvana, Healthy Living Clubs
10. Beginning construction on new Baseball and Soccer fields
11. AAE Art Exhibition

NSLA:

1. We are in the process of hiring several open positions for 2023-2024.
2. Grading discussion held with secondary. They voted to keep 1-4 grading scale. Teachers will be working by department to create how much each grading category is weighed.
3. We have created incentives and recognition events for excellent attendance.
4. Met with middle school and high school students. Principals' Advisory Panel.
5. Club Fridays are still going strong.
6. Construction of gym is almost complete.

1.2 Objective: Both schools will support Social Emotional Learning (SEL) to enhance the ability of students to self-regulate, strengthen interpersonal relationships, and increase healthy coping skills.

AAE:

1. AAE administration continues weekly check in with students who are at risk.
2. Use of our Go Guardian and StopIt Programs to identify students who are in need of support.
3. Counselor and Psychologist continue to work with their caseloads to provide support to our students and their SEL needs
4. Lead SEL counselor conducting group and individual counseling for secondary
  - a. Anxiety
  - b. Social Skills
  - c. Anger Management
5. School Psychology continues to support socio-emotional needs at the Tier 3 level

	<p>NSLA:</p> <ol style="list-style-type: none"> <li>1. SEL lead Counselor continues to promote <ol style="list-style-type: none"> <li>a. Wellness Wednesdays for Staff</li> <li>b. March Lunch Bunch</li> <li>c. Virtual Wellness Space for Students</li> </ol> </li> <li>2. SCUTA (Data Collection Process) continues</li> <li>3. SEL lessons continue to be taught throughout homerooms.</li> <li>4. Use of our Go Guardian and StopIt Programs to identify students who are in need of support.</li> <li>5. DM SELPA and SBCSS conducting MAC Wellness room tours. Inviting other LEAs to observe and possibly model our wellness systems.</li> <li>6. Save One Student mentoring program has started. This is a informal intervention support prgram where teachers adopt students that may fall through the cracks.</li> </ol> <p>LCER Mental Health Supports</p> <ol style="list-style-type: none"> <li>1. Mental Health teams provding ongoing Suicide Prevention support.</li> <li>2. Mental Health Team (School Psychologists and Counselors) providing ongoing counseling support to students in crisis at both sites (Behavioral and Socioemotional)</li> <li>3. DM SELPA, DMCC, and County agencies counseling efforts for SPED and GENED students</li> <li>4. Care Solace referrals continue to be processed in support of staff, students and families.</li> <li>5. GoBeacon alerts continue to be processed as needed for NSLA/AAE (suicidal ideations/planning).</li> <li>6. Ongoing/Weekly case management meetings through MTSS</li> </ol>
<p>1.3 <u>Objective:</u> Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.</p>	<p>AAE :</p> <ol style="list-style-type: none"> <li>1. Teacher PD on Computer Science and use of technology in the classroom</li> <li>2. High school clubs include eSports and Robotics.</li> <li>3. After school STEM program continuing through Spring Semester</li> <li>4. Engineering mentorship has begun with our High School students mentoring our elementary students in STEM related topics.</li> </ol> <p>NSLA:</p> <ol style="list-style-type: none"> <li>1. We are developing a Computer Science class for high school.</li> <li>2. We are developing Computer Science type class for middle school.</li> <li>3. We are holding discussions with TK to incorporate STEM ideas into their instruction.</li> <li>4. Our Enrichment Program is finally fully staffed. We have hired a STEM instructor.</li> </ol> <p>LCER:</p> <ol style="list-style-type: none"> <li>1. LCER continues to participate as one of 8 districts in the County in CSforALL workshop series. The LCER team consists of Ryan Dorcey, Toni Preciado, Josh Dennison, Artie Aragon, Lisa Lamb, and Genie Cook. This cohort is receiving training and support from SBCSS through grant funding to vision and implement a computer science strand for students in K-12 at both schools. Additional computer science trainings will be made available to administrators, counselors and teachers. Those who attend will receive a stipend paid through the CDE grant.</li> <li>2. LCER has applied for the Amazon Future Engineer elementary curriculum grant through BootUP PD. The Amazon Future Engineer program brings career applicable Computer Science curriculum to the classroom. Both schools have received and are</li> </ol>

	<p>utilizing the grant for Middle School curriculum through Project STEM. The BootUP PD curriculum provides a direct pathway for elementary students to learn computer science skills in alignment with state curriculum standards.</p> <p>3. Toni Preciado is attending the Ed Tech Coaches Network Meetings with the San Bernardino County Superintendent of Schools. She has brought forward additional resources that can be implemented in the elementary enrichment classes at both schools. The following link is a sample of these resources:  <a href="https://www.elementarycomputingforall.org/">https://www.elementarycomputingforall.org/</a></p>
<p>1.4 <u>Objective</u>: Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings each school year.</p>	<p>AAE :</p> <ol style="list-style-type: none"> <li>1.</li> </ol> <p>NSLA:</p> <ol style="list-style-type: none"> <li>1. Multi-Cultural Fair- May 5th from 5-8pm. We are bringing in several consultants: <ol style="list-style-type: none"> <li>a. Mexican</li> <li>b. El Salvador</li> <li>c. Guatemala</li> <li>d. Chinese (Pending)</li> </ol> </li> <li>2. Celebration of Dia del Nino.</li> <li>3. NSLA has launched its Chilean Club for interested high school students. The Chilean Student Exchange program is resuming with GAVRT lessons and fundraising efforts for both delegations. The current plan is for NSLA to host the Chilean delegation in Fall 2023 and NSLA's delegation to visit Chile in 2024.</li> </ol> <p>LCER:</p> <ul style="list-style-type: none"> <li>• LCER is continuing to partner with San Bernardino County and San Bernardino County Superintendent of Schools to pilot an educational partnership between our schools and an elementary school in Taoyuan City, Taiwan.</li> </ul>
<p>Goal 2 - Business/Fiscal: Maintain fiscal stability and seek diversified outside funding that allows us to be innovative.</p>	
<p>2.1 <u>Objective</u>: Lewis Center schools will maintain a balance of no less than 45 days of cash on hand (or 12.33%).</p>	<p>The Lewis Center schools continue meeting this objective and have worked hard to implement the necessary steps to be able to maintain the required 45 days cash on hand set forth by our investors in our Bond Covenants.</p>
<p>2.2 <u>Objective</u>: Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by the School Site Councils.</p>	<p>Finance is continuing to work with school administration to make sure that we meet the deadlines to expend COVID funds on time with the most impactful purchases to support classroom learning and a safe environment. We are happy to say that we have been able to bring some great things to our classrooms thanks to these funds and are exhausting the funds effectively and within the timeline set forth by CDE. We continue our discussions and plan how to best utilize our categorical funds first based on the restrictions set forth in each of the grants being awarded. We are beginning to discuss revisions to the ESSER III plan that was previously approved by the board. We feel, now that we are 2 years beyond the funding and the initial plan, we have identified areas of greater need to support these funds and are excited to bring those to the board for review in an upcoming board meeting.</p>
<p>2.3 <u>Objective</u>: Prioritize staff compensation</p>	<p>Finance is continuing to build the 2023/24 Budgets with each of the managers to identify school and department specific needs. We have been looking at a COLA increase across the</p>

(inclusive of salaries and benefits) in a way that is sustainable.	board effective 7/1/2023, along with growth in both new positions, increased days for some staff and even increase in hours for others to best support the schools daily operations.
2.4 <u>Objective</u> : The Foundation Board will raise funds annually to support the identified needs of LCER schools and programs.	<p>The Foundation will partner with McDonalds to host McTeachers' Night on May 11th from 4-7pm. These events will be held in Apple Valley at the Apple Valley and Bear Valley restaurant and in San Bernardino at the Highland restaurant. We encourage our Board to join us at this event to volunteer or to support the fundraiser. The proceeds will be 20% of sales during this time with a match by LCER Board Member Marisol Sanchez.</p> <p>The Foundation is beginning planning the next LCER gala which will be held on September 30, 2023. It will be held at Hilton Garden Inn in Victorville.</p>
Goal 3 - Staffing: Recruit, develop, and retain a highly-qualified, innovative, flexible, and diversified staff.	
3.1 <u>Objective</u> : Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.	<p>HR is actively recruiting for the 2023-24 school year, as well as continuing to fill, change, create, discontinue positions as needed for the 2022/2023 school year. HR recently reposted all certificated and classified positions on Edjoin for the 2023-24 school year as well as sent targeted recruitment emails through Edjoin. HR is recruiting through Edjoin and social media (LCER and school's Facebook, Instagram) Infinite Campus, Handshake, CAFE, El Dorado Broadcasting, LinkedIn, Edjoin, etc.) and has four targeted job fairs scheduled/attended in April and May. In addition, HR continues to recruit for Classified Substitutes and Certificated Substitutes at NSLA. HR continues to search for additional pathways to hire staff into open positions to include part time - emergency permits, etc. HR will be placing "Now Hiring" banners at various locations at Norton and AAE. Also, with the approval of Exec Team, is finalizing a Referral Bonus for current employees who recruit candidates that are hired with the LCER.</p> <p>For the 2023-24 school year, we currently have the following positions open:</p> <ul style="list-style-type: none"> <li>• LCER- 0</li> <li>• AAE- 3 certificated; 5 classified position</li> <li>• NSLA- 9 certificated positions; 6 classified positions</li> </ul>
3.2 <u>Objective</u> : Develop a comprehensive succession plan for key positions.	<p>The CEO continues to collaborate with the Executive Team and Board Task Force to develop a comprehensive succession plan.</p> <p>LCER leadership and stakeholder groups are calendared for the year. These include groups such as: data governance, management team, school site council, principals' advisory, LCAP, general administration and administrative assistants, administrative team meetings, academic leadership teams, health and safety, etc. These teams help establish a strategic flow of communication throughout the organization from the board to the parents as well as builds capacity of individuals within the various leadership groups.</p> <p>The CEO continues to meet with the executive directors weekly to discuss organizational needs. Monthly, she meets with directors individually to discuss their departmental/school needs and their professional and personal goals.</p>
3.3 <u>Objective</u> : Invest in professional development for classified and certificated staff, administration, and board members to align with	<p>The HR Department was asked to attend Campus Security Officers meeting to discuss role, expectations, professionalism and to praise their hard work. Also discussed time and attendance reporting, importance of documenting time worked, meal &amp; rest breaks, etc.</p> <p>Both school staffs participated in training with our new emergency system, Catapult EMS. This training allowed staff an opportunity to practice how to respond to various school emergency</p>

strategic plan and LCAP goals.	<p>scenarios using the system. Moving forward, drills and actual emergencies will be facilitated through the EMS system.</p> <p>Follow up demos will be scheduled with key staff for Catapult's integrated WeTip and Hall Pass systems. These programs would be integrated EMS and would support anonymous bullying tips and parent/volunteer check in respectively.</p> <p>12 NSLA classified and certificated staff attended the California Association for Bilingual Education (CABE) Conference in Long Beach. Staff presented their findings from the conference to the elementary staff in April.</p> <p>12 teachers representing all grade levels at NSLA have been attending an 8 part series on Best Practices in Dual Language Immersion. These sessions have been held on Saturdays.</p> <p>NSLA elementary teachers continue to participate in ongoing GLAD training for designated English Language Development.</p> <p>One NSLA teacher attended the annual CUE technology conference.</p> <p>Both schools continue ongoing Orton Gillingham training for early literacy.</p>																																																
3.4 <u>Objective</u> : As measured annually, LCER will increase and/or maintain organizational staff retention rates.	<p>NSLA:</p> <table><tr><th>Position</th><th>21/22 Total Positions 6/30/22</th><th>21/22 Vacancies Prior to EOY</th><th>Staff Departed <u>LCER</u> at EOY 21/22</th><th>Staff Retained 21/22 to 22/23</th><th>Retention %</th></tr><tr><td>Teacher</td><td>47</td><td>0</td><td>3</td><td>44</td><td>94%</td></tr><tr><td>Para-professional</td><td>23</td><td>6</td><td>3</td><td>14</td><td>82%</td></tr><tr><td>Counselor</td><td>1</td><td>0</td><td>0</td><td>1</td><td>100%</td></tr></table> <p>AAE:</p> <table><tr><th>Position</th><th>21/22 Total Positions 6/30/22</th><th>21/22 Vacancies Prior to EOY</th><th>Staff Departed <u>LCER</u> at EOY 21/22</th><th>Staff Retained 21/22 to 22/23</th><th>Retention %</th></tr><tr><td>Teacher</td><td>70</td><td>0</td><td>6</td><td>64</td><td>91%</td></tr><tr><td>Para-professional</td><td>22</td><td>3</td><td>3</td><td>16</td><td>84%</td></tr><tr><td>Counselor</td><td>1</td><td>0</td><td>0</td><td>1</td><td>100%</td></tr></table>	Position	21/22 Total Positions 6/30/22	21/22 Vacancies Prior to EOY	Staff Departed <u>LCER</u> at EOY 21/22	Staff Retained 21/22 to 22/23	Retention %	Teacher	47	0	3	44	94%	Para-professional	23	6	3	14	82%	Counselor	1	0	0	1	100%	Position	21/22 Total Positions 6/30/22	21/22 Vacancies Prior to EOY	Staff Departed <u>LCER</u> at EOY 21/22	Staff Retained 21/22 to 22/23	Retention %	Teacher	70	0	6	64	91%	Para-professional	22	3	3	16	84%	Counselor	1	0	0	1	100%
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Goal 4 - Organizational Effectiveness: Communicate and engage students, staff, families, and community partners to drive a shared commitment to our common vision, mission, and goals.																																																	

<p>4.1 <u>Objective</u>: Board and Executive Team will actively communicate LCER's mission to the community partners that we serve.</p>	<p>Lisa Lamb has supported and attended various events in the region. She also participates in a statewide committee with Charter School Development Center focused on charter school advocacy and legislative affairs.</p> <p>Ryan Dorcey regularly attends California IT in Education, or CITE, meetings for IT Directors in K-12 educational institutions throughout the state. This working group allows IT to keep up to date on cybersecurity issues, state and federal data reporting, educational technology, and emerging technologies in the classroom. Ryan also attends the San Bernardino County Superintendent of Schools eSports professional learning network (PLN) and computer science equity network (CSEN). These networks allow IT to aid in implementing an effective eSports program and computer science curriculum. IT also participates in the County Superintendent's Technology Leadership Network which helps guide technology initiatives throughout school districts under its jurisdiction. We also attend monthly cybersecurity meetings from the Multi-State Information Sharing Analysis Center which is focused on improving the cybersecurity posture of the U.S. State, Local, Tribal, and Territorial (SLTT) government institutions.</p> <p>Marcelo Congo regularly attends Desert Mountain SELPA Steering Committee meetings. All Directors from DM SELPA Districts meet once a month to discuss important issues regarding Special Education services. Marcelo also attends Director's Trainings offered by the DM SELPA. Marcelo also collaborates on a daily basis with DM SELPA operations managers to ensure that the IEP process remains in compliance. During the month of March/April, Marcelo participated in a State level training regarding data tracking systems. Marcelo also attended Legal training sessions offered by the offices of YM&amp;C and AALRR. These law firms provide training for SPED personnel. Marcelo also collaborated with other local agencies (e.g. DMCC, SBCSS) to bring additional resources for students and parents at AAE and NSLA. Marcelo Recently attended the Alternative Dispute Resolution (ADR) meeting in Riverside. .</p> <p>This month, HR Team participated in CDPH School Based Testing/COVID meetings to stay abreast of the latest COVID updates for schools. Additionally, HR continues to attend weekly credential meetings through SBCSS, PASCO and the Commission on Teacher Credentialing. HR/Finance met with SISC account manager to hear changes to health insurance rates and benefits. Finally, both Lisa Lamb and Stacy Newman personally met with members of the JPA Charter Safe team. AAE's student ambassadors gave them a tour of the campus, and then we discussed the latest trends in liability insurance and ways to reduce our liability and insurance premiums.</p>
<p>4.2 <u>Objective</u>: Increase ongoing communication with LCER stakeholders as evidenced by staff, parent and student satisfaction on annual surveys.</p>	<p>The Tech Task Force is working on a staff technology survey to be sent out in May to assess our current needs as we work toward a vision of CSforAll.</p> <p>Both schools administered an SEL student survey in grades 4-12. The results will be shared with the Board in June.</p>
<p><b>Accomplishments and Highlights</b></p>	

	<p>NSLA students and families were overjoyed to see the new elementary playground and have expressed their sincerest gratitude for making this a priority.</p> <p>AAE's SRLA team finally ran the LA Marathon during Spring Break after training all year for it. Every single runner finished the marathon before the SRLA 13 minute pacer, which is pretty amazing!</p> <p>NSLA has had successful hires from the previous Resume Building Workshops held earlier this year.</p> <p>NSLA is preparing for international field trips once again through their Chile Club where students can join to learn more about Chilean culture and fundraise for their trip to Chile in a few years.</p> <p>At AAE, Mrs. Krikorian's class had a special guest speaker, children's book author Ellen Porter. As the students read her novels in class, they received the opportunity to ask about her creative process and imagination.</p> <p>Children's author, Dr. Kenisha Williams, visited AAE and NSLA. During these visits, she read her book, <i>I See Me</i>, to AAE's 3rd grade and NSLA's 2nd grade. The students were highly engaged in the reading. Dr. Williams also donated copies of her children's series to each school's library.</p> <p>AAE held their annual Student Art Show on April 18th where Drama club had the chance to perform skits followed by musical performances by student bands.</p> <p>LCER and NSLA administration hosted a team from Ontario Montclair School District. During this visit, both organizations discussed dual language immersion best practices and current obstacles. The NSLA Ambassadors gave the team a tour and provided student perspective on NSLA's dual immersion program. Those in attendance look forward to future collaboration.</p> <p>SFJROTC honored local hero and WWII veteran, Donald Roser, who recently celebrated his 99th birthday in Apple Valley. Cadets stood at attention as he was presented.</p> <p>Dr. Nasser Barghouty, NASA SCan's Chief Scientist and Quantum Science and Technology Lead, met with AAE's AP Calculus and Trigonometry students. He shared about his role at NASA and his path leading to his current position. He took questions from several students who were highly engaged in the talk.</p> <p>AAE junior Alicia Mayer was selected as a Quest Bridge National College Prep Scholar! Alicia was selected out of a highly competitive field of over 15,000 applicants to become a scholar! College Prep Scholars are awarded various opportunities throughout the summer that are designed to strengthen their college applications.</p> <p>Dr. Lisa Lamb was awarded the 2023 San Bernardino County Education Medal of Honor. Dr. Lamb's contributions to education and local youth have inspired many as she has impacted the lives of countless families throughout San Bernardino County.</p>
AAE Upcoming Dates	<p>K - Celebration Ceremony: June 6th, 2023 @ 8:00 am</p> <p>5th Grade Ceremony: June 7th, 2023 @ 8:00 am</p> <p>8th Grade Promotion Ceremony: June 8th , 2023 @ 8:00 am</p> <p>AAE Graduation Ceremony: June 9th, 2023 @ 5:00 pm</p>
NSLA Upcoming Dates	<p>TK- Recognition Ceremony June 8, 2023 @8:45am</p> <p>K- Celebration Ceremony Jun 8, 2023 @8:30 and 9:30am</p> <p>5th Grade Celebration Ceremony Jun 6, 2023 @3:30pm</p>

	8th Grade Promotion Ceremony Jun 7, 2023 @6:00pm
LCER Upcoming Dates	<p>Celestial Soiree: Annual Lewis Center Gala - September 30, 2023 @ 6:00 p.m. Hilton Garden Inn, Victorville</p> <p>McTeacher's Night @ McDonald's, May 11th 4:00-7:00 PM</p> <p>AAE: 19200 Bear Valley Road Apple Valley, CA 92307</p> <p>NSLA: 1575 E. Highland Avenue San Bernardino 92404</p>
Grant Tracking Sheet	See updated Grant Tracking Sheet attached after Board Report

### AAE Data

	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Secondary Attendance	94.79%	90.97%	92.22%	94.34%	92.39%	93.99%	93.37%
Elementary Attendance	93.91%	91.23%	91.59%	95.39%	91.89%	94.16%	93.32%
Secondary Enrollment	822	821	825	825	792*	792*	791
Elementary Enrollment	685	685	689	689	676*	676*	676
Total Enrollment	1507	1506	1514	1514	1467*	1467*	1266
Suspensions	8	10	9	6	10	12	10
Walk Thrus (Progressive)	147	155	155	228	307	309	354

\* Data has been updated

### NSLA Data

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Secondary Attendance	92.09%	93.65%	91.69%	84%	88.85%	91.83%	90.18%	89.37%	90.04%
Elementary Attendance	91.77%	93.92%	94.54%	89.94%	91.36%	94.10%	93.05%	93.11%	90.60%
Secondary Enrollment	371	449	449	458	455	458	463	460	466
Elementary Enrollment	673	672	668	663	661	660	661	653	656



Total Enrollment	1111	1121	1117	1121	1116	1118	1124	1113	1122
Suspensions	22	20	24	8	11	5	9	14	26
In School Susp	1	3	4	0	2	3	4	6	7
Walk Thrus	250	85	95	125		140		156	XXX

2022-2023 GRANT TRACKING SHEET						
Grant	Purpose/Description	Amount	Due Date	Date Submitted	Awarded?	Award Date
Heliophysics Citizen Science Investigations	Forecasting Space Weather with GAVRT Space Cont	\$160k per year for 3 years	8/24/22	8/19/22		
Fiscal Year 2022 Recovery Grant Implementation	Rehabilitation of Tui Chub and Habitat	\$15,000.00	12/31/22			
San Manuel Grant	Scholarships	\$5,000.00	4/30/22	4/29/22	Yes	9/1/22
Innovative Approaches to Literacy Grant	Literacy		NA		Yes	8/3/22
NASA Roses: HELIOPHYSICS CITIZEN SCIENCE INVES	Citizen Science	\$300,000.00				
NASA Citizen Science Seed Funding Program	MoonDiff citizen science proposa	NA	NA	NA	Yes	1/9/23
NASA ROSES: Exploring the Inner Corona Using Mu	GAVRT Citizen Science					

The High Desert Partnership in Academic Excellence Foundation, Inc.  
Check/Voucher Register - Board Report - 10K  
From 3/16/2023 Through 4/25/2023

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
3/17/2023	48967	Disneyland Resort	17,910.00	Academy for Academic Excellence Grad Night
3/17/2023	48980	SchoolsFirst Federal Credit	11,820.63	Employee TSA contributions - March 15 2023
3/30/2023	49029	NutKase Accessories USA LLC	19,492.50	PO 2223-0997-AAE
3/30/2023		NutKase Accessories USA LLC	19,492.50	PO 2223-1014-NSLA
3/31/2023	140		273,459.48	Group: Payroll; Pay Date: 3/31/2023
3/31/2023	141		302,843.29	Group: 11mo Payroll; Pay Date: 3/31/2023
4/4/2023	49039	SBCSS	52,356.90	NSAA PERS contributions for March 2023
4/4/2023		SBCSS	116,784.96	LCER/AAE - PERS contributions for March 2023
4/4/2023	49040	SBCSS	141,450.87	NSAA STRS contributions for March 2023
4/4/2023		SBCSS	194,405.72	LCER/AAE - STRS contributions for March 2023
4/4/2023	49049	CharterSAFE	58,446.00	Insurance premium pymt for March 2023
4/4/2023	49053	SchoolsFirst Federal Credit	12,470.63	Employee TSA contributions - March 31 2023
4/4/2023	49058	Revolution Foods, PBC	111,327.10	AAE & NSLA Cafeteria
4/4/2023	49065	EdTheory	11,140.13	PO 2223-0911-NSLA
4/6/2023	49099	VEX Robotics	34,688.94	PO 2223-1013-NSLA
4/14/2023	142		251,012.00	Group: Payroll; Pay Date: 4/14/2023
4/14/2023	143		301,092.68	Group: 11mo Payroll; Pay Date: 4/14/2023
4/14/2023	49117	SchoolsFirst Federal Credit	12,520.63	Employee TSA contributions - April 14 2023
4/17/2023	49126	Creative Recreational System	13,310.98	PO 2223-0744-NSLA Change Order
4/17/2023	49138	Arthur J Gallagher Risk Manage	11,196.00	Landscaping Bond
4/19/2023	49169	Riverside Co. Office of Edu.	41,500.00	PO 2223-1311-LCER
4/19/2023	49171	Swun Math, LLC	20,000.00	PO 2223-0297-NSLA
4/20/2023	49176	Lakeshore Learning Materials	30,037.84	PO 2223-1223-NSLA
4/20/2023	49177	SISC	<u>246,216.15</u>	Health Coverage for Apr 23
Report Total			<u>2,304,975.93</u>	

## All Funds - Budget Comparison 2021/22 to 2022/23

2021-2022				
	Total Budget \$ - Revised	Current Period Actual thru March	Remaining Budget	Percent Remaining
	Annual Budgeted Revenue			
Revenue	37,081,283	27,810,962	9,270,321	25.00%
Expense				
Revenue				
Certificated Salaries	12,985,633	8,655,240	4,330,393	33.35%
Classified Salaries	5,004,461	2,976,543	2,027,918	40.52%
Benefits	6,590,649	4,323,768	2,266,881	34.40%
Books and Supplies	4,259,816	1,898,278	2,361,538	55.44%
Services & Other	6,729,180	4,126,653	2,602,527	38.68%
Capital Outlay	1,010,361	1,565,944	(555,583)	-54.99%
Other Outgo	0	117,665	(117,665)	N/A
Share of LCER	0	0	0	N/A
Total Expense	36,580,100	23,664,091	12,916,009	35.31%
Add (Subtract) to Reserves	501,183	4,146,871	(3,645,688)	
Total Revenue	37,081,283	27,810,962	9,270,321	75.00%
Total Expense	36,580,100	23,664,091	12,916,009	64.69%
Add (Subtract) to Reserves	501,183	4,146,871	-3,645,688	

Note - Revenue Reported is % of Budgeted Revenue Earned

2022-2023				
	Total Budget \$ - Original	Current Period Actual thru March	Remaining Budget	Percent Remaining
	Annual Budgeted Revenue			
Revenue	35,887,566	28,785,086	7,102,480	19.79%
Expense				
Revenue				
Certificated Salaries	13,137,383	9,969,511	3,167,872	24.11%
Classified Salaries	5,392,240	3,557,860	1,834,380	34.02%
Benefits	7,600,577	5,336,701	2,263,876	29.79%
Books and Supplies	2,414,293	2,505,853	(91,560)	-3.79%
Services & Other	6,225,061	4,878,134	1,346,927	21.64%
Capital Outlay	360,000	465,070	(105,070)	-29.19%
Other Outgo	0	35,358	(35,358)	N/A
Share of LCER	0	0	0	N/A
Total Expense	35,129,554	26,748,487	8,381,067	23.86%
Add (Subtract) to Reserves	758,012	2,036,599	(1,278,587)	
Total Revenue	35,887,566	28,785,086	7,102,480	80.21%
Total Expense	35,129,554	26,748,487	8,381,067	76.14%
Add (Subtract) to Reserves	758,012	2,036,599	-1,278,587	

### AAE - Budget Comparison 2021/22 to 2022/23

2021-2022				
	Total Budget \$ - Revised	Current Period Actual thru March	Remaining Budget	Percent Remaining
	Annual Budgeted Revenue			
Revenue	18,515,432	10,531,650	7,983,782	43.12%
Expense				
Revenue				
Certificated Salaries	6,909,149	4,677,732	2,231,417	32.30%
Classified Salaries	1,975,125	1,139,177	835,948	42.32%
Benefits	3,164,726	2,086,234	1,078,492	34.08%
Books and Supplies	1,883,523	802,232	1,081,291	57.41%
Services & Other	1,962,964	1,290,882	672,082	34.24%
Capital Outlay	885,511	315,429	570,082	64.38%
Other Outgo	0	27,770	(27,770)	N/A
Share of LCER	1,637,799	1,228,349	409,450	25.00%
Total Expense	18,418,797	11,567,804	6,850,993	37.20%
Add (Subtract) to Reserves	96,635	(1,036,154)	1,132,789	
Total Revenue	18,515,432	10,531,650	7,983,782	56.88%
Total Expense	18,418,797	11,567,804	6,850,993	62.80%
Add (Subtract) to Reserves	96,635	-1,036,154	1,132,789	

Note - Revenue Reported is % of Budgeted Revenue Earned

2022-2023				
	Total Budget \$ - Original	Current Period Actual thru March	Remaining Budget	Percent Remaining
	Annual Budgeted Revenue			
Revenue	17,718,586	14,393,065	3,325,521	18.77%
Expense				
Revenue				
Certificated Salaries	6,710,492	5,125,515	1,584,977	23.62%
Classified Salaries	2,030,721	1,295,554	735,167	36.20%
Benefits	3,504,536	2,501,346	1,003,190	28.63%
Books and Supplies	1,162,144	1,137,021	25,123	2.16%
Services & Other	1,714,171	1,419,304	294,867	17.20%
Capital Outlay	300,000	233,987	66,013	22.00%
Other Outgo	0	29,854	(29,854)	N/A
Share of LCER	1,863,497	1,397,623	465,874	25.00%
Total Expense	17,285,561	13,140,205	4,145,356	23.98%
Add (Subtract) to Reserves	433,025	1,252,860	(819,835)	
Total Revenue	17,718,586	14,393,065	3,325,521	81.23%
Total Expense	17,285,561	13,140,205	4,145,356	76.02%
Add (Subtract) to Reserves	433,025	1,252,860	-819,835	

### NSLA - Budget Comparison 2021/22 to 2022/23

2021-2022				
	Total Budget \$ - Revised	Current Period Actual thru March	Remaining Budget	Percent Remaining
	Annual Budgeted Revenue			
Revenue	17,941,028	8,372,294	9,568,734	53.33%
Expense				
Revenue				
Certificated Salaries	5,366,913	3,444,226	1,922,687	35.82%
Classified Salaries	1,568,657	768,318	800,339	51.02%
Benefits	2,441,558	1,498,767	942,791	38.61%
Books and Supplies	2,321,668	1,019,401	1,302,267	56.09%
Services & Other	4,320,211	2,449,444	1,870,767	43.30%
Capital Outlay	100,000	1,235,665	(1,135,665)	-1135.67%
Other Outgo	0	7,091	0	N/A
Share of LCER	1,399,930	1,049,948	349,983	25.00%
Total Expense	17,518,937	11,472,860	6,053,168	34.55%
Add (Subtract) to Reserves	422,091	(3,100,566)	3,515,565	
Total Revenue	17,941,028	8,372,294	9,568,734	46.67%
Total Expense	17,518,937	11,472,860	6,053,168	65.49%
Add (Subtract) to Reserves	422,091	-3,100,566	3,515,565	

Note - Revenue Reported is % of Budgeted Revenue Earned

2022-2023				
	Total Budget \$ - Original	Current Period Actual thru March	Remaining Budget	Percent Remaining
	Annual Budgeted Revenue			
Revenue	17,587,872	13,968,465	3,619,407	20.58%
Expense				
Revenue				
Certificated Salaries	5,625,666	4,204,620	1,421,046	25.26%
Classified Salaries	1,749,107	999,531	749,576	42.85%
Benefits	2,939,984	1,928,430	1,011,554	34.41%
Books and Supplies	1,166,824	1,207,494	(40,670)	-3.49%
Services & Other	3,993,243	3,037,902	955,341	23.92%
Capital Outlay	40,000	215,132	(175,132)	-437.83%
Other Outgo	0	5,504	(5,504)	N/A
Share of LCER	1,748,061	1,311,046	437,015	25.00%
Total Expense	17,262,885	12,909,659	4,353,226	25.22%
Add (Subtract) to Reserves	324,987	1,058,806	(733,819)	
Total Revenue	17,587,872	13,968,465	3,619,407	79.42%
Total Expense	17,262,885	12,909,659	4,353,226	74.78%
Add (Subtract) to Reserves	324,987	1,058,806	-733,819	

### LCER - Budget Comparison 2021/22 to 2022/23

2021-2022				
	Total Budget \$ - Revised	Current Period Actual thru March	Remaining Budget	Percent Remaining
	Annual Budgeted Revenue			
Revenue	624,823	49,052	575,771	92.15%
Expense				
Revenue				
Certificated Salaries	709,571	533,283	176,288	24.84%
Classified Salaries	1,460,679	1,069,048	391,631	26.81%
Benefits	984,365	738,767	245,598	24.95%
Books and Supplies	54,625	76,645	(22,020)	-40.31%
Services & Other	446,005	386,327	59,678	13.38%
Capital Outlay	24,850	14,850	10,000	40.24%
Other Outgo	0	82,804	(82,804)	N/A
Share of LCER	(3,037,729)	(2,278,297)	(759,432)	
Total Expense	642,366	623,427	18,939	2.95%
Add (Subtract) to Reserves	(17,543)	(574,375)	556,832	
Total Revenue	624,823	49,052	575,771	7.85%

Note - Revenue Reported is % of Budgeted Revenue Earned

2022-2023				
	Total Budget \$ - Original	Current Period Actual thru March	Remaining Budget	Percent Remaining
	Annual Budgeted Revenue			
Revenue	581,108	423,555	157,553	27.11%
Expense				
Revenue				
Certificated Salaries	801,225	639,375	161,850	20.20%
Classified Salaries	1,612,412	1,262,775	349,637	21.68%
Benefits	1,156,057	906,925	249,132	21.55%
Books and Supplies	85,325	161,338	(76,013)	-89.09%
Services & Other	517,647	420,928	96,719	18.68%
Capital Outlay	20,000	15,951	4,049	20.25%
Other Outgo	0	0	0	N/A
Share of LCER	(3,611,558)	(2,708,669)	(902,890)	25.00%
Total Expense	581,108	698,623	(117,515)	-20.22%
Add (Subtract) to Reserves	0	(275,068)	275,068	
Total Revenue	581,108	423,555	157,553	72.89%

Total Expense	642,366	623,427	18,939	97.05%
Add (Subtract) to Reserves	-17,543	-574,375	556,832	

Total Expense	581,108	698,623	-117,515	120.22%
Add (Subtract) to Reserves	0	-275,068	275,068	

**Foundation Savings - 4100005285**

**2022-23**

**As of 3/31/23**

<b>Description</b>	<b>Beginning Balance</b>	<b>Debit</b>	<b>Credit</b>	<b>Interest</b>	<b>Ending Balance</b>
AAE Capital Campaign	\$85,427.27	\$243.25		255.82	\$85,439.84
NSLA Capital Campaign	\$69,008.19	\$69,578.24	\$300.00	207.09	(\$62.96)
Davis Scholarship Endowment	\$14,046.45			36.55	\$14,083.00
Global Exchange Programs	\$13,009.31			36.55	\$13,045.86
HiDAS Endowment	\$64,105.98	\$1,568.28		194.91	\$62,732.61
Scholarships	\$28,849.61	\$500.00	\$7,755.96	85.28	\$36,190.85
Unrestricted	\$132,642.62	\$7,930.74	\$1,749.84	402.01	\$126,863.73
<b>TOTAL</b>					<b>\$338,292.92</b>

<b>Restricted Scholarship Funds</b>					
AAE Ambassadors Scholarship	\$0.00				\$0.00
AAE PTC Scholarship	\$0.00				\$0.00
AAE Staff Scholarship	\$0.00		\$255.96		\$255.96
Bud Biggs Memorial Scholarship	\$0.00		\$2,000.00		\$2,000.00
Edison Scholarship	\$0.00				\$0.00
Gerardo Diaz Jr. Scholarship	\$0.00				\$0.00
Mike Mangold Scholarship	\$2,750.00				\$2,750.00
San Manuel Scholarship	\$0.00		\$5,000.00		\$5,000.00
Sandra Perea Scholarship	\$6,535.00				\$6,535.00
SLT Scholarship	(\$500.00)	\$500.00	\$1,000.00		\$0.00
<b>Total Unrestricted Scholarship Funds</b>					<b>\$19,649.89</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	\$25,060.39				\$25,060.39
AAE Shade Fundraiser	\$10,900.36				\$10,900.36
<b>Total Unrestricted AAE Capital Campaign</b>					<b>\$44,829.09</b>

**LEWIS CENTER FOUNDATION**  
**COMBINED BALANCE SHEET AND INCOME STATEMENT**  
**March 1 - March 31, 2023**

**CHECKING (LEWIS CENTER FOUNDATION)**

**Beginning Balance** **\$12,151.67**

**Revenue**

Transfer from Savings - HiDAS Club Funds	\$100.00
Donations to Bud Biggs Scholarship	\$295.38
Online donation to AAE Shade Fundraiser	\$99.29
Online donation to AAE Staff Scholarship	\$9.92
Online donation to Unrestricted	\$19.84
Interest	\$ 0.21
<i>Total</i>	<u>\$524.64</u>

**Expenditure**

2022-23 LCER All Staff T-shirts	\$ 4,214.52
Board Fingerprint Reimbursement	\$ 50.00
Transfer to Savings - Online Donations to AAE Staff Scholarship	\$ 166.28
Transfer to Savings - Online Ambassador Donations to LCER	\$ 501.97
<i>Total</i>	<u>\$ 4,932.77</u>

**Ending Balance** *Total* **\$7,743.54**

**SAVINGS (LEWIS CENTER FOUNDATION)**

**Beginning Balance**

Restricted Funds - AAE Capital Campaign	\$ 85,409.74
Restricted Funds- NSLA Capital Campaign	\$ (87.33)
Restricted Funds - Davis Endowment	\$ 14,078.70
Restricted Funds - Global Exchange Programs	\$ 13,041.56
Restricted Funds - HiDAS Endowment	\$ 62,709.68
Restricted Funds - Scholarships	\$ 33,964.53
Unrestricted Funds	\$ 126,856.43
	<u><u><b>\$ 335,973.30</b></u></u>

**Revenue**

Donation to Bud Biggs Scholarship	\$2,000.00
Donation to Unrestricted	\$60.00
Donations to AAE Staff Scholarship	\$216.28
Interest	\$ 143.34
<i>Total</i>	<u>\$2,419.62</u>

**Expenditure**

Transfer to Checking - HiDAS Club Dues	\$ 100.00
<i>Total</i>	<u>\$ 100.00</u>

**Ending Balance**

Restricted Funds - AAE Capital Campaign	\$ 85,439.84
Restricted Funds - NSLA Capital Campaign	\$ (62.96)
Restricted Funds - Davis Endowment	\$ 14,083.00
Restricted Funds - Global Exchange Programs	\$ 13,045.86
Restricted Funds - HiDAS Endowment	\$ 62,732.61
Restricted Funds - Scholarships	\$ 36,190.85
Unrestricted Funds	\$ 126,863.73
	<u><u><b>\$ 338,292.92</b></u></u>

*Total*

***Total Checking and Savings*** **\$346,036.46**

**LCER Board Meetings  
Attendance Log 2023**

	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
David Rib	Present	Present	Present	Present								100%
Jessica Rodriguez	Present	Present	Present	Present								100%
Marisol Sanchez	Present	Present	Present	Present								100%
Pat Caldwell	Present	Present	Present	Present								100%
Yolanda Carlos	Present	Present	Present	Present								100%
Omari Onyango	Present	Absent	Present	Present								75%
Pat Schlosser	Absent	Present	Present	Present								75%
Sharon Page	Present	Absent	Present	Absent								50%

	Special Meetings		
David Rib			
Jessica Rodriguez			
Marisol Sanchez			
Omari Onyango			
Pat Caldwell			
Pat Schlosser			
Sharon Page			
Yolanda Carlos			