

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

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

Agenda for Regular Meeting of the Lewis Center for Educational Research Board

June 12, 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)
10101 Wilshire Blvd, Los Angeles, CA 90024, 12384 Palmdale Rd., Victorville, CA 92392

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

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

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- 1. CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** 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. Your comment will be read at the meeting during public comments or as the agenda item is heard.
- 4. SPECIAL PRESENTATIONS:**
 - .01 AAE School Update – Chet Richards, Principal
 - .02 NSLA School Update – Victor Uribe, Principal
- 5. DISCUSSION ITEMS:**
 - .01 Discuss Revision of LCER Attendance Policy in Parent/Student Handbook – Lisa Lamb – Pg 3
 - .02 Discuss LCER Secondary Grading Policy to be included in Parent/Student Handbook – Lisa Lamb – Pg 13
 - .03 NSLA Gym Construction Update – David Gruber
 - .04 AAE Future Projects – Chet Richards – Pg 18
 - .05 Lewis Center Foundation Board Update – Lisa Lamb, Marisol Sanchez
- 6. CONSENT AGENDA:**
 - .01 Approve Minutes of the May 8, 2023 Regular LCER Board Meeting – Pg 19
 - .02 Approve 2023-24 College and Careers Access Pathways Amendment with Victor Valley College – Pg 23
 - .03 Approve Instructional Service Agreement with Victor Valley College – Pg 27
 - .04 Approve Update of AAE 2023-2024 and 2024-2025 School Calendars – Pg 31
 - .05 Approve Resolution 2023-02 Regarding AAE Education Protection Account – Pg 36
 - .06 Approve Resolution 2023-03 Regarding NSLA Education Protection Account – Pg 38
 - .07 Approve AAE ASB Leadership Lock-in August 25-26, 2023 – Pg 40
- 7. ACTION ITEMS:**
 - .01 Approve AAE Local Control and Accountability Plan (LCAP), Local Control Funding Formula (LCFF) Budget Overview for Parents, and Local Indicators – Chet Richards, Heather Juarez – Pg 42
 - .02 Approve NSLA Local Control and Accountability Plan (LCAP), Local Control Funding Formula (LCFF) Budget Overview for Parents, and Local Indicators – Victor Uribe, Heather Juarez – Pg 136

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- .03 Approve 2023-24 LCER Budget – David Gruber – Pg 255
- .04 Approve Revision of BP 5144 - Suspension and Expulsion - Lisa Lamb – Pg 306
- .05 Approve AR 5145.7 – Sexual Harassment – Stacy Newman – Pg 330
- .06 Approve BP 5145.7 – Sexual Harassment – Stacy Newman – Pg 335
- .07 Approve Revision of BP 6020 – Parent Involvement – Lisa Lamb – Pg 337
- .08 Approve BP 6161.2 – Damaged or Lost Instructional Materials – Chet Richards, Victor Uribe – Pg 339
- .09 Approve Revision of AR 6164.4 – Identification of Individuals with Exceptional Needs – Second Reading – Marcelo Congo - Pg 340
- .10 Approve Revision of AR 6164.6 – Identification and Education Under Section 504 – Second Reading – Marcelo Congo - Pg 347
- .11 Approve Revision of BP 6164.6 – Identification and Education Under Section 504 – Second Reading - Marcelo Congo - Pg 368
- .12 Approve Revision of BP 6173 – Education for Homeless Children and Youth – Second Reading - Marcelo Congo - Pg 370
- .13 Approve BP 6173.1 – Education for Foster Youth – Marcelo Congo - Pg 381
- .14 Approve AAE 2023-2024 CL-500: Declaration of Need – Stacy Newman – Pg 392
- .15 Approve NSLA 2023-2024 CL-500: Declaration of Need – Stacy Newman – Pg 398
- .16 Approve Eleni Philippou to serve as a Full Time Elementary Teacher (Kindergarten) for the Academy for Academic Excellence during the 2023/2024 school year on a Multiple Subject Provisional Internship Permit (PIP) – Stacy Newman – Pg 404
- .17 Approve Janhely Montoya to serve as a Full-time K-12 Speech Language Pathologist for the Academy for Academic Excellence and Norton Science and Language Academy during the 2023/2024 School Year on a Subsequent Variable Term Waiver – Stacy Newman – Pg 435
- .18 Approve AAE ASB and Student Activities Spending Plans – Pg 447

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

- .01 President/CEO Report – Pg 449
- .02 LCER Grant Tracking Report – Pg 457
- .03 NSLA CIF Correspondence – Pg 458
- .04 LCER Financial Reports
 - Checks Over \$10K – Pg 459
 - Budget Comparisons – Pg 460
 - Lewis Center Foundation Financial Reports – Pg 461
- .05 LCER Board Attendance Log – Pg 463
- .06 LCER Board/Lewis Center Foundation Give and Get – Pg 464
- .07 AAE and NSLA Federal Cash Management Data Collection Reports – Pg 465

9. BOARD/STAFF COMMENTS:

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

10. CLOSED SESSION:

- .01 Pupil Personnel Administrative Recommendation on Stipulated Expulsion: AAE Case #32452

11. ADJOURNMENT: Chairman Caldwell

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency at least 72 hours before the meeting by calling (760) 946-5414 x201. Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 17500 Mana Rd., Apple Valley, CA.

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

Date of meeting: June 12, 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.

Upon the Board's request we have reviewed this policy with Student Attendance Review Board (SARB) officials.

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

Attendance and Tardy Policy

Regular attendance is essential to any school. We ask that every parent support the Academy for Academic Excellence or Norton Science and Language Academy (“School”) by bringing his or her students on time each and every day. Students who arrive on time are better prepared to master the material provided by the instructor and consistently perform higher than those who come late or are habitually absent. In addition, tardiness and absences affect our school monetarily. All schools in California are compensated based on their attendance (Actual Daily Attendance). The state does not recognize excused absences and does not compensate the school for students who do not attend, for any reason. Unfortunately, our operating costs are unaffected by attendance – it costs the school the same to operate each day, regardless of the number of students present.

Students are expected to attend all classes and be on time unless properly excused. Administration requests that appointments be scheduled after school, if possible. If an appointment must be scheduled during school hours, please schedule it at a time where the student can still attend a portion of the day. Students with a doctor/dentist appointment need to attend school that day, before or after the appointment.

Definitions

- “*Tardy*”: School starts at 8:00am for grades TK-5 and 8:30am for grades 6-12. Students shall be classified as tardy if the student arrives after that time.
- “*Unexcused Absence*”: A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.
- “*Truant*”: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Principal or designee.
- “*Habitual Truant*”: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- “*Chronic Truant*”: A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

- *“School Attendance Review Team (“SART”)*: The SART panel will be composed of Principal, Vice Principal, and other key personnel. The SART panel will discuss the absence problem with the student’s parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student’s family, and establish a plan to resolve the attendance issue.
 1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
 2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child’s attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school detention program
 - d. Required school counseling
 - e. Loss of extracurricular and school event privileges (no go list)
 - f. Mandatory Saturday school
 - g. Required remediation plan as set by the SART
 - h. Notification to the County District Attorney
 - i. Recommendation for involuntary removal to the Lewis Center Board of Directors.
 3. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student’s absence shall be excused for the following reasons:

1. Personal illness or injury, including an absence for the benefit of the pupil’s mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic services rendered.
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student’s parent or guardian.
4. Attendance at funeral services for a member of the student’s immediate family

- a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
- 5. Jury duty in the manner provided by law.
- 6. Pupil is the custodial parent of a child who is ill or has a medical appointment during school, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
- 7. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Principal or designee.
- 8. Attendance at the student's naturalization ceremony.
- 9. Participation in religious instruction or exercises as follows:
 - a. The student shall be excused for this purpose on no more than four (4) school days per month.
- 10. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
- 11. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
- 12. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
- 13. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Principal or designee pursuant to uniform standards:
 - a. Appearance in court.
 - b. Observation of a holiday or ceremony of his/her religion.
 - c. Attendance at religious retreats
 - d. Attendance at an employment interview or conference.
 - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
- 14. Participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
- 15. Authorization at the discretion of the Principal or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

A student who is absent will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and will receive full credit upon satisfactory completion

within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Verifying Absences

To report an absence, a parent must send a note to school, email, or call to verify the absence.

- Absences should be verified within 24 hours.
- Parents/Guardians have 10 school days to verify the reason for absences to make it excused, after which it will be marked as “unexcused” (unless a doctor’s note can be produced).

AAE Attendance Contact Information

Email: aaeattendance@lcer.org

Attendance Phone Extension: (760) 946-5414 ext. 253

NSLA Attendance Contact Information

Email: nslaattendance@lcer.org

Attendance Phone Extension: (909) 386-2300 ext. 770

Absence verification needs to include:

- Full name of student
- Date(s) of absence
- Specific reason of absence
- Name and/or identity of parent/guardian providing the information

Three (3) or more consecutive days for personal illness or injury require a doctor’s note for an excused absence. Students with excessive (10 or more days) of excused absences due to personal illness may be asked to check in with the school nurse or provide a doctor’s note to excuse the absence.

When excusing students for confidential medical services or verifying such appointments, school staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

Unexcused Absences and Truancies

Reasons NOT acceptable for being absent or truant from school and are considered unexcused absences include, but are not limited, to, the following:

1. Oversleeping/alarm clock not working
2. Repairing car or household items
3. Going to the beach, lake, river, mountains or desert, family vacations or reunions
4. Visiting friends, baby-sitting, taking care of other family members
5. Bus not available/missing bus/lack of transportation
6. College courses taken during school hours
7. DMV or Driver Training appointments
8. Going to work; including with parent or other family member

9. Any reason not covered in the excused list

Students, who are absent for any of the reasons listed above, will receive an unexcused absence.

Late Sign In/ Early Sign Out

Late Sign In

- Students arriving after the start of school must check into the office before proceeding to class.
- In order for a tardy to be excused, either a note from a parent/guardian must be provided or a parent/guardian must be present at sign in and state a valid excuse on the sign in sheet (see list above for excused absences).
- Once signed in, the student will receive a tardy slip and may then proceed to their assigned classroom.

At 15 unexcused tardies or unexcused early releases, all privileges to attend extra-curricular activities may be suspended through the end of the semester, including Athletics, Cheerleading, ASB, Band, Choir, Senior Activities, dances, and elementary after-school electives.

Early Sign-Out

- Only authorized adults (listed on the emergency card) with photo ID can sign out a student at the attendance office.
- For student safety, students under 18 years of age will not be released from class until the authorized adult arrives on the school campus.
- In order to ensure an orderly and safe dismissal for all students, we are unable to accommodate requests to checkout students within 30 minutes of dismissal times. On a regular school day, early release requests are accepted up to 2:25pm for grades TK-5 and 2:54pm for grades 6-12. On early release days, we will accept early release requests up to 1:25 pm for grades TK-5 and 1:48pm for grades 6-12. If a parent/guardian has an emergency situation, we will make every effort to get a student to the Attendance Office for early release.
- An early sign out will only constitute an excused absence if it meets a definition of excused absence above.

Makeup Work

- Students are responsible for work missed while absent.
- The instructor can assist the student in obtaining a list of class assignments that need to be completed in a timely manner.
- Students who are absent should be proactive in finding out from their instructor(s) what was missed during their absences from school.
- Generally speaking, there is one day granted for each day of an absence in order to turn in the makeup work in a timely fashion. A student who is absent will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine

which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

- Please discuss make-up work options with your instructors.

In the case of planned absences, please note the following:

- If you must pull your child from school for time periods other than the scheduled school holidays, please notify your child's teachers at least 3 days in advance to give the teachers time to put work together.
- If arrangements are made in advance to collect work to be done while the student is gone then that work is due the first day the student returns to school. Teachers may opt to not give work before the student leaves, but assign it after the student returns.
- Students who are out with unexcused absences on days when there is a quarter assessment or semester final may not be able to make up that assessment and their grade may be negatively impacted.

Perfect Attendance

Perfect Attendance recognition has been suspended and will be evaluated before being resumed in the future.

Process for Addressing Truancy

1. Upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive **“Truancy Letter #1 – Truancy Classification Notice”** notifying the parent/guardian of the student’s “Truant” status. This letter must be signed by the parent/guardian and returned to the Attendance Office. This letter shall also be accompanied by a copy of this Attendance Policy.
2. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **Truancy Letter #2 – Habitual Truant Classification Notice**” notifying the parent/guardian of the student’s “Habitual Truant” status.
3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **call home from the principal or designee**.
4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **“Truancy Letter #3 – Referral to SART Meeting”** and the student will be referred to a School Attendance Review Team (SART). This letter shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.
5. If the conditions of the SART contract are not met, the student may incur additional administrative action, up to and including disenrollment from the school, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student’s last known school district of residence.

6. For all communications set forth in this process, the school will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the school with any new contact information.
7. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the school's communication attempts, as set forth above, administration may recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the school receiving TK-5 Awards Due documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Principal or designee will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the school of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the school roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the school.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Principal or designee will follow the Involuntary Removal Process described below, which includes an additional five (5) school days for the parent/guardian to respond to the school and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the school receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

6. The school will use the contact information provided by the parent/guardian in the registration packet.
7. Within thirty (30) calendar days of disenrollment, the school will send the student's last known school district of residence a letter notifying it of the student's failure to attend the school.

Involuntary Removal Process

No student shall be involuntarily removed by the school for any reason unless the parent or guardian of the student has been provided written notice of the school's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) school days before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the school's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the school issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the LCER suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Principal or designee will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Lewis Center's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Principal or designee from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney

It is the school's intent to identify and remove all barriers to the student's success, and the school will explore every possible option to address student attendance issues with the family. For any unexcused absence, the school may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the school may notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem at least each semester.

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

Date of meeting: June 12, 2023

Title: LCER Secondary Grading Policy

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

Background:

The LCER Grading Steering Committee (comprised of Principals, Coordinators, and the CEO) has been meeting over the past year to finalize a grading policy for LCER secondary grades. This process has built upon the nearly 15 years of professional dialogue around grading practices at both schools. We have considered current research and reviewed many other secondary grading policies. We have also revised based on feedback from both schools' ALTs.

This policy will be in place starting in the 2023-2024 school year (see attached).

There have been three significant changes to the grading policy. The Formative and Summative percentages for non-honors/AP classes have been modified to be $\geq 70\%$ for Summative and $\leq 30\%$ for Formative. We added to the missing work paragraph to require students to complete all Summative work in a course. Finally, we added a conversion chart to transfer the 4-point grading scale into a letter grade.

Fiscal Implications (if any):

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

This policy supports our schools' missions, visions and goals.

Recommendation:

Provide feedback regarding the LCER Secondary Grading Policy.

Submitted by:

Lisa Lamb, President/CEO

Lewis Center for Educational Research Secondary Grading Policy

The Lewis Center for Educational Research (LCER) believes in grading practices that are accurate, meaningful, consistent, and supportive of learning. This policy discusses how these practices meld together to determine academic achievement for all LCER students.

Purpose for Grading

The purpose of grades in secondary education is to provide an objective evaluation of a student's academic performance and progress. Grades are based on a culmination of student achievement, knowledge, and skill proficiency as determined by standards-based evidence.

Grades provide students feedback on their performance, allowing them to understand what areas they are excelling at and areas they need to improve. Students, families, and teachers can use this feedback to develop habits to improve, set goals for themselves, and make adjustments to meet their learning goals.

Grades motivate students to work harder and strive for excellence. They provide students with a sense of accomplishment and recognition for all their hard work. This can lead to awards, scholarships, and other forms of recognition.

Grades play an important role in secondary education by providing accountability, feedback, and communication between all learning partners.

Evaluation of Student Achievement

The evaluation of student achievement provides a fair and accurate assessment of a student's understanding of the course content to support their academic growth and success. Factors that lead to this evaluation include:

- Standards-based evidence reflective of what has been taught
- Progress over time demonstrating growth in learning
- Quality assessments based on clear learning objectives
- An adequate sampling of coursework to determine the final grade
- Consistent and fair scoring across departments
- The application of accommodations for students on an Individualized Education Plan (IEP) or 504 Plans

Demonstration of Proficiency

Students will be given multiple opportunities throughout the semester to demonstrate their proficiency of the learning objectives set for each course. These opportunities come in the form of summative assessments or formative work as demonstrated in the tables below.

Students enrolled in non-weighted courses will be graded using the following scales and categories.

<u>≥70% - Summative Assessments</u> Students show understanding of the standards taught in class.	<u>≤30% - Formative Work</u> Students produce work to show current understanding and to receive feedback.
<ul style="list-style-type: none">• Finals• Benchmarks• Essays• Projects• Quizzes• Tests• Performance• Presentations• Portfolios	<ul style="list-style-type: none">• Checks for understanding• Exit tickets• Homework• Classwork• Group projects• Journals• Warm-up activity

Students enrolled in weighted courses, Advanced Placement and Honors Courses, will be graded using the following scales and categories.

<u>≥80% - Summative Assessments</u> Students show understanding of the standards taught in class.	<u>≤20% - Formative Work</u> Students produce work to show current understanding and to receive feedback.
<ul style="list-style-type: none">• Finals• Benchmarks• Essays• Projects• Quizzes• Tests• Performance• Presentations• Portfolios• College Board assignments	<ul style="list-style-type: none">• Checks for understanding• Exit tickets• Homework• Classwork• Group projects• Journals• Warm-up activity

Grading Guidelines

LCER has adopted two grading scales applicable to middle school and high school, a 0 - 4 point scale and a 50% - 100% scale. On the percentage scale, no student will receive a score lower than 50%. Failing grades will fall within the 50% - 59% range to create an equitable opportunity to earn a passing grade.¹

¹ Feldman, J. (2019). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Corwin, a SAGE Company.

Point Scale Grading ²		
Average Standard Score	Traditional Letter Grade	Score Represents
3.5 - 4.0	A	Exceeds Standards
3.3 - 3.49	A-	
3.1 - 3.29	B+	Meeting Standards
2.7 - 3.09	B	
2.5 - 2.69	B-	
2.3 - 2.49	C+	Approaching Standards
1.9 - 2.29	C	
1.7 - 1.89	C-	
0.9 - 1.69	D	Marginal pass- may not be sufficient to take a course at a higher level
0 - .89	F	Insufficient progress or evidence

Percentage Scale Grading		
Percentage	Traditional Letter Grade	Score Represents
93% - 100%	A	Exceeds Standards
90% - 92%	A-	
87% - 89%	B+	Meeting Standards
83% - 86%	B	
80% - 82%	B-	
77% - 79%	C+	Approaching Standards
73% - 76%	C	
70% - 72%	C-	
60% - 69%	D	Marginal pass- may not be sufficient to take a course at a higher level
50% - 59%	F	Insufficient progress or evidence

² Marzano, R. J. (2010). *Formative assesment & standard-based grading*. Marzano Research Laboratory.

Missing Work Policy

Students have a maximum of 3 weeks from the assignment due date to submit any missing *formative* work for credit. If less than 3 weeks remain in the grading period, missing *formative* work must be submitted no later than the week prior to the end of the grading period. Missing *formative* assignments will be given a failing grade.

Students must complete any missing *summative* work within an allotted amount of time determined by the teacher. If at the Academic Warning period, a student is failing due to missing *summative* coursework, they may be assigned detention or Saturday School to complete the necessary assignments. If *summative* assessments are not completed by the end of a grading period, the teacher may issue a failing grade for that course.

LCER recognizes that there may be extenuating circumstances that could prohibit a student from completing assignments, a mid-term, or a final. Teachers will evaluate these instances on an individual basis.

Other Grading Marks

Credit/No Credit (CR/NC)

There are some courses that are credit bearing and receive a mark of credit or no credit. If a student is missing 30% or more of total assignments, the teacher may issue a no credit grade.

Incomplete

There are some instances, such as illness or family emergency, where a teacher will assign an "Incomplete" on the report card with the expectation that the student will complete the necessary coursework within an allotted amount of time determined by the teacher. If the student does not complete the coursework during the allotted time frame, a failing grade will be issued.

Lewis Center for Educational Research Board

Agenda Item Cover Sheet

Date of meeting: 6/12/23

Title:AAE future projects

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

Background:

There has been additional funding this year that has been allocated towards specific projects on our campus. We have selected 5 items to construct to meet the needs of our students.

Item 1: Soccer Field with Track - Projected cost - \$200,000. This project is to adjust for the loss of our field out north when the baseball field is complete. It will also provide a place for our track and field team, cross country team and our SFJROTC students to train and practice.

Item 2: Baseball Field - Projected cost - \$350,000. Our current baseball field is located at West Winds in Adelanto. This is a significant drive for our athletes and parents. It is neighboring a homeless shelter and there are dangerous items found periodically on our field.

Item 3: Exterior Fencing - Projected cost \$30,000. This will contain our campus and give us defensible space.

Item 4: Interior Fencing - Projected cost \$50,000. This will allow us to monitor who enters our campus throughout the day. It will also permit us to monitor student egress and ingress.

Item 5: B building Transition - Projected cost - \$450,000. This will keep our parents and visitors close to the circle so that the majority of visits would be close to the entrance of the school. This change will open up the N building for our special education department to work within on building. There will be space for a classroom and our Sped Director, Speech Therapist, Psychologist and our sensory room to all be in one location. The B building will then be utilized to house our admin, registrar and counseling department in the same building. .

Fiscal Implications (if any): \$880,000 spent out of our General Fund

Impact on Mission, Vision or Goals (if any): Listed individually per item.

Recommendation: Review the projects for our future student needs. Each project is focused on keeping our students safe and our campus secure.

Submitted by: Chet Richards

Minutes for Regular Meeting of the Lewis Center for Educational Research Board
May 8, 2023

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

Staff members Jisela Corona, Ryan Dorcey, Teresa Dowd, Lisa Lamb, Marcelo Congo, David Gruber, Stacy Newman and Victor Uribe were also in attendance.

3. **PUBLIC COMMENTS:**

4. **SPECIAL PRESENTATIONS:**

- .01 Update on Student Activities - LCER Ambassador CJ Jeffs provided an update on AAE school activities such as AP testing, finals, teacher appreciation last week, Prom, McTeacher's night this Thursday, ROTC change of command, sports and interviews for new Ambassadors. LCER Ambassador Kasey Medina provided an update on NSLA school activities such as the multicultural festival (Ambassadors sold Italian Crème sodas and there were many performances and a salsa contest), UCR field trip for 10th graders on May 10, drama performance of Brothers Grimm, and the high school dance on May 25.
- .02 AAE School Update – Chet Richards, Principal, reported about the upcoming band and choir concerts, lockdown drill that was held, upcoming military ball, fire drill in May, and that baseball and soccer fields should be going in this summer. We hope to put a track around it as well. We have started installing fencing and will be continuing around the north end. The new portable will be installed so we will be fencing off that area as well. There are also some office moves around campus. AP will be on Saturdays and we're having clean up days to make up tardies. An AAE grad was hired for 5th grade and we're filling other positions as well. There was a small fire on campus caused by crows on the electrical lines. AVFPD provided a quick response.
- .03 NSLA School Update – Victor Uribe, Principal, reported that the multicultural fair was a big success, there was a salsa contest, Rockets in Training went well, a new Chile club has started to host international students and they will go to Chile next year, one of our students took 2nd place at the first SB County tournament on cybersecurity and e-sports, end of year celebrations and promotions are coming up, author Dr. Kenisha Williams came and read to students, we are working on mindful moments to help with anxiety, weeding was done on earth day, Catapult drill training was held, there was a mini grand opening for the playground, thank you to the Foundation for their support, and there is a new high school cheer team.

5. **PUBLIC HEARING:**

- .01 The LCER Board sought 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. Heather Juarez reported that the LCAP draft is a working document on how the schools spend their funds. It goes before all our community groups for input before bringing the final version for approval in June. At AAE, scores are not where we want them to be so we will be continuing interventions that are in place. A Teacher on Assignment was added to secondary to focus on math. We have also added an additional counselor and support services for special ed and Kindergarten aide hours will be extended to help with first grade as well. An updated social studies curriculum is being adopted for middle school. Sports field are being added, which will keep students on campus for practices. We have implemented Catapult EMS for our emergency system. The drills have gone well. Additional fencing is being added and CSO hours are being increased. At NSLA, scores are also not where we want them to be. We have done a lot of intervention so we hope those will increase. An additional academic counselor was added, we are hiring a Teacher on Assignment for secondary to focus on English and we're hiring a Transition Coordinator to work with special ed as

they transition out of high school and to whatever is next for them. AVID will start next year in grades 6-8 and then move into high school. The special ed population continues to grow so another Resource Specialist will be hired. We are adding 3 AP classes next year and fine tuning the dual language program. Teachers are receiving professional development on biliteracy. NSLA is adding Kindergarten aides next year as K is going to full day. Additional shade structures will be added in TK and we're working on a safe pedestrian access for pick up and drop off and adding additional fencing. We will be implementing an alternative learning center for behavior intervention. Pat Schlosser noted that the carry over funds can reduce flexibility. Staffing has been very difficult. Lisa reported that we are navigating new requirements. Both schools have been designated as ATSI. AAE has 1 subgroup to target, and NSLA has 5 subgroups. We need to build plans to address these in the plan. 75% of schools in California have been identified as this. We are working with the county and our stakeholders. We will provide a slideshow presentation in June. Pat is a great resource for us. Sharon commended staff for their diligence.

6. DISCUSSION ITEMS:

- .01 NSLA Gym Construction Update – David Gruber reported that the NSLA gym is approximately 1 week away from getting the certificate of occupancy. We will be promoting donor pavers – the space is not as large so if any Board are interested, purchase a brick. We are hoping to have all of our promotion ceremonies in the gym.
- .02 LCER Board Budget Workshop June 1, 2023 @ 4:30 p.m. – David Gruber reported that the budget will be presented at the workshop on June 1. The May revise should be released soon and we will be attending workshops to see what changes were made.
- .03 Lewis Center Foundation Board Update – Marisol Sanchez reported that the Gala Sponsorship Form is available. There will be 3 distinguished awards being given for AAE staff, NSLA staff and a community member. McTeacher's night is this Thursday and there is a coloring contest and the class with the most turned in will win a happy meal lunch.
- .04 Discuss Revision of LCER Attendance Policy in Parent/Student Handbook – Lisa Lamb reported that Admin has discussed and revised the attendance policy and she reviewed the draft during the meeting. It includes an involuntary removal option, how to report absences, make up work, process for addressing truancy and more. It will include a SART meeting as part of the process. The policy was vetted through our attorneys and it will be included in the Parent/Student handbook. We will present the final version in June. Pat brought up SART violation in the disenrollment process. If a student is unreachable, and they don't enroll in the school district, CalPads would show AAE as the school of record. The District would be notified of disenrollment as it would follow the expulsion process. Pat also asked how it was different from the SARB process. Lisa will clarify that with the District Attorney office. Excused absences are included in this policy, but the focus is on unexcused absences. There are home hospital options as well.
- .05 Discuss Development of Grading Policy – Lisa Lamb reported that Admin is finalizing this and it will be brought to the Board in June.

7. CONSENT AGENDA:

- .01 Approve Minutes of the April 10, 2023 Regular LCER Board Meeting
- .02 Approve 2023-24 LCER Board Calendar
- .03 Approve AAE Science Camp Field Trip

On a motion by Pat Schlosser, seconded by Yolanda Carlos, vote 5-0, the LCER Board of Directors approved Consent Agenda Items 7.01-7.03.

8. ACTION ITEMS:

- .01 Approve Revision of AR 6164.4 – Identification of Individuals with Exceptional Needs – Marcelo Congo reported that these special education board policies and regulations (8.01-8.06) were updated to current regulations and to include new information. On a motion by Pat Schlosser, seconded by Yolanda Carlos, vote 5-0, the LCER Board of Directors voted to table the revision of AR 6164.4.

- .02 Approve Revision of BP 6164.4 – Identification of Individuals with Exceptional Needs - On a motion by Pat Schlosser, seconded by Sharon Page, vote 5-0, the LCER Board of Directors approved the revision of BP 6164.4 with the following updates: correcting the revision date and removing (“Charter School”).
- .03 Approve Revision of AR 6164.6 – Identification and Education Under Section 504 - On a motion by Sharon, seconded by Pat Schlosser, vote 5-0, the LCER Board of Directors voted to table the revision of AR 6164.6.
- .04 Approve Revision of BP 6164.6 – Identification and Education Under Section 504 - On a motion by Sharon Page, seconded by Pat Caldwell, vote 5-0, the LCER Board of Directors approved to table the revision of BP 6164.6.
- .05 Approve Revision of BP 6173 – Education for Homeless Children and Youth - On a motion by Sharon Page, seconded by Pat Schlosser vote 5-0, the LCER Board of Directors approved to table the Revision of BP 6173. Pat Schlosser asked when training for staff occurs. It occurs at the back to school All Staff meeting. Sharon Page asked about transportation.
- .06 Approve BP 6173.1 – Education for Foster Youth - On a motion by Pat Schlosser, seconded by Yolanda Carlos, vote 5-0, the LCER Board of Directors approved to table BP 6173.1.
- .07 Approve Revision of AR 5030 – Student Wellness – David Gruber reported that a lot has changed in food services over the last few years and the policy and regulations were updated with new requirements. On a motion by Sharon Page, seconded by Pat Schlosser, vote 5-0, the LCER Board of Directors approved the revision of AR 5030.
- .08 Approve Revision of BP 5030 – Student Wellness - On a motion by Yolanda Carlos, seconded by Marisol Sanchez, vote 5-0, the LCER Board of Directors approved the revision of BP 5030.
- .09 Approve Revision of BP 3553 – Free and Reduced Meals Program – David reported that this helps us identify free and reduced meals and includes changes to the Universal Meals Program. On a motion by Pat Schlosser, seconded by Sharon Page, vote 5-0, the LCER Board of Directors approved the revision of BP 3553.
- .10 Approve Transfer of Federal and State Educationally Related Mental Health Services (ERMHS) Funds from Member LEA’s to SELPA - Lisa Lamb reported that both schools are part of Desert Mountain SELPA. The ERMHS funding traditionally has gone straight to SELPA and they provided the services. The collective JPA believes it is best to pool these funds and continue the way we operate rather than receiving the funds as the LEA level. Pat S. reported that the funds are multiplied at the SELPA level as they receive matching funds from the County. On a motion by Yolanda Carlos, seconded by Marisol Sanchez, vote 5-0, the LCER Board of Directors approved the transfer of ERMHS funds from Member LEA’s to SELPA.

9. INFORMATION INCLUDED IN PACKET:

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

10. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification
- .02 Make a brief announcement or a brief report on his or her own activities – Lisa Lamb reminded the Board about AAE’s graduation June 9. The staff dinner is at 5:00 p.m. NSLA’s 8th grade promotion is June 7 at 6:00 p.m. in the gym. A new AAE sign has been installed on the A building per Rick Piercy’s desire. Shout out to Cynthia Allen and Teresa Dowd for facilitating that. We also plan to add a millstone to the landscaping. Stacy Newman reported that Lisa Lamb was awarded the Medal of Donor in Education from San Bernardino County. She also just walked for her doctorate.
- .03 Future agenda items

11. CLOSED SESSION: The LCER Board moved into closed session at 6:36 p.m.

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

The LCER Board reconvened into open session at 6:58 p.m. Pat Caldwell, LCER Board Chair, reported that the LCER Board approved the Administrative Recommendation for Expulsion of AAE student #32614 by unanimous vote.

12. ADJOURNMENT: Chairman Caldwell adjourned the meeting at 7:00 p.m.

**AMENDED MEMORANDUM OF UNDERSTANDING
AND COLLEGE AND CAREERS ACCESS PATHWAYS PARTNERSHIP AGREEMENT
BETWEEN VICTOR VALLEY COMMUNITY COLLEGE DISTRICT
AND THE LEWIS CENTER FOR EDUCATIONAL RESEARCH DISTRICT (AAE)
FOR THE 2023/24 SCHOOL YEARS**

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

RECITALS

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

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

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

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

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

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

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

22	AGNR	173	3	WATERSHED MANAGEMENT AND RESTORATION
23	AGNR	175	3	SUSTAINABLE AGRICULTURE, ENVIRONMENT, AND SOCIETY
24	AGNR	177	3	PRINCIPLES OF WILDLIFE MANAGEMENT
25	AGNR	178	3	AGRICULTURE ECONOMICS
26	ANIM	160	3	3D MAX FUNDAMENTALS
27	ANTH	101	3	INTRODUCTION TO PHYSICAL ANTHROPOLOGY
28	ANTH	101L	1	PHYSICAL ANTHROPOLOGY LAB
29	ART	101	3	SURVEY OF ART HISTORY-PREHISTORIC TO MEDIEVAL
30	ART	102	3	SURVEY OF ART HISTORY-RENAISSANCE TO CONTEMPORARY
31	ART	104	3	FILM AS AN ART FORM
32	ART	105	3	INTRODUCTION TO ART
33	ART	125	3	DRAWING 1
34	ASL	122	4	AMERICAN SIGN LANGUAGE 1
35	ASL	123	4	AMERICAN SIGN LANGUAGE 2
36	ASL	124	4	AMERICAN SIGN LANGUAGE 3
37	ASL	125	4	AMERICAN SIGN LANGUAGE 4
38	ASTR	101	3	DESCRIPTIVE ASTRONOMY
39	AUTO	50.4	0	AUTO 911
40	AUTO	50.5	0	AUTO 911 LAB
41	AUTO	58	2	LUBRICATION TECHNICIAN
42	AUTO	59	3	AUTOMOTIVE TIRE TECHNICIAN
43	AUTO	77.3	2	AUTOMOTIVE WORKPLACE PROFESSIONALISM
44	AUTO	89.3	4	INTRO TO HYBRID, ELECTRIC VEHIC AND PROPULSION VEHIC TECH
45	AVA	50	4	AVIATION TECHNOLOGY SURVEY
46	AVA	50B	4	AIRCRAFT METALLIC FABRICATION
47	BADM	100	2	INTRODUCTIONS TO BUSINESS ORGANIZATIONS
48	BADM	109	3	HUMAN RESOURCE MANAGEMENT
49	BADM	112	3	INTRODUCTION TO MARKETING
50	BADM	118	3	BUSINESS LAW
51	BIOL	100	4	GENERAL BIOLOGY
52	BIOL	107	4	INTRODUCTION TO HUMAN BIOLOGY
53	CHDV	100	3	CHILD GROWTH AND DEVELOPMENT
54	CHDV	106	3	CHILD, FAMILY, AND COMMUNITY
55	CHDV	133	3	ART EXPERIENCES FOR YOUNG CHILDREN
56	CHDV	134	3	LANGUAGE AND EARLY LITERACY DEVELOPMENT
57	CHDV	144	2	MATH AND SCIENCE EXPERIENCES FOR YOUNG CHILDREN
58	CHDV	145	2	MUSIC AND MOVEMENT EXPERIENCES FOR YOUNG CHILDREN
59	CHEM	100	4	INTRODUCTORY CHEMISTRY
60	CIS	101	4	COMPUTER LITERACY
61	CJ	92	3	WRITING FOR CRIMINAL JUSTICE
62	CJ	93	3	TRAFFIC ENFORCEMENT AND INVESTIGATION

104	HIST	118	3	HISTORY OF THE UNITED STATES FROM 1876
105	HIST	130	3	LATIN AMERICAN HISTORY TO 1822
106	HIST	131	3	LATIN AMERICAN HISTORY FROM 1822
107	LIBR	110	3	INFO LITERACY IN DIGITAL AGE
108	MATH	105	4	COLLEGE ALGEBRA
109	MATH	85	2	COREQUISITE SUPPORT FOR COLLEGE ALGEBRA
110	MATH	120	4	INTRODUCTION TO STATISTICS
111	MATH	80	2	COREQUISITE SUPPORT FOR INTRODUCTORY STATISTICS
112	MATH	132	3	THE IDEAS OF MATH
113	MUSC	100	3	INTRODUCTION TO MUSIC
114	MUSC	101	3	THE FUNDAMENTALS OF MUSIC
115	MUSC	116	3	MUSIC IN AMERICA
116	MUSC	117	3	HISTORY OF JAZZ
117	MUSC	118	3	SURVEY OF ROCK AND ROLL
118	OCEA	101	3	OCEANOGRAPHY
119	PAL	100	3	INTRODUCTION TO PARALEGAL STUDIES
120	PAL	102	3	BEGINNING LEGAL RESEARCH FOR PARALEGALS
121	PAL	103	3	BEGINNING LEGAL WRITING
122	PAL	104	3	LEGAL ETHICS FOR PARALEGALS
123	PHIL	101	3	INTRODUCTION TO PHILOSOPHY
124	PHOT	101	3	INTERMEDIATE PHOTOGRAPHY
125	PHOT	111	3	BEGINNING DIGITAL PHOTOGRAPHY
126	PHYS	100	4	INTRODUCTORY PHYSICS
127	POLS	101	3	INTRODUCTION TO POLITICAL SCIENCE
128	POLS	102	3	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS
129	POLS	114	3	POLITICAL PHILOSOPHY
130	PSCI	101	3	PRINCIPLES OF PHYSICAL SCIENCE
131	PSYC	101	3	INTRODUCTION TO PSYCHOLOGY
132	PSYC	110	3	DEVELOPMENTAL PSYCHOLOGY
133	RLST	101	3	INTRODUCTION TO RELIGIOUS STUDIES
134	RLST	113	3	RELIGION AND SOCIETY
135	RMGT	2	4.5	PREP/LINE COOK
136	RMGT	7	4.5	BAKERY/PASTRY TRAINING
137	SOC	101	3	INTRODUCTION TO SOCIOLOGY
138	SOC	102	3	SOCIAL PROBLEMS
139	SPAN	101	5	ELEMENTARY SPANISH
140	SPAN	102	5	ELEMENTARY SPANISH
141	TA	101	3	INTRODUCTION TO THEATRE
142	TA	102	3	HISTORY OF THEATRE
143	TA	106	3	BEGINNING ACTING

to: the number of high school students enrolled in partnership, number of college courses offered, number and percentage of successful course completions, and number of FTES generated.

5. EMPLOYER OF RECORD

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

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

COLLEGE is responsible for all educational programs(s) and course(s) offered as part of this CCAP Agreement. School District is responsible for providing COLLEGE with a two-year course plan 120 days before the start of the first semester of this agreement. Requests for additional courses must be made no later than 60 day prior to the start of the semester. It is understood that the COLLEGE has the option of filling or not filling requested courses based on availability of instructors.

Print Name: _____

Signed: _____

Superintendent, School District

Date: _____

Print Name: _____

Signed: _____

Superintendent/President, Victor Valley College

Date: 5/8

MP
-13
Jm

Instructional Service Agreement
July 1, 2023-June 30, 2026

The purpose of this Agreement is to provide educational services for students and to meet community needs. Each section below must be completed to establish the responsibilities of Victor Valley College and the District in this partnership:

1. This Agreement between Victor Valley College, herein referred to as "COLLEGE", and the Lewis Center for Educational Research, herein referred to as "DISTRICT," sets forth the terms and conditions under which the DISTRICT will administer and teach a COLLEGE course(s) as per the regulations and procedures in effect at the COLLEGE.
2. The COLLEGE may select instructors from DISTRICT personnel. DISTRICT personnel selected to be instructors remain, employees of the DISTRICT, subject to the authority of the DISTRICT. Instructors will also be subject to the authority of COLLEGE, specifically concerning their duties as instructors.
3. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this Agreement or otherwise provide services on a DISTRICT site.
4. The instructor will supply documentation required to verify that they satisfy the minimum qualifications for instructing the course(s) and will be approved by the appropriate department/division. For instructors who do not meet minimum qualifications, as specifically stated in the current handbook, "Minimum Qualifications for Faculty and Administrators in California Community Colleges" as determined by the CA Board of Governors, but who have submitted education and/or experience which can be used to establish that minimum qualifications have been met. The COLLEGE will review and make final recommendations.
5. Prior to teaching, faculty provided by the DISTRICT shall receive discipline-specific training and orientation from COLLEGE regarding but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities. Said training shall be approved by and provided by the COLLEGE.
6. Faculty provided by the DISTRICT will participate in professional activities sponsored by the COLLEGE as required by the terms and conditions of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not be limited to, the following: address course content, course delivery, assessment, evaluation, and research and development in the field.
7. Faculty performance shall be evaluated using the adopted evaluation process and standards for faculty of the COLLEGE.
8. The instructor of the referenced course(s) shall enter into a written contract with COLLEGE in accordance with Title 5, Section 58058 (b) of the California Code of Regulations. DISTRICT shall assure applicable provisions of Title 5 are followed in the conduct of the class. The COLLEGE has the primary

right to control, direct, and evaluate the activities of the instructor(s) furnished by the DISTRICT during the contract term.

9. DISTRICT shall administer the course(s), assist with registering students, maintain accurate student and class records, and promptly submit related records to the COLLEGE Admissions & Records office in compliance with COLLEGE policies and procedures. The DISTRICT shall supply each student with information describing the course in which he/she is enrolled, including information on the attendance requirements. The COLLEGE Admissions Office must receive registration forms for each period before the first day of class. Any student who wishes to register after the established add period will be required to petition Admissions & Records for permission to register. Petitions are available at the A&R Office or online. The "Late Add Petition" form is to be completed by the student and the instructor.

10. Instructors must submit final grades no later than two weeks after the last class. It is the instructor's responsibility to keep class records justifying grades entered

11. The COLLEGE shall pay the DISTRICT for instruction costs based on the per-hour rate for part-time instructors for the required college instructional time after the completion of each semester. Payment will be initiated after the COLLEGE Office of Admissions verifies student completion and when the instructors have correctly completed and submitted final class grades. After verification that the final grades have been submitted and confirmation of the number of student completions, payment will be made within four to six weeks. This payment is the only reimbursement/financial support that COLLEGE will provide. Courses must maintain a minimum of 20 students to seek reimbursement from COLLEGE. If a class does not maintain the minimum number of students, the DISTRICT will only be reimbursed 50%.

12. The COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the courses(s) comply with current requirements for dual enrollment under applicable California law.

13. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. (o)(2)

14. The COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the partnering DISTRICT has been, or shall be, paid an allowance for apportionment. Sec. (r)

15. The attendance of a high school pupil at a community college as a special part-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Standard FTES computation rules, support documentation, course selection tabulations, and record retention requirements continue to apply, including as prescribed by Cal. Code Regs. and Title 5.

16. Either party may cancel this Agreement if performance is not possible due to unforeseen circumstances. If the Agreement is canceled, payments made by VVC to the DISTRICT under the terms of this contract shall be refunded to the COLLEGE.

17. Each party to this Agreement shall indemnify, defend and hold harmless the other, its governing board officers, agents, and employees from any and all claims, damages, losses, causes of action, and demands, including reasonable attorney's fees and costs, incurred in connection with or in any manner arising out of the subject matter, including without limitation instructional services provided hereunder, of this Agreement to the extent such claims, damages, losses, causes of action and demands, including reasonable attorney's fees and costs, are attributable to the indemnifying party's negligent or intentionally wrongful acts.

18. DISTRICT certifies that the direct education costs of the course(s) offered as part of this Agreement are not being fully funded through other sources.

19. DISTRICT agrees to provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

20. Each person signing below warrants and guarantees that they are legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement.

Authorized Signatures:

Victor Valley College

Daniel Walden, Ph.D.
Superintendent/President

Name: _____

Title: _____

Signature:  **Date:** 5/18/23

The Lewis Center for Educational Research

Name: _____

Title: _____

Signature: _____ **Date:** _____

Lewis Center for Educational Research Board

Agenda Item Cover Sheet

Date of meeting: 6/12/23

Title: AAE Calendar Changes

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

Background:

There were three changes that needed to be made to the calendar that had been approved.

- The end of the school year was labeled June 13th when our last day was the 7th.
- The dates for our last week of school were all one day off. We had made those corrections.
- There was a move to the Parent Teacher week to accommodate an extra day for these meetings. The dates have moved from November 6th thru the 9th to November 13th thru the 17th.

Fiscal Implications (if any): There should be no fiscal implications. It will change our instructional minutes, but we are still well above the minimum requirement.

Impact on Mission, Vision or Goals (if any): The goal is just to allow teachers and parents an extra day to coordinate these meetings. It will also give them more time to meet.

Recommendation: Review the changes and approve the new calendar.

Submitted by: Chet Richards



ACADEMY FOR ACADEMIC EXCELLENCE

2023-2024 SCHOOL YEAR

STUDENT CALENDAR

180 School Days



Grading Periods TK-5

August 2-October 27	1st Trimester
October 30-February 23	2nd Trimester
February 26-June 6	3rd Trimester

Grading Periods 6-12

August 2-October 6	1st Quarter
August 2-December 14	1st Semester
January 8-March 15	3rd Quarter
January 8-June 6	2nd Semester

Ceremonies

Kindergarten Recognition	June 4
5th Grade Recognition	June 5
8th Grade Recognition	June 6
HS Graduation	June 7

No School

Holiday

Early Release

Teacher In-Service, No School

12:30 Release Min Day Schedule **TK - 5 Only** (Nov. 13-17 Parent Conferences)

12:30 Release for **ALL GRADES TK-12**

FIRST & LAST Days of school

July-23

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

School Days 0

August-23

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

School Days 22

September-23

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

School Days 20

October-23

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

School Days 17

November-23

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

School Days 16

December-23

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

School Days 10

January-24

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days 17

February-24

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

School Days 20

March-24

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

School Days 11

April-24

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

School Days 22

May-24

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

School Days 21

June-24

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

School Days 4

Total Student School Days 180
Teacher in Service Days 5



ACADEMY FOR ACADEMIC EXCELLENCE

2023-2024 Año Escolar

CALENDARIO *ESTUDIANTIL*

180 Días Escolares



Periodos de calificaciones TK-5

2 de agosto-27 de octubre	1er trimestre
30 de octubre-23 de febrero	2do trimestre
26 febrero-6 de junio	3er trimestre

Periodos de calificaciones 6-12

2 de agosto-6 de octubre	1er cuarto
2 de agosto-14 de diciembre	1er semestre
8 de enero-15 de marzo	3er cuarto
8 de enero-6 de junio	2do semestre

Ceremonias

Promoción de kinder	4 de junio
Promoción de 5to grado	5 de junio
Promoción de 8vo grado	6 de junio
Graduación de la prepa	7 de junio

No hay clases	Día festivo	Salida temprano	Día de trabajo para maestros, no hay clases
Salida a las 12:30 solo para TK - 5 (Nov. 6-9 Conferencias del padre y maestro)	PRIMERO & ÚLTIMOS días de escuela		
12:30 Release for ALL GRADES TK-12			

Julio-2023

L	M	X	J	V
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Días escolares 0

Agosto-2023

L	M	X	J	V
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Días escolares 22

Septiembre-2023

L	M	X	J	V
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Días escolares 20

Octubre-2023

L	M	X	J	V
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Días escolares 17

Noviembre-2023

L	M	X	J	V
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Días escolares 16

Diciembre-2023

L	M	X	J	V
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Días escolares 10

Enero-2024

L	M	X	J	V
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Días escolares 17

Febrero-2024

L	M	X	J	V
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

Días escolares 20

Marzo-2024

L	M	X	J	V
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Días escolares 11

Abril-2024

L	M	X	J	V
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Días escolares 22

Mayo-2024

L	M	X	J	V
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Días escolares 21

Junio-2024

L	M	X	J	V
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Días escolares 4

Total de días escolares 180
Días de trabajo para maestros 5



ACADEMY FOR ACADEMIC EXCELLENCE

2024-2025 SCHOOL YEAR

STUDENT CALENDAR

180 School Days



Grading Periods TK-5

August 5 - November 1	1st Trimester
November 4 - February 28	2nd Trimester
March 3 - June 12	3rd Trimester

Grading Periods 6-12

August 5 - October 4	1st Quarter
August 5 - December 19	1st Semester
January 13 - March 21	3rd Quarter
January 13 - June 12	2nd Semester

Ceremonies

Kindergarten Recognition	June 10
5th Grade Recognition	June 11
8th Grade Recognition	June 12
HS Graduation	June 13

No School

Holiday

Early Release

Teacher In-Service, No School

12:30 Release Min Day Schedule **TK - 5 Only** (Nov. 18-22 Parent Conferences)
 12:30 Release for **ALL GRADES TK-12**

FIRST & LAST Days of school

July-24

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

School Days 0

August-24

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

School Days 20

September-24

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

School Days 20

October-24

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

School Days 17

November-24

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

School Days 15

December-24

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

School Days 14

January-25

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

School Days 13

February-25

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

School Days 19

March-25

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

School Days 15

April-25

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

School Days 18

May-25

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

School Days 20

June-25

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

School Days 9

Total Student School Days
Teacher in Service Days

180
5



ACADEMY FOR ACADEMIC EXCELLENCE

2024-2025 Año Escolar

CALENDARIO **ESTUDIANTIL**

180 Días Escolares



Periodos de calificaciones TK-5

5 de agosto - 1 de noviembre	1er trimestre
4 de noviembre - 28 de febrero	2do trimestre
3 de marzo - 12 de junio	3er trimestre

Periodos de calificaciones 6-12

5 de agosto - 4 de octubre	1er cuarto
5 de agosto - 19 de diciembre	1er semestre
13 de enero - 21 de marzo	3er cuarto
13 de enero - 12 de junio	2do semestre

Ceremonias

Promoción de kinder	10 de junio
Promoción de 5to grado	11 de junio
Promoción de 8vo grado	12 de junio
Graduación de la secundaria	13 de junio

No hay clases	Día festivo	Salida temprano	Día de trabajo para maestros, no hay clases
Salida a las 12:30 solo para TK - 5 (Nov. 18-22 Conferencias del padre y maestro)	PRIMERO & ÚLTIMOS días de escuela		
12:30 Release for ALL GRADES TK-12			

Julio-24

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Días escolares 0

Agosto-24

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

Días escolares 20

Septiembre-24

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

Días escolares 20

Octubre-24

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

Días escolares 17

Noviembre-24

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

Días escolares 15

Diciembre-24

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

Días escolares 14

Enero-25

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

Días escolares 13

Febrero-25

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

Días escolares 19

Marzo-25

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

Días escolares 15

Abril-25

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

Días escolares 18

Mayo-25

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

Días escolares 20

Junio-25

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

Días escolares 9

Total de días escolares 180
Días de trabajo para maestros 5

**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

RESOLUTION NO. 2023 – 02

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

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

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

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

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

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

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

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

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

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

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Lewis Center for Educational Research Board of Directors;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lewis Center for Educational Research Board of Directors has determined to spend the monies received from the Education Protection Act as attached.

APPROVED AND ADOPTED this 12th day of June, 2023.

ATTEST:

Patricia Caldwell, Chairman of Board

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

RESOLUTION NO. 2023 – 03

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

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

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

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

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

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

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

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

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

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

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Lewis Center for Educational Research Board of Directors;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lewis Center for Educational Research Board of Directors has determined to spend the monies received from the Education Protection Act as attached.

APPROVED AND ADOPTED this 12th day of June, 2023.

ATTEST:

Patricia Caldwell, Chairman of Board

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

Date of meeting: June 12, 2023

Title: ASB Leadership Lock In

Presentation: Consent: X Action: Discussion: Information:

Background: Middle and High School ASB work together closely as a team. The purpose is building leaders on campus. Team building, campus clean up, leadership lessons, and planning for the school year. Having a lock in at the beginning of the year will help bring these groups together to bond as they approach the new school year.

August 25-August 26th

F Building classrooms and MPR

Fiscal Implications (if any): n/a

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

Building leaders for tomorrow

Recommendation:

Submitted by: Beare/Scantlin ASB Advisors

AAE Event / Fundraiser Request and Approval Form

Organization ASB Select type: ☐ ASB/ Clubs ☐ Athletics ☐ Grade Level ☐ Other
Coordinator/ Person in Charge Scantlin Ext. and Email 374 sscantlin@lcer.org
Event Title ASB Lock in - ASB students only Target Audience 6-12
Type of Event / Fundraiser: ☐ One Day Event on campus ☐ Item(s) sale one day
☐ Other ☐ Item(s) sale range of dates ☐ Offsite Event (list location) _____

Date(s) of event or fundraiser: 8/25-26/23

Please give a brief description of the event or fundraiser, and how funds (if any are being raised) will be used:

Will a facility on campus be needed? ☐ Yes (complete below) ☒ No (continue to next box)

Setup time _____ Start time 5:00 8/25 End Time 7:00 8/26 Completion Time _____

Room / Area Gym MPR + F Classrooms # of attendees 65

Chairs _____ # Tables _____

Special Requests: _____

Gym: Bleachers: ☐ In ☐ Out

Floor: ☐ Gym Wood Floor ☐ Covered Floor

(subject to facilities approval)

Will you have any technical needs? ☐ Yes (complete below) ☒ No (continue to next box)

☐ Sound System ☐ Projector/ Screen Setup ☐ A/V Assistance ☐ Computer(s) Setup

Special Requests or instructions

ASB and Clubs Only: Financial: * Pre Approvals and Profit Event Forms still need to be completed in addition to this request

Anticipated Revenue \$ _____ Anticipated Expenses \$ _____ Projected Profit \$ _____

Brief description of
Items or tickets to
be sold with prices:

Approvals: Complete the following approvals in order

1st Approval - Principal or Designee A. J. Ritchie Date 5-25-23

2nd Approval - (for clubs and ASB only, otherwise skip)

ASB Advisor _____ Date Recorded in Minutes: _____

3rd Approval - Calendared and Posted by: _____ Date _____

Final Approval - Facilities _____ Date _____
IT _____ Date _____

Office Use Only:



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

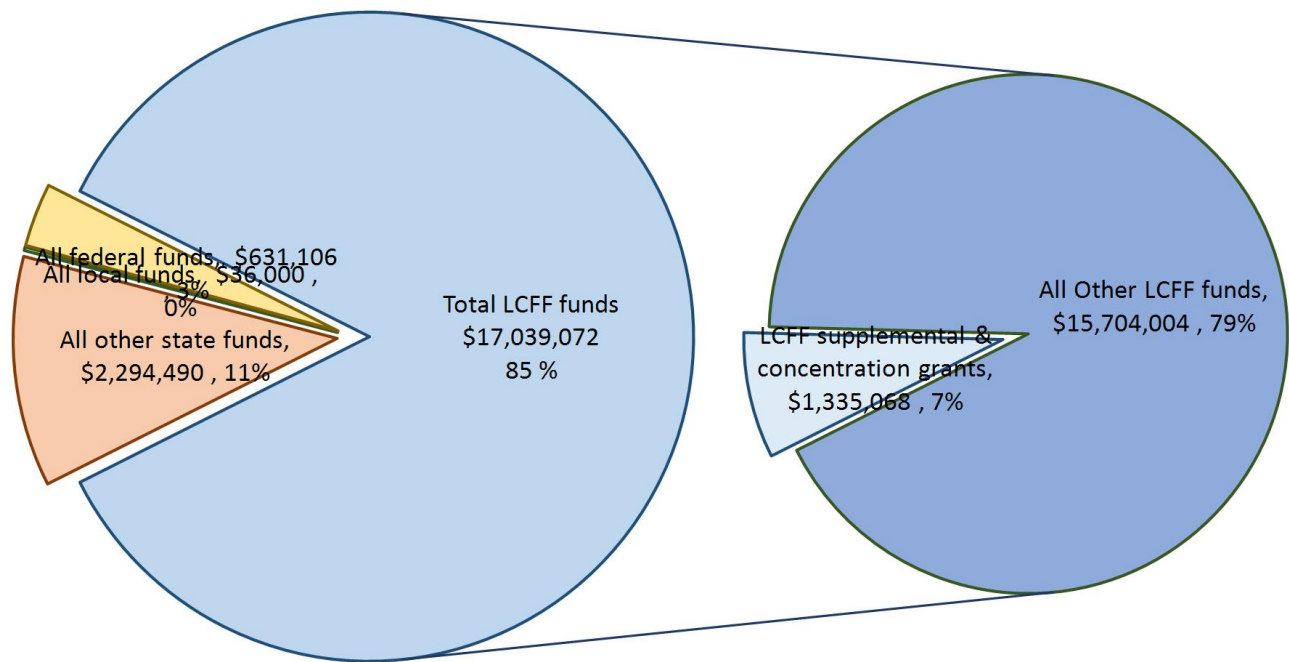
crichards@lcer.org

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

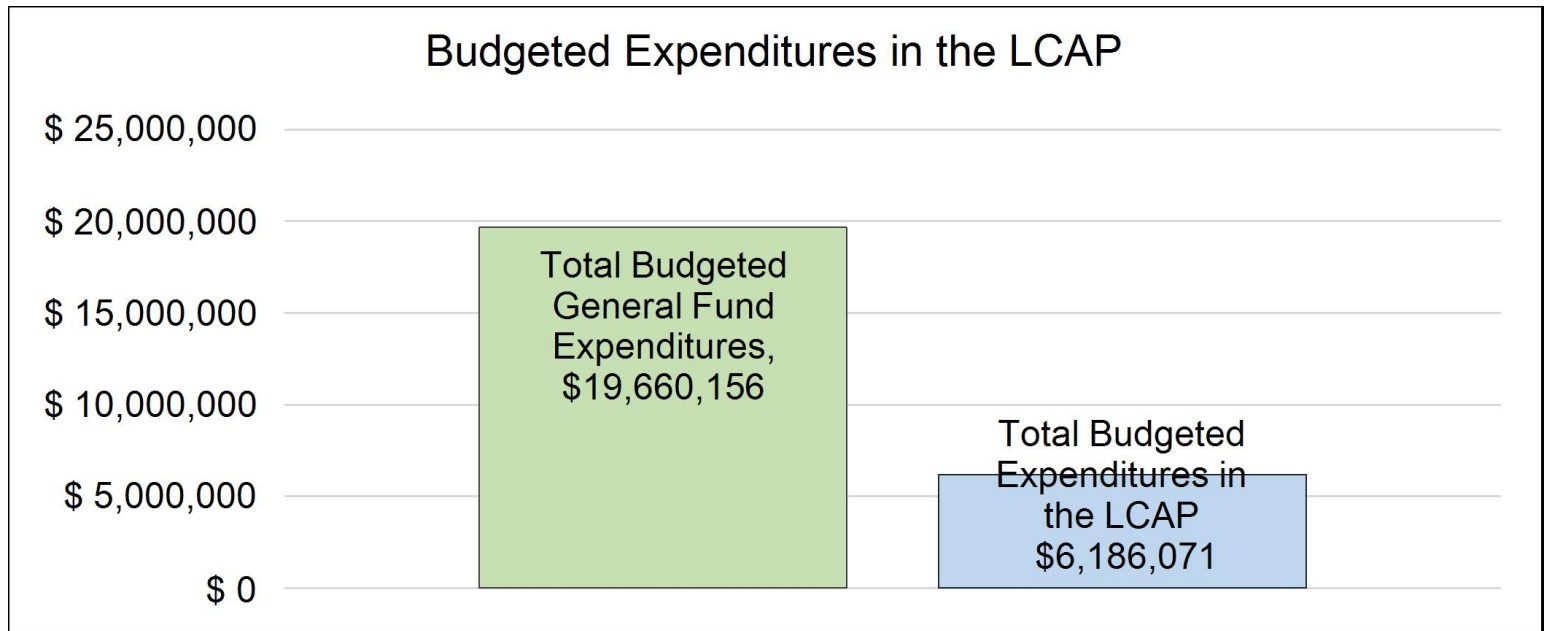


This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$20,000,668, of which \$17,039,072.00 is Local Control Funding Formula (LCFF), \$2,294,490.00 is other state funds, \$36,000.00 is local funds, and \$631,106.00 is federal funds. Of the \$17,039,072.00 in LCFF Funds, \$1,335,068.00 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 \$19,660,156.00 for the 2023-24 school year. Of that amount, \$6,186,071.00 is tied to actions/services in the LCAP and \$13,474,085 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

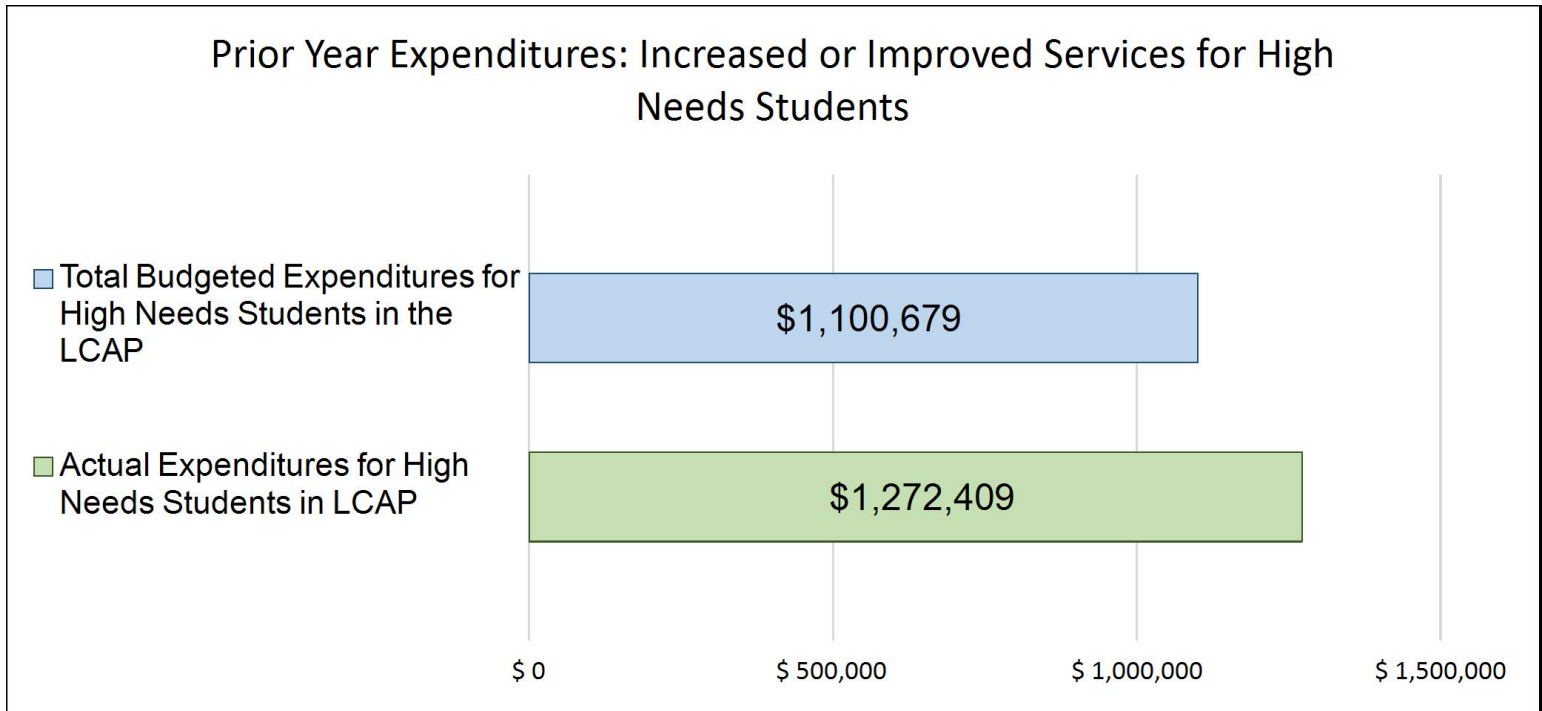
Exclusion from this LCAP includes, but not limited to: School Administration, Office Support Staff and General Education Teacher salaries. Athletic, VPA, ROTC, food services and general facilities expenditures.

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 \$1,335,068.00 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 \$1,309,910.00 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	Results in math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in math according to the California Dashboard causing this group to be identified for additional targeted	\$152,353.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support and improvement. To help support this identified population and other subgroups, a highly qualified teacher was hired full-time to provide intervention math support in the high school grades. John Hattie's (Visible Learning) research shows that teacher efficacy, response to intervention, and teacher credibility are among the top influencing factors of student success. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.		
1.2	Math and ELA Targeted Interventions	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. Highly qualified teachers provide intervention in both ELA and Math to support this identified group and other subgroups underperforming in ELA and Math. John Hattie's (Visible Learning) research shows that teacher efficacy, response to intervention, and teacher credibility are among the top influencing factors of student success. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.	\$103,711.00	Yes
1.3	Math Semester Benchmarks	Results in math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To monitor this identified group and other subgroups, high school math courses will use Edulastic to create curriculum-aligned summative exams to measure annual growth and identify areas for intervention. John Hattie's (Visible Learning) research shows that response to intervention and reflection and evaluation are among the top influencing factors of student success.	\$400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.		
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	Results in ELA on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in ELA according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, a highly qualified teacher was hired full-time to provide intervention in reading for the elementary grades. The Teacher on Assignment (TOA) provides 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 TOA. Students in need of additional intervention, Tier II, will receive additional, small group instruction provided by the TOA. John Hattie's (Visible Learning) research shows that teacher efficacy, response to intervention, and teacher credibility are among the top influencing factors of student success. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.	\$145,903.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
1.9	Early Literacy Professional Development	Orton-Gillingham PD to meet the intervention needs for early literacy.	\$6,375.00	No
1.10	Paraprofessionals for Kindergarten Support	Results in ELA on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in ELA according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, paraprofessionals assist each Kindergarten teacher with teaching early literacy under the guidance of each highly qualified teacher. John Hattie's (Visible Learning) research shows that teacher efficacy, early intervention, small group learning, and teacher credibility are among the top influencing factors of student success. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.	\$78,737.00	Yes
1.11	After School Tutoring	Program for after school tutoring provided by certificated staff.	\$52,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Professional Development	Teacher professional development for PLC and grading.	\$30,000.00	No
1.13	Advanced Placement (AP) Training	AP training for teachers to keep up-to-date with instructional practices.	\$2,500.00	No
1.14	Science Lab	Conversion of former cafeteria into an educational space.	\$350,000.00	No
1.15	Classroom furniture	New mobile and flexible seating options for students.	\$40,000.00	No
1.16	Staff Laptops	Replacement laptops for staff.	\$128,000.00	No
1.17	Storage Area Network	Update storage area network where all servers will be reside.	\$0.00	No
1.18	Support Servers	Support servers for school's network.	\$0.00	No
1.19	Virtual Machine Server	VM server to support email, web applications, various servers, and primary domain controller.	\$0.00	No
1.20	MiFi	Results in ELA on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in ELA according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, students need access to online targeted curriculum and supplemental curriculum such as iReady instruction both on campus and at home. The school provides MiFi units for home connection to wifi to access these instructional materials.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.21	Science Lab Materials and Supplies	Science lab materials and supplies to support learning loss.	\$200,000.00	No
1.22	Suicide Prevention	Suicide Prevention Curriculum	\$2,000.00	No
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	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. Highly qualified teachers provide intervention in both ELA and Math to support this identified group and other subgroups underperforming in ELA and Math. To help support this identified population and other subgroups, a highly qualified teacher was hired full-time to provide intervention in both reading and math for middle school grades. The	\$134,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Teacher on Assignment (TOA) provides 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 TOA. Students in need of additional intervention, Tier II, will receive additional, small group instruction provided by the TOA. John Hattie's (Visible Learning) research shows that teacher efficacy, response to intervention, small group instruction, and teacher credibility are among the top influencing factors of student success.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p>		
1.30	Support Services SPED	<p>Students with disabilities performed low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, a paraprofessional assists the Ed Specialist teacher with teaching literacy and numeracy under the guidance of each highly qualified teacher. A second Speech Pathologist was added to provide speech services for our students with disabilities population. John Hattie's (Visible Learning) research shows that teacher efficacy, response to intervention, small group learning, and teacher credibility are among the top influencing factors of student success.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p>	\$100,000.00	No
1.31	1st Grade Paras	<p>Results in ELA on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in ELA according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, paraprofessionals assist each 1st grade teacher with teaching early literacy under the guidance of each highly qualified</p>	\$78,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teacher. John Hattie's (Visible Learning) research shows that teacher efficacy, early intervention, small group learning, and teacher credibility are among the top influencing factors of student success. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.		
1.32	Social Studies Adoption	Social Studies Adoption TK-12	\$64,568.00	No
1.33	Digital Citizenship	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, students need access to the online targeted curriculum and supplemental curriculum, such as iReady instruction, both on campus and at home. This deliberate practice with technology usage is supported by John Hattie's research (Visible Learning) showing both are effective practices for student success. Digital Citizenship provides students with training on how to safely navigate the internet and the programs they use for education. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.	\$92,740.00	Yes
1.34	Intervention and Academic Coordination	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, intervention, data monitoring, curriculum, teacher coaching, and MTSS needs coordinating by highly qualified teachers and administrators. John	\$190,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Hattie's (Visible Learning) research shows that response to intervention and reflection and evaluation are among the top influencing factors of student success. Hattie's research also shows teacher self-efficacy and response to intervention as two of the most effective strategies. Both of these are supported by the Coordinators. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.		
1.35	Middle School iReady	Results in ELA and Math on both the CAASPP and iReady showing that students are still having difficulty performing at proficient levels. Students with disabilities performed low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, students need access to online research-based targeted supplemental curriculum. iReady provides online instruction based on performance from the student's most current diagnostic to support the areas requiring the most need. Practice provided assists students in closing the gaps and moving them closer to grade level. Each highly qualified teacher monitors student progress to provide intervention as needed. This deliberate practice with technology usage is supported by John Hattie's research (Visible Learning) showing both are effective practices for student success. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.	\$68,000.00	Yes
1.36	Ed. Specialist	Students with disabilities performed low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, an additional Education Specialist will be hired to help serve the middle and high school students with disabilities. John Hattie's (Visible Learning)	\$104,439.00	No

Action #	Title	Description	Total Funds	Contributing
		research shows that teacher efficacy, response to intervention, small group learning, and teacher credibility are among the top influencing factors of student success. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.		

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. Middle School ELA and Math classrooms will expand their supplemental math offerings with iReady instruction. This instruction is based on the current needs identified through the most recent diagnostic assessment and assists teachers in differentiating instruction. These services are managed through both the Intervention and the Academic Coordinators. To continue our support for our Special Needs population who have been identified as needing additional targeted support and improvement, we have added an additional Paraprofessional and Speech Pathologist (action 1.30) and an additional Education Specialist (action 1.36).

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
2.1	Field Trips	All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the classroom to real world experiences.	\$150,000.00	No
2.2	Advanced Placement participation	Offset cost of AP exams for students to encourage more participation.	\$13,000.00	No
2.3	Dual Enrollment	Students will participate in dual enrollment courses provided through the local community college. Cost is for student books.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Credit Recovery program	For students needing to repeat coursework, the school provides an online credit recovery program through an accredited university.	\$3,600.00	No
2.5	Library Hub	Before and after school learning hub for students. This time will be monitored by a paraprofessional.	\$8,200.00	No
2.6	Love & Logic Training	Staff will receive Love & Logic training.	\$0.00	No
2.7	One-to-one Chromebooks	Addition of 3rd grade Chromebooks annually.	\$50,000.00	No
2.8	Elementary Enrichment	Enrichment courses provided during the school day and after school.	\$150,000.00	No
2.9	Summer Academy	Extended learning time for students during the summer.	\$164,000.00	No
2.10	Band Instruments	Addition and upgrade of band instruments.	\$0.00	No
2.11	Uniform Closet	Provide new uniforms for families who are in need.	\$5,000.00	Yes
2.12	Robotics Team	Development and implementation of a school robotics team.	\$60,000.00	No
2.13	eSports Lab	Create and implement an eSports team.	\$0.00	No
2.14	Independent Study	Independent study option for students who will continue distance learning.	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.15	Portables for Classrooms	Expansion of classrooms for new courses including eSports lab, Computer Science, and other STEM courses.	\$0.00	No
2.16	Capturing Kids Hearts	Staff training for Capturing Kids Hearts focusing on building staff and student relationships to meet both the academic and social emotional needs of students.	\$54,000.00	No
2.17	After School Electives	After school electives for elementary students.	\$9,636.00	No
2.18	STEM Intersession	STEM courses offered during intersession periods.	\$7,000.00	No
2.19	Sports Fields	Addition of soccer and baseball fields	\$650,000.00	No
2.20	Guidance Technician	While metrics for goal 2 have mostly been reached, proficiency results in ELA and Math (goal 1) show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, a counselor is available as a liaison for foster, mobile and homeless youth to provide guidance for academic planning in high school and beyond graduation. Recent research supports that the mental health of students must be addressed in order for students to confidently learn in the school environment. Anxiety and depression result in lower student performance (Suicide Prevention Resource Center, 2020). The Guidance Technician connects students with agencies and counselors to support student social-emotional health. Monitoring will be done through the counseling department as well as	\$106,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
		an increase in academic performance as identified by the California School Dashboard.		
2.21				

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 (action 2.19) beginning in the 2023-2024 school year. A Guidance Technician is in place (action 3.20) to help students with academic planning to guide them through high school and beyond graduation.

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.	\$0.00	No
3.5	Parking Lot Resurfacing	Resurfacing of parking lots for safety.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	TK Classroom	Addition of TK Classroom	\$200,000.00	No
3.7	STOP IT Hotline	Service for stop it hotline to prevent bullying and report student issues.	\$700.00	No
3.8	Recess/Lunch Assistant	Additional Character Development Office support during recess and lunch.	\$27,533.00	No
3.9	Facilities	Facilities Costs	\$580,025.00	No
3.10	CSO Support	<p>To ensure the safety of our students as they enter and exit campus and during the school day, the school has Character Safety Officers (CSO's). Their job is essential for student safety and well-being. Often the CSO is the first person students come to with a problem because they have built a relationship with them and feel safe to talk with them. CSO's also ensure students play safely and get their meals during the day. Their continued support of our students creates an environment conducive to learning.</p> <p>CSO's focus on character development, implementing positive behavior supports and intervention, social-emotional support, and maintaining a safe and secure school environment. This positive school climate allows students to be safe so they can focus on their learning. The U.S. Department of Education states that students in a safe school environment will be both physically and emotionally strong.</p> <p>U.S. Department of Education, 2018</p>	\$391,263.00	Yes
3.11	HVAC Units	Update HVAC units in buildings A, B, and C. Portable Bard HVAC units with Ionizers.	\$457,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.12	Podium for MPR	Podium and tablecloths for new MPR to be used for performances and assemblies.	\$0.00	No
3.13	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
3.14	Tile Floor	Replace tile flooring in girls gym restroom.	\$7,000.00	No
3.15	Gym Floor Cover	Replace gym floor cover. Cover used for assemblies, dances, activities, and testing.	\$14,000.00	No
3.16	Custodial	Custodial Staff for Health and Safety.	\$116,512.00	No
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	\$200,000.00	No
3.19	Go Guardian	The Go Guardian suite of solutions provide schools with ways to ensure a safe and secure learning environment. The prevention and intervention software allows counseling staff to monitor students who are at the greatest risk of self-harm and intervene and provide support for students.	\$32,364.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.20	Alternative Learning Center	<p>Currently, the school has a suspension rate of very high, 4.2%, according to the California School Dashboard. Five subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) have been identified in the very high category and these groups also show they are having difficulties performing at proficient levels according to their results in ELA and Math on both the CAASPP and iReady as reported on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement.</p> <p>To reduce the negative impact of both in-school and out-of-school suspensions, students will have the opportunity to attend the school's Alternative Learning Center (ALC) where they will work with a counselor to determine the underlying problem and find alternative solutions for when the problem arises again. Students will be able to continue their classwork during this time and not fall behind. The American Psychological Association (APA) research shows that out-of-school suspensions produced negative outcomes in the long term while alternative programs such as ALC, have reduced further discipline issues and increased positive social and emotional development. Two certificated Resident Substitute Teachers will oversee the program with the school's Principal developing skill-building activities, targeted intervention, and social-emotional learning supports.</p> <p>American Psychological Association. (n.d.). Apa PsycNet. American Psychological Association. https://psycnet.apa.org/record/2006-03571-007</p>	\$63,528.00	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. Overall support and monitoring through Go Guardian suite of solutions focused on student safety (action 3.19) was added for the 2022-2023 school year. Students in need of redirection for undesirable behaviors will have the opportunity to attend the Alternative Learning Center (action 3.20).

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)
\$1,251,897.00	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 provide 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 these additional services is provided below.

Goal 1 was established directly from the school's mission to prepare all students for post-secondary success. This success includes supporting the whole student both academically, physically, and emotionally. Our unduplicated pupils' needs were considered first when

determining actions to support them. These actions will also support students across the grade levels including our Special Needs population who have been identified as needing further targeted intervention.

Needs: According to the California School Dashboard 2022, Students with Disabilities performed very low, 82 points below the standard, English Learners performed low, 33.4 points below the standard, and Low-Income students performed very low, 9.3 points below the standard in the area of English Language Arts. In the area of Math, Students with Disabilities performed very low, 122.2 points below the standard, English Learners performed low, 78.8 points below the standard, and Low-Income students performed very low, 54.4 points below the standard. These results show students in these subgroups still struggle with meeting academic standards and are in need of additional support.

Effective Actions: Research from John Hattie's Visible Learning (2008) measures the effectiveness of strategies to support the academic success of students. The most effective strategy is teacher efficacy, the confidence teachers have in their ability to guide students to success. Another strategy not far behind the effectiveness of teacher efficacy is teacher credibility and response to intervention. We believe in hiring highly qualified teachers and supporting these teachers with coaching, training, and curriculum for student success. These effective actions in goal 1 are included in action 1.1 Math Lab support, 1.2 Math and ELA Targeted Interventions, 1.3 Math Benchmarks, 1.10 Paraprofessionals for Kindergarten and 1.31 1st grade classrooms, 1.34 Intervention and Academic Coordination, 1.35 iReady ELA and Math supplemental instruction, and 1.33 Digital Citizenship providing IT support for intervention programs. Continued evaluation throughout the school year including our Professional Learning Communities, will allow us to monitor the progress of these student groups and adjust instructional strategies to help students succeed. Monitoring will be done through intervention results, CAASPP Interim data, benchmarks, iReady, observations, and other monitoring tools culminating in the improvement of these subgroups on the California School Dashboard.

Goal 2 was established to ensure students are supported in having a well-balanced experience during their TK-12 school years.

Needs: According to the California School Dashboard 2022, Students with Disabilities performed very low, 82 points below the standard, English Learners performed low, 33.4 points below the standard, and Low-Income students performed very low, 9.3 points below the standard in the area of English Language Arts. In the area of Math, Students with Disabilities performed very low, 122.2 points below the standard, English Learners performed low, 78.8 points below the standard, and Low-Income students performed very low, 54.4 points below the standard. These results show students in these subgroups still struggle with meeting academic standards and are in need of additional support including counseling.

Effective Actions: To help support this identified population and other subgroups, a Guidance Technician (Action 2.20) is available as a liaison for foster, mobile and homeless youth. Recent research supports that the mental health of students must be addressed in order for students to confidently learn in the school environment. Anxiety and depression result in lower student performance (Suicide Prevention Resource Center, 2020). The Guidance Technician connects students with agencies and counselors to support student social-emotional

health. Monitoring will be done through the counseling department as well as an increase in academic performance as identified by the California School Dashboard.

Goal 3 was established to ensure the safety of students through facilities and a climate conducive to learning. According to the most recent climate survey, 73% of students feel their school is well-maintained and safe.

Needs: Through engagement opportunities, our educational partners discussed concerns about the well-being of students and the methods in place to ensure students are socially and emotionally healthy. Educational partners also discussed their concerns about suspendable behaviors and the climate of the school. The California Schools Dashboard 2022 reported the school's suspension rate as 4.2% an increase of 0.7% from 2019 before the COVID-19 school closure.

Effective Actions: According to the U.S. Department of Education, Office of Safe and Supportive Schools, school safety, especially physical and emotional, improves academic performance (2023). Action 3.20, The Go Guardian suite of solutions provides schools with ways to ensure a safe and secure learning environment. The prevention and intervention software allows counseling staff to monitor students who are at the greatest risk of self-harm and intervene and provide support for students. Action 3.21, the Alternative Learning Center provides an opportunity for students to learn how to correct their behaviors through research-based methods and then use these methods in the future.

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 was 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)

- Digital Citizenship to support the online supplemental curriculum.
- Alternative Learning Center to support discipline and reduce suspensions.

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 academically.
- Uniforms provided to families in need.
- Compensatory learning time before and after school.
- Teacher on Assignment in elementary and secondary.
- Middle School iReady instruction in ELA and Math.

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 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	1:21.79	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,545,063.00	\$1,072,286.00		\$1,736,689.00	\$6,354,038.00	\$2,412,676.00	\$3,941,362.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Math Support	English Learners Foster Youth Low Income	\$152,353.00				\$152,353.00
1	1.2	Math and ELA Targeted Interventions	English Learners Foster Youth Low Income	\$103,711.00				\$103,711.00
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	\$78,737.00				\$78,737.00
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	\$78,737.00				\$78,737.00
1	1.32	Social Studies Adoption	All Students with Disabilities	\$64,568.00				\$64,568.00
1	1.33	Digital Citizenship	English Learners Foster Youth Low Income	\$92,740.00				\$92,740.00
1	1.34	Intervention and Academic Coordination	English Learners Foster Youth Low Income	\$190,183.00				\$190,183.00
1	1.35	Middle School iReady	English Learners Foster Youth Low Income	\$68,000.00				\$68,000.00
1	1.36	Ed. Specialist	All Students with Disabilities	\$104,439.00				\$104,439.00
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		\$0.00			\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities					
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
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		\$9,636.00			\$9,636.00
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

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.20	Guidance Technician	Foster Youth Low Income	\$106,422.00				\$106,422.00
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	\$0.00				\$0.00
3	3.5	Parking Lot Resurfacing	All Students with Disabilities	\$0.00				\$0.00
3	3.6	TK Classroom	All Students with Disabilities	\$200,000.00				\$200,000.00
3	3.7	STOP IT Hotline	All Students with Disabilities				\$700.00	\$700.00
3	3.8	Recess/Lunch Assistant	All Students with Disabilities	\$27,533.00				\$27,533.00
3	3.9	Facilities	All	\$580,025.00				\$580,025.00
3	3.10	CSO Support	English Learners Foster Youth Low Income	\$391,263.00				\$391,263.00
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

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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	\$14,000.00				\$14,000.00
3	3.16	Custodial	All	\$116,512.00				\$116,512.00
3	3.17	Catapult EMS	All	\$2,230.00				\$2,230.00
3	3.18	Perimeter Fencing	All Students with Disabilities	\$200,000.00				\$200,000.00
3	3.19	Go Guardian	English Learners Foster Youth Low Income	\$32,364.00				\$32,364.00
3	3.20	Alternative Learning Center	English Learners Foster Youth Low Income	\$63,528.00				\$63,528.00

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
\$15,704,004.00	\$1,251,897.00	7.97%	0.00%	7.97%	\$1,373,438.00	0.00%	8.75 %	Total:	\$1,373,438.00
								LEA-wide Total:	\$1,373,438.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Math Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$152,353.00	
1	1.2	Math and ELA Targeted Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$103,711.00	
1	1.3	Math Semester Benchmarks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$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		\$78,737.00	

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	1.11	After School Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.20	MiFi	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12	\$15,000.00	
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		\$78,737.00	
1	1.33	Digital Citizenship	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,740.00	
1	1.34	Intervention and Academic Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$190,183.00	
1	1.35	Middle School iReady	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$68,000.00	
2	2.11	Uniform Closet	Yes	LEA-wide	Foster Youth Low Income	All Schools TK-12		
2	2.20	Guidance Technician	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$106,422.00	
3	3.10	CSO Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$391,263.00	
3	3.19	Go Guardian	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,364.00	
3	3.20	Alternative Learning Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,528.00	

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

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](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Academy for Academic Excellence
CDS Code:	36750773630837
LEA Contact Information:	Name: Chet Richards Position: Principal Email: crichards@lcer.org Phone: 760-946-5414
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$17,039,072.00
LCFF Supplemental & Concentration Grants	\$1,335,068.00
All Other State Funds	\$2,294,490.00
All Local Funds	\$36,000.00
All federal funds	\$631,106.00
Total Projected Revenue	\$20,000,668

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$19,660,156.00
Total Budgeted Expenditures in the LCAP	\$6,186,071.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,309,910.00
Expenditures not in the LCAP	\$13,474,085

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,100,679.00
Actual Expenditures for High Needs Students in LCAP	\$1,272,409.00

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	\$-25,158
2022-23 Difference in Budgeted and Actual Expenditures	\$171,730

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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.



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

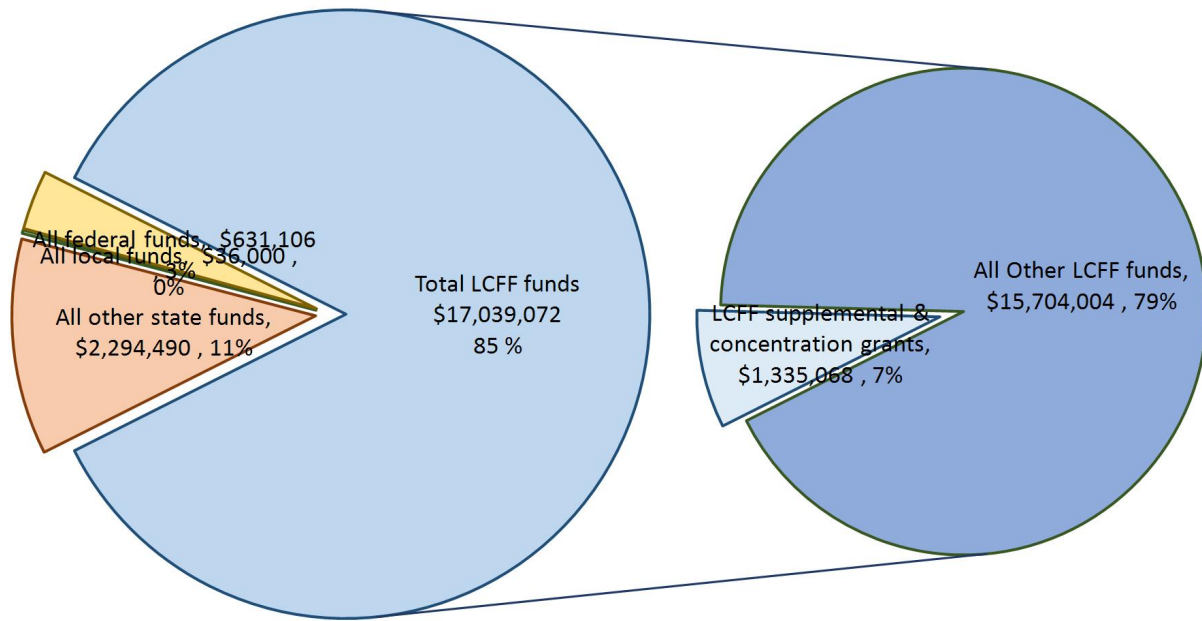
crichards@lcer.org

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

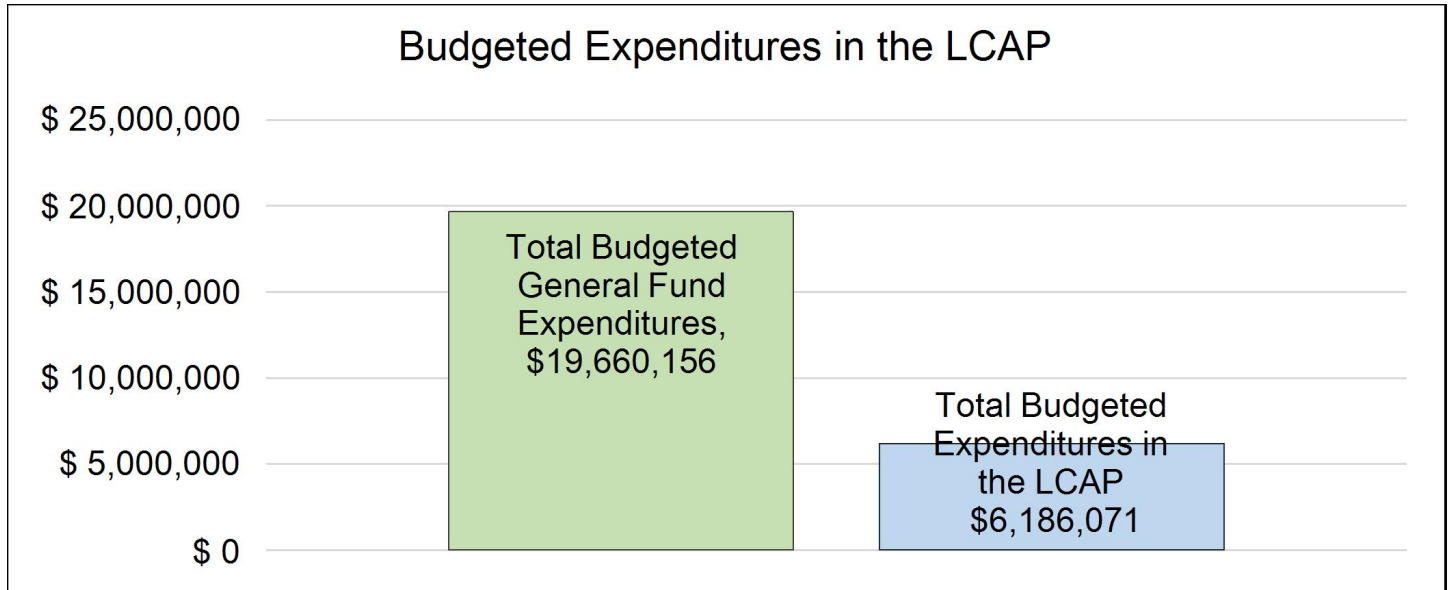


This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$20,000,668, of which \$17,039,072.00 is Local Control Funding Formula (LCFF), \$2,294,490.00 is other state funds, \$36,000.00 is local funds, and \$631,106.00 is federal funds. Of the \$17,039,072.00 in LCFF Funds, \$1,335,068.00 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 \$19,660,156.00 for the 2023-24 school year. Of that amount, \$6,186,071.00 is tied to actions/services in the LCAP and \$13,474,085 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

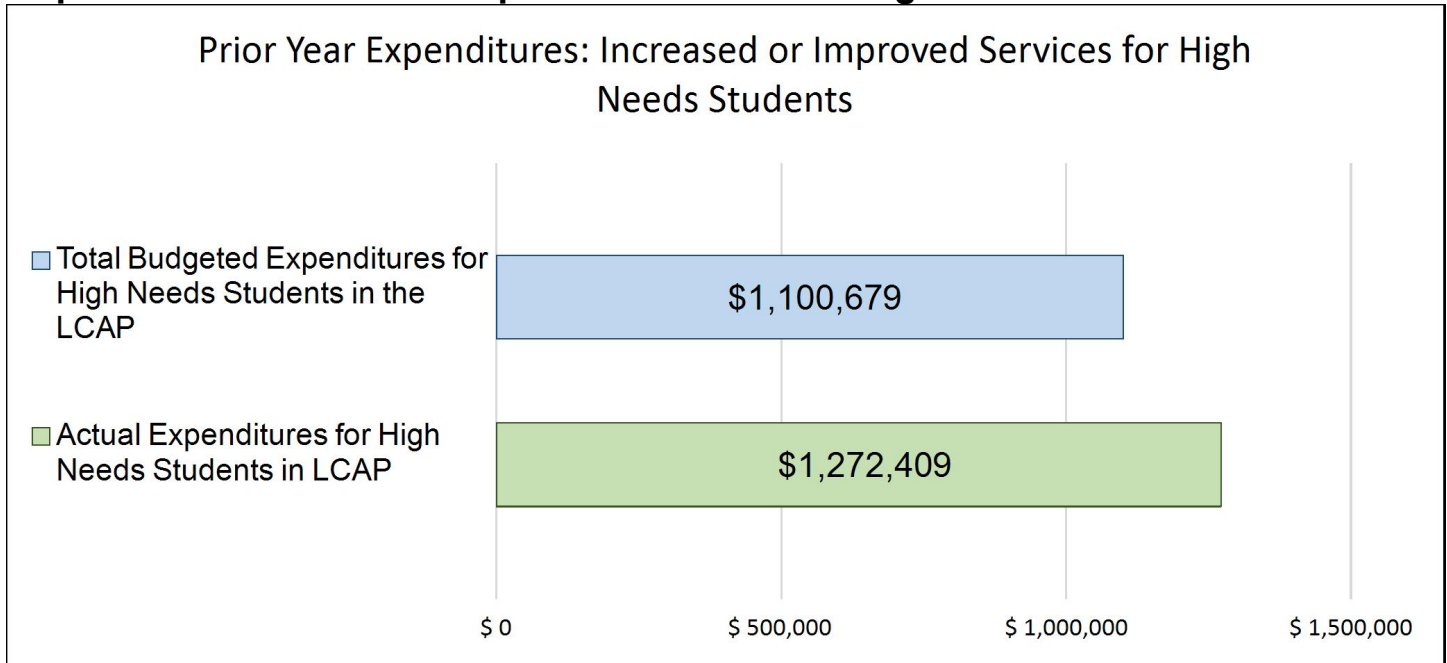
Exclusion from this LCAP includes, but not limited to: School Administration, Office Support Staff and General Education Teacher salaries. Athletic, VPA, ROTC, food services and general facilities expenditures.

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 \$1,335,068.00 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 \$1,309,910.00 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.

AAE California Dashboard Local Indicators 2023-2024 School Dashboard

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

Priority 1-Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities	Response
Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions	1/1% 3/4% 0/0%
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

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)

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)

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

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

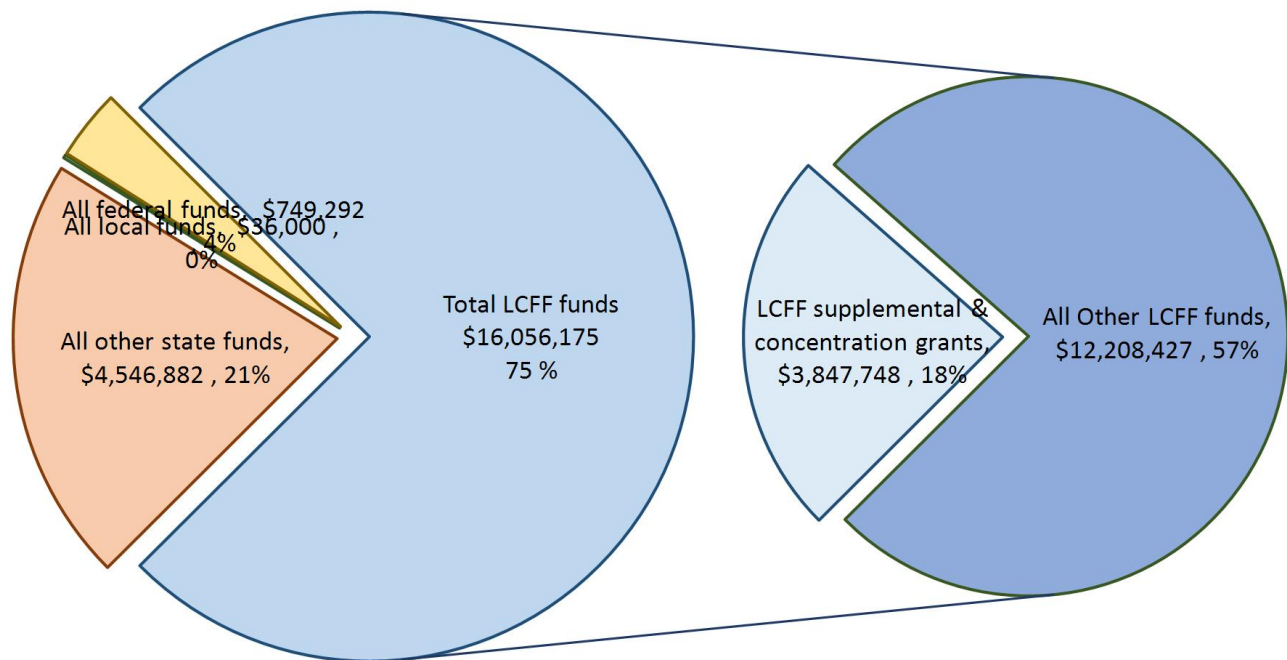
vuribe@lcer.org

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

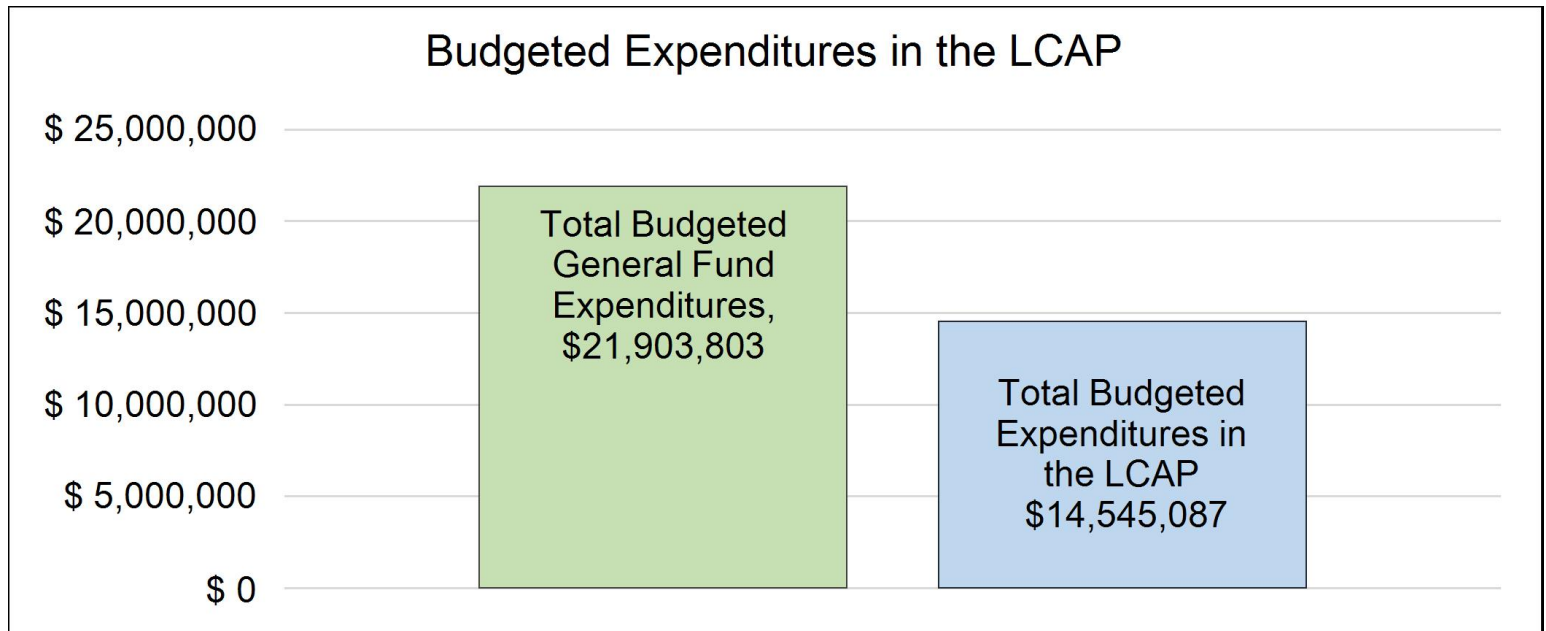


This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norton Science & Language Academy is \$21,388,349, of which \$16,056,175.00 is Local Control Funding Formula (LCFF), \$4,546,882.00 is other state funds, \$36,000.00 is local funds, and \$749,292.00 is federal funds. Of the \$16,056,175.00 in LCFF Funds, \$3,847,748.00 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 \$21,903,803.00 for the 2023-24 school year. Of that amount, \$14,545,087.00 is tied to actions/services in the LCAP and \$7,358,716 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

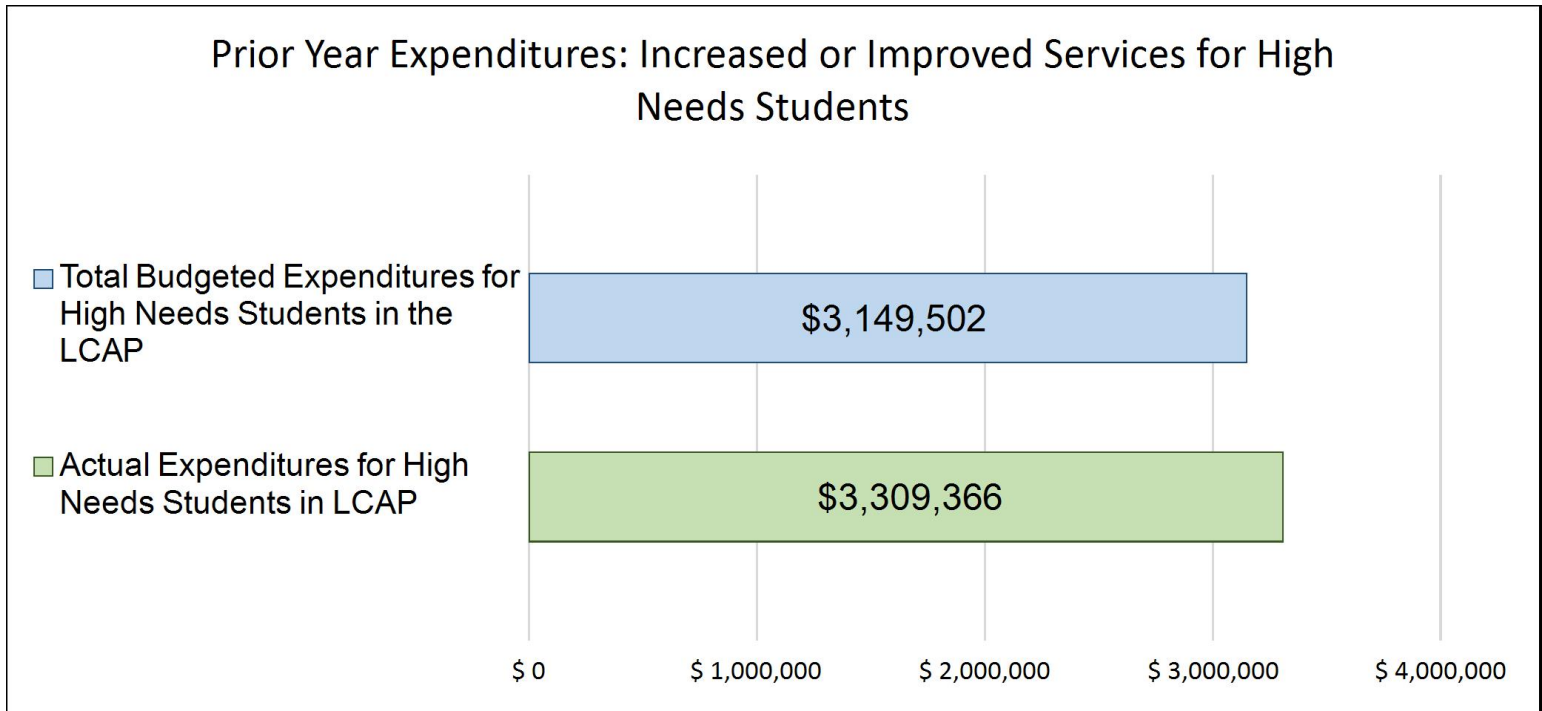
Exclusion from this LCAP includes, but not limited to: School Administration, Office Support Staff and General Education Teacher salaries. food services and general school & facilities expenditures.

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 \$3,847,748.00 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 \$3,858,485.00 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.



Creating Global Citizens

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Norton Science & Language Academy	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 for both academics and social-emotional needs. We also added a Teacher on Assignment for 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 and 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. These groups have been identified by the California Department of Education as needing Additional Targeted Support and Improvement and are addressed throughout this year's LCAP.

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 CAFE 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 well-being 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. We had the opportunity to partner with the esteemed San Manuel Band of Indians. Several tribe members visited our school regarding possible placements of students from the tribe. During their visit, our NSLA Ambassadors and several staff members provided the group with a guided

tour of our facilities and information regarding our academic program. By the end, several of them wanted to enroll their own children in our program. We feel this is just a first step into an amazing partnership within our community.

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
1.6	Mental Health & Academic Services	Mental Health personnel and Academic Counselor	\$315,586.00	No
1.7	Summer Space Camp	Summer extended learning opportunities for STEM.	\$6,000.00	No
1.8	Rocket Lab	Targeted intervention for students needing tier II and tier III supports.	\$278,263.00	No
1.9	Library Hub	Before and after school library hub.	\$10,700.00	No
1.10	Secondary Extended Learning	Zero period offerings (ASB, Mandarin, Comp Sci, and Spanish).	\$0.00	No
1.11	Love & Logic	Professional development for all staff.	\$10,000.00	No
1.12	Summer Academy	Extended learning for the summer in 2021 and 2022.	\$160,000.00	No
1.13	Elementary Enrichment Music	Music enrichment materials.	\$25,000.00	No
1.14	eSports	eSports lab set up.	\$20,000.00	No
1.15	Robotics Team	Creation of a robotics team.	\$60,000.00	No
1.16	Science Lab	Expansion of secondary science lab, materials and curriculum.	\$100,000.00	No
1.17	Art Lab	Expansion of secondary art lab, materials and curriculum.	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.18	Summer Academy Facility	Facility for the summer academy 2021.	\$0.00	No
1.19	One-to-One Devices	Additional Chromebooks at 3rd grade.	\$100,000.00	No
1.20	Swun Math Professional Development	Training for teachers implementing Swun Math with concentration in grades 3-8.	\$60,000.00	Yes
1.21	CABE Early Literacy Professional Development	CABE (California Association for Bilingual Education) Early Literacy PD for primary teachers.	\$2,500.00	Yes
1.22	Home Visits	Materials and supplemental funds for home visits.	\$0.00	Yes
1.23	Physical Education Materials	Additional PE Materials for growth of campus and additional grade level.	\$20,000.00	No
1.24	Spanish Course	Addition of high school Spanish course curriculum.	\$69,200.00	No
1.25	Flexible Seating	Flexible seating for students.	\$50,000.00	No
1.26	Mindfulness	Mindfulness spaces furniture and materials.	\$10,000.00	No
1.27	College Visits	College visits for students in middle and high school.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.28	ELPAC Testing	Test examiners for ELPAC testing.	\$13,500.00	Yes
1.29	ELPAC Testing On-Site Coordinator	Lead coordinator for ELPAC testing throughout the year.	\$11,500.00	Yes
1.30	VM Server	Expansion of virtual network servers to support learning platforms.	\$0.00	No
1.31	Support Servers	Support servers for network.	\$0.00	No
1.32	Storage Area Network	Network file storage support.	\$0.00	No
1.33	Classroom Furniture	Classroom furniture for expansion to high school and replacement of unusable furniture.	\$300,000.00	No
1.34	STEM Enrichment Materials	STEM materials for space science, engineering, and aviation.	\$10,000.00	No
1.35	Mandarin Enrichment Materials	Materials for Mandarin enrichment classes.	\$0.00	No
1.36	Staff Laptops	Staff laptop replacement.	\$114,500.00	No
1.37	Multi-Purpose Room Setup	Setup MPR with sound system, projector, and communication.	\$0.00	No
1.38	Stop-It Hotline	Student reporting system to promote safety for students.	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
1.39	MiFi Units	MiFi units for remote connection.	\$15,000.00	Yes
1.40	Resident Subs	Resident bilingual substitute teachers are essential to the non-interrupted learning of our students.	\$127,413.00	No
1.41	Project GLAD Training	Project GLAD Training for English learners instructional strategies.	\$4,000.00	Yes
1.42	Uniform Closet	<p>Students who attend NSLA are required to wear the uniform dress. To ensure equal access for all students, the school provides uniforms for those who are unable to purchase them or in the case a student needs to change out of their uniform during the school day.</p> <p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. Helping support these groups as needed with uniforms allows students to focus on their learning. Research from the National School Climate Center found that schools that maintain a positive school climate will see an increase in academic success, social-emotional well-being, and overall school improvement.</p> <p>National School Climate Center. (n.d.). School Climate: Academic Achievement and Social Behavior.</p>	\$5,000.00	Yes
1.43	Independent Study	Independent study program for students unable to be in person due to illness.	\$21,524.00	No

Action #	Title	Description	Total Funds	Contributing
1.44	Universal Pre-Kindergarten	Additional of Paraprofessional to support new TK classroom.	\$28,407.00	No
1.45	TK Classroom Setup	TK Classroom Curriculum, Materials, and Supplies	\$12,000.00	No
1.46	TK Paraprofessional	Second paraprofessional to support TK classroom.	\$28,255.00	No
1.47	Capturing Kids Hearts	Staff training on Capturing Kids Hearts to support the academic and social emotional needs of students.	\$54,000.00	No
1.48	High School Athletics	<p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To help support these identified populations, the school has expanded its middle and high school athletic programs. These programs include Boy's Soccer, Girl's Soccer, Boy's Basketball, Girl's Basketball, Girl's Volleyball, Baseball, and Softball.</p> <p>Research shows that having athletics in schools serves several important purposes, benefiting both individual students and the overall educational environment. The CDC (Centers for Disease Control and Prevention) reports that the overall physical fitness and health of students during adolescence helps to build strong bones and muscles preventing obesity and disease while also improving mental health and cognitive function. "Physical Activity and Health," Centers for Disease Control and Prevention (CDC), https://www.cdc.gov/healthyschools/physicalactivity/facts.htm</p>	\$95,748.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The Journal for Social Work and Research showed in their study of athletics that students who participated in sports had higher grades and lower dropout rates compared to non-athletes. The study also showed a positive correlation between sports participation and better test scores. School sports. Wretman, C. J. (2017). School sports participation and academic achievement in middle and high school. Journal of the Society for Social Work and Research, 8(3), 399–420. https://doi.org/10.1086/693117</p> <p>According to The Aspen Institute's Project Play, participation in sports impacts students in their personal growth and future endeavors through the concepts of teamwork and leadership. Students also learn to build social skills, building their confidence with communication and respect for others. These skills will carry over into supporting their community and creating a positive school culture. The Aspen Institute Project Play. (n.d.). https://www.aspenprojectplay.org/school-sports</p>		
1.49	Community Events	Community Events: Noche de Estrellas, Engineering Day, and Multicultural Health Fair	\$3,500.00	No
1.50	Tutoring	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To help support these identified populations highly qualified teachers provide intervention in both ELA and Math both before and after school. John Hattie's (Visible Learning) research shows that teacher efficacy, response to intervention, and teacher credibility are among the top influencing factors of student success. Visible learning: A synthesis of	\$92,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.		
1.51	Counselor	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. Counselors provide a crucial role in the development of our students both academically, socially, and emotionally. The National Association for College Admission Counseling states that counselors work closely with teachers, administrators, and families to help meet these students' needs. Counselors also assist in college and career planning as well as financial aid. These supports are essential for all students but especially for our identified subgroups who without a counselor's support, may not be aware of the resources available to them. National Association for College Admission Counseling (NACAC). (2015). College Counseling for All Students: A National Survey of Counselors' Roles and Practices. Retrieved from https://www.nacacnet.org/globalassets/documents/publications/research/college-counseling-for-all-students.pdf	\$121,750.00	Yes
1.52	TOA Secondary Grades	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To help support these identified populations and other subgroups, a highly qualified teacher was hired full-time to provide intervention in both reading and math for middle school and high school grades. The Teacher on	\$134,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Assignment (TOA) provides 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 TOA. Students in need of additional intervention, Tier II, will receive additional, small group instruction provided by the TOA. John Hattie's (Visible Learning) research shows that teacher efficacy, response to intervention, small group instruction, and teacher credibility are among the top influencing factors of student success. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.		
1.53	LAS Links Assessment	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To monitor these identified groups and other subgroups, all elementary students will use the LAS Links Assessments for both English Language Arts and Spanish Language Arts to monitor their progress toward proficiency in both languages. English Learners in secondary grades will take the ELA assessment to monitor their progress toward English proficiency. Secondary students who are following along the World Language Pathway will continue to take the SLA assessment to monitor biliteracy progress. John Hattie's (Visible Learning) research shows that response to intervention and reflection and evaluation are among the top influencing factors of student success along with bilingual programs. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.	\$123,446.00	Yes
1.54	Transition Coordinator	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English	\$79,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. The role of the Transition Coordinator is to provide guidance in the development of our students both academically, socially, and emotionally. The National Association for College Admission Counseling states that counselors work closely with teachers, administrators, and families to help meet these students' needs and also assist in college and career planning as well as financial aid. These supports are essential for all students but especially for our identified subgroups who without a counselor's support, may not be aware of the resources available to them. To help support this identified population and other subgroups, a counselor is available as a liaison for foster, mobile and homeless youth to provide guidance for academic planning in high school and beyond graduation. The Transition Coordinator also works with the Special Needs department and the IEP team as students transition out of high school into work programs, apply for scholarships, and register for community college. Recent research supports that the mental health of students must be addressed in order for students to confidently learn in the school environment. Anxiety and depression result in lower student performance (Suicide Prevention Resource Center, 2020). The Transition Coordinator connects students with agencies and counselors to support student social-emotional health. Monitoring will be done through the counseling department as well as an increase in academic performance as identified by the California School Dashboard.</p> <p>National Association for College Admission Counseling (NACAC). (2020). School Counselors as Social-Emotional and Mental Health Supports. Retrieved from https://www.nacacnet.org/news--publications/Research/Publications/College-Counseling-Sources/Issues/May-June-2020/school-counselors-as-social-emotional-and-mental-health-supports/</p> <p>Strategic planning. Strategic Planning – Suicide Prevention Resource Center. (n.d.). https://sprc.org/effective-prevention/strategic-planning/</p>		

Action #	Title	Description	Total Funds	Contributing
1.55	Speech Support	<p>Students with disabilities performed very low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, a second Speech Pathologist was added to provide speech services for our students with disabilities population. Research conducted through the American Journal of Speech-Language Pathology (2018) indicates that students who receive speech and language services in the early years, strengthen their language acquisition improving both their reading and comprehension. These services also help to improve social skills and better communication.</p> <p>ustice, L. M., Logan, J. A. R., & Kaderavek, J. N. (2017). Language and literacy instruction within the context of curriculum: Using developmental language disorder as a case example. Language, Speech, and Hearing Services in Schools, 48(2), 93-106.</p>	\$65,000.00	No
1.56	AVID Program Support	<p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. As the school continues to build out to TK-12, these results indicate the need to support students in academics and prepare them for college. The school will add the AVID program (Advancement Via Individual Determination) in middle school, grades 6-8 for the 2023-2024 school year then will continue to add the program in high school the following year. This includes the cost of professional development, AVID curriculum, and personnel costs.</p> <p>AVID (Advancement Via Individual Determination) is an educational program designed to support students, particularly those from underrepresented backgrounds, in achieving academic success and preparing for college. The program provides students with academic,</p>	\$80,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>social, and emotional support, and has been shown to have several benefits. The benefits of AVID include college readiness, improved academic performance, enhanced critical thinking skills, increased graduation rates, closing the achievement gap, and providing social and emotional support.</p> <p>AVID® / Closing the Opportunity Gap in Education. AVID® / Closing the Opportunity Gap in Education. (n.d.). https://www.avid.org/</p>		
1.57	Ed. Specialist High School	<p>Students with disabilities performed very low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, an additional Educational Specialist will be hired to serve high school special needs students. As we have seen in recent years and with the extension of our campus to TK-12, the population of special needs students has grown: 10.8% in 2020, 11.9% in 2021, 13.1% in 2022. Having a highly qualified teacher added to support our special needs students will benefit this population. More intensive intervention and small instructional groups will allow the Educational Specialist to meet the IEP goals for this identified population. John Hattie's (Visible Learning) research shows that teacher efficacy, response to intervention, small group instruction, and teacher credibility are among the top influencing factors of student success.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p>	\$105,000.00	No
1.58	Advanced Placement Courses	<p>With the expansion of the school's high school program, three AP courses will be added to the master schedule. These programs require prior teacher training as indicated in this action. The addition of AP programs is accessible to all students.</p>	\$6,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.59	Biliteracy Framework PD	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To support these identified groups and other subgroups, teachers will participate in professional development through the Biliteracy Instructional Framework to assist teachers in creating lessons with a critically conscious lens. Research conducted by Kathryn J. Lindholm-Leary states that dual language programs have a positive effect on overall achievement in the areas of ELA and math. Students also gain the value of bi-literacy. John Hattie's (Visible Learning) research shows that bilingual programs, teacher efficacy, and highly qualified teachers each have a high effectiveness rating to support the success of students. This professional development will help teachers design lessons to meet the needs of all dual-language learners. Lindholm-Leary, K. J. (2018). Dual Language Education. In The Oxford Research Encyclopedia of Education. Oxford University Press. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.	\$51,000.00	Yes
1.60	Visual and Performing Arts Programs	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. As the school continues to build out to TK-12, these results indicate the need to support students in academics and ensure they have all the courses necessary to attend the college of their choice. The school will be	\$154,922.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>extending its Visual and Performing Arts Program to include both Art and Music. J.S. Catterall's research has shown that arts education positively impacts student achievement encouraging students to think critically and problem-solve. Participation in arts also contributes to positive social and emotional development as well as cultivating an appreciation for different cultures.</p> <p>Catterall, J. S. (2009). Doing well and doing good by doing art: The effects of education in the visual and performing arts on the achievements and values of young adults. The University of California.</p>		
1.61	Kinder Paraprofessionals	<p>Results in ELA on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To help support this identified population and other subgroups, paraprofessionals assist each Kindergarten teacher with teaching early literacy under the guidance of each highly qualified teacher. John Hattie's (Visible Learning) research shows that teacher efficacy, early intervention, small group learning, and teacher credibility are among the top influencing factors of student success.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p>	\$69,527.00	Yes
1.62	Intervention and Academic Coordination	<p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in both ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help</p>	\$190,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support this identified population and other subgroups, intervention, data monitoring, curriculum, teacher coaching, and MTSS needs coordinating by highly qualified teachers and administrators. John Hattie's (Visible Learning) research shows that response to intervention and reflection and evaluation are among the top influencing factors of student success. Hattie's research also shows teacher self-efficacy and response to intervention as two of the most effective strategies. Both of these are supported by the Coordinators. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.		
1.63	Digital Citizenship	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Students with disabilities performed low in ELA and Math according to the California Dashboard causing this group to be identified for additional targeted support and improvement. To help support this identified population and other subgroups, students need access to the online targeted curriculum and supplemental curriculum, such as iReady Instruction, both on campus and at home. This deliberate practice with technology usage is supported by John Hattie's research (Visible Learning) showing both are effective practices for student success. Digital Citizenship provides students with training on how to safely navigate the internet and the programs they use for education. Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.	\$93,519.00	Yes
1.64	Attendance Clerk	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022	\$90,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>California School Dashboard. These groups have been identified as needing additional targeted support and improvement. The Dashboard also reported that the school's chronic absenteeism is very high, at 27%. To review and monitor habitual and chronic absenteeism, the Attendance Clerk acts as a liaison between families to help improve attendance. Students cannot learn if they are not present at school.</p> <p>Research on attendance by John Hopkins University states that students who regularly attend school will be more than likely to graduate, earning a high school diploma. Also, better attendance correlates to better state test scores. The structured environment that a school provides allows students to develop the social skills needed throughout life.</p> <p>Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Baltimore: Johns Hopkins University, Center for Social Organization of Schools.</p>		
1.65	Athletic Director	<p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To help support these identified populations, the school has expanded its middle and high school athletic programs. These programs include Boy's Soccer, Girl's Soccer, Boy's Basketball, Girl's Basketball, Girl's Volleyball, Baseball, and Softball. To create and maintain the best athletic program, an Athletic Director is on site.</p> <p>Research shows that having athletics in schools serves several important purposes, benefiting both individual students and the overall educational environment. The CDC (Centers for Disease Control and Prevention) reports that the overall physical fitness and health of</p>	\$188,532.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students during adolescence helps to build strong bones and muscles preventing obesity and disease while also improving mental health and cognitive function.</p> <p>"Physical Activity and Health," Centers for Disease Control and Prevention (CDC), https://www.cdc.gov/healthyschools/physicalactivity/facts.htm</p> <p>The Journal of School Health showed in their study of athletics that students who participated in sports had higher grades and lower dropout rates compared to non-athletes. The study also showed a positive correlation between sports participation and better test scores. Wretman, C. J. (2017). School sports participation and academic achievement in middle and high school. Journal of the Society for Social Work and Research, 8(3), 399–420. https://doi.org/10.1086/693117</p> <p>According to The Aspen Institute's Project Play, participation in sports impacts students in their personal growth and future endeavors through the concepts of teamwork and leadership. Students also learn to build social skills, building their confidence with communication and respect for others. These skills will carry over into supporting their community and creating a positive school culture. The Aspen Institute Project Play. (n.d.). https://www.aspenprojectplay.org/school-sports</p>		
1.66	Saturday School Attendance	<p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. The Dashboard also reported that the school's chronic absenteeism is very high, at 27%. Students cannot learn if they are not present at school. To support the student's missed opportunity to learn during scheduled</p>	\$2,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>school days, especially from these identified subgroups, the school with provide Saturday school attendance with a highly qualified teacher. John Hattie's (Visible Learning) research shows that teacher efficacy, response to intervention, and teacher credibility are among the top influencing factors of student success.</p> <p>Research on attendance by John Hopkins University, states that students who regularly attend school will be more than likely to graduate, earning a high school diploma. Also, better attendance correlates to better state test scores. The structured environment that a school provides allows students to develop the social skills needed throughout life.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p> <p>Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Baltimore: Johns Hopkins University, Center for Social Organization of Schools.</p>		

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 Safety Officers	To ensure the safety of our students as they enter and exit campus and during the school day, the school has Character Safety Officers (CSO's). Their job is essential for student safety and well-being. Often the CSO is the first person students come to with a problem because they have built a relationship with them and feel safe to talk with them. CSO's also ensure students play safely and get their meals during the	\$339,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>day. Their continued support of our students creates an environment conducive to learning.</p> <p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To support these identified populations, our CSO's help to create an environment where students can socialize, play, eat, and attend school safely. They also help to reduce disruptive behaviors before they can escalate. CSO's are usually the first responders when an incident occurs. This positive school climate allows students to be safe so they can focus on their learning. The U.S. Department of Education states that students in a safe school environment will be both physically and emotionally strong.</p> <p>U.S. Department of Education, 2018</p>		
2.3	Chilean Exchange	International student and educator exchange program with our partner school in Chile. This exchange program focused on the GAVRT Radio Astronomy Program which is supported by NASA/JPL. Students from each school collaborate on radio astronomy projects and cultural lessons. NSLA students become immersed in academic Spanish language through this exchange.	\$10,000.00	No
2.4	School Safety Professional Development	To ensure the safety of our students as they enter and exit campus and during the school day, the school has Character Safety Officers (CSO's). Their job is essential for student safety and well-being. Often the CSO is the first person students come to with a problem because they have built a relationship with them and feel safe to talk with them.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>CSO's also ensure students play safely and get their meals during the day. Their continued support of our students creates an environment conducive to learning. CSO's will receive training for behavioral interventions and social-emotional support with a particular focus on how to de-escalate situations before they become serious discipline issues.</p> <p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To support these identified populations, our CSO's help to create an environment where students can socialize, play, eat, and attend school safely. They also help to reduce disruptive behaviors before they can escalate. CSO's are usually the first responders when an incident occurs. This positive school climate allows students to be safe so they can focus on their learning. Research from the National School Climate Center found that schools that maintain a positive school climate will see an increase in academic success, social-emotional well-being, and overall school improvement. It is essential for CSO's to have professional development to improve the school's climate. National School Climate Center. (n.d.). School Climate: Academic Achievement and Social Behavior.</p>		
2.5	Custodial	Custodial staff for health and safety.	\$203,276.00	No
2.6	Furniture	New furniture needed for the school's expansion.	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Floor Scrubber/Carpet Extractor	Floor scrubber/carpet extractor to maintain cleanliness of facilities.	\$0.00	No
2.9	Janitorial Supplies	Additional janitorial supplies to properly disinfect student areas.	\$50,000.00	No
2.10	Ionizers for HVAC units	Ionizers for HVAC upgrading for air quality.	\$0.00	No
2.11	Elementary Rugs	Area rugs for elementary students.	\$0.00	No
2.12	CPI (Crisis Prevention Institute) Training	CPI training for administrators and character development officers.	\$500.00	No
2.13	Suicide Prevention Training	Suicide prevention training.	\$2,000.00	No
2.15	Student Activities Clerk	Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To help support these identified populations, the school has expanded its middle and high school athletic programs. These programs include Boy's Soccer, Girl's Soccer, Boy's Basketball, Girl's Basketball, Girl's Volleyball, Baseball, and Softball. To create and maintain the best athletic program, an Athletic Director is on site. To assist the Athletic Director, a Student Activities Clerk is needed to handle the administrative tasks associated with managing a sports program. This position handles all the paperwork, checking for student eligibility, organizing transportation, medical records, communication, and financial records. Without the efficiency of a Student Activities Clerk, the sports program	\$43,397.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will not function properly and students will not get the opportunity they deserve to expand their school experience. The overall success and efficiency of the school's athletic program depends on how well the Athletic Director and Student Activities Clerk support the program.</p> <p>Research shows that having athletics in schools serves several important purposes, benefiting both individual students and the overall educational environment. The CDC (Centers for Disease Control and Prevention) reports that the overall physical fitness and health of students during adolescence helps to build strong bones and muscles preventing obesity and disease while also improving mental health and cognitive function. "Physical Activity and Health," Centers for Disease Control and Prevention (CDC), https://www.cdc.gov/healthyschools/physicalactivity/facts.htm</p> <p>The Journal for Social Work and Research showed in their study of athletics that students who participated in sports had higher grades and lower dropout rates compared to non-athletes. The study also showed a positive correlation between sports participation and better test scores. School sports. Wretman, C. J. (2017). School sports participation and academic achievement in middle and high school. Journal of the Society for Social Work and Research, 8(3), 399–420. https://doi.org/10.1086/693117</p> <p>According to The Aspen Institute's Project Play, participation in sports impacts students in their personal growth and future endeavors through the concepts of teamwork and leadership. Students also learn to build social skills, building their confidence with communication and respect for others. These skills will carry over into supporting their community and creating a positive school culture. The Aspen Institute Project Play. (n.d.). https://www.aspenprojectplay.org/school-sports.</p>		
2.16	Facility Technician	Facility Technicians	\$77,044.00	No

Action #	Title	Description	Total Funds	Contributing
2.17	Receptionist	<p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. The Dashboard also reported that the school's chronic absenteeism is very high, at 27%. To help support the Attendance Clerk, an additional receptionist was hired to monitor attendance and communicate with families. Students cannot learn if they are not present at school. Students may not be able to attend due to health issues. The additional receptionist also helps as a health clerk in the front office seeing to basic health concerns students have.</p> <p>Research on attendance by John Hopkins University, states that students who regularly attend school will be more than likely to graduate, earning a high school diploma. Also, better attendance correlates to better state test scores. The structured environment that a school provides allows students to develop the social skills needed throughout life.</p> <p>Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Baltimore: Johns Hopkins University, Center for Social Organization of Schools.</p>	\$36,707.00	Yes
2.18	Library Technician/Assessment Support	<p>School libraries provide a plethora of resources for all students including books in both English and Spanish, reference books, e-books, and educational technology. A library provides space for students to explore all of these resources and receive help when needed from the Library Technician. Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African</p>	\$26,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. A library is crucial in supporting these groups and other subgroups.</p> <p>School libraries offer a variety of accessible books at each student's reading level so that students can continue to improve their reading level and understanding of the material. A Library Technician can assist students in finding the appropriate reading level and interest level of books. This allows students to find just the right book and continue to develop a love of reading. The Library Technician can also support in accessing credible research for assignments the student may be working on and also work with students to navigate through the information available online to find the resources they need. Research on the effectiveness of libraries for students discusses that libraries cater to the diverse learning styles of struggling students and provide resources to meet their needs such as audiobooks, graphic novels, and other multimedia materials. Libraries provide a quiet space for students to learn allowing them to access a conducive learning environment outside of their homes.</p> <p>The Library Technician will also assist in administering State Mandated Assessments such as the ELPAC and Smarter Balanced ELA and Math. Often the library is used to administer these assessments. Students benefit from the quiet and familiar place. Jones, S. D., & Murphy, B. (2019). Diversity and inclusion in libraries: A call to action and strategies for Success. Rowman & Littlefield.</p>		
2.19	Licensed Vocational Nurse	<p>A Licensed Vocational Nurse (LVN) is essential in maintaining the health and safety of students. Without the oversight of the LVN, it would be difficult to maintain an environment conducive to learning. This is especially true for our most vulnerable populations of students. Results in ELA and Math on both the CAASPP and iReady show that</p>	\$97,471.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. It's important to maintain the health and safety of these groups so that they can focus on learning.</p> <p>In a study conducted by the Journal of School Health, researchers analyzed the effect of having school nursing services on campus and determined that students demonstrated greater performance in both ELA and Math proficiency rates compared to other schools without nursing support. With their assistance in maintaining a healthier environment, students can focus on learning rather than ailments that may impede their progress.</p> <p>The impact of school nursing on School Performance: A Research ... (n.d.). https://journals.sagepub.com/doi/10.1177/10598405030190030701</p>		
2.20	Health Clerk	Health clerk to support LVN.	\$0.00	No
2.21	Campus Safety Uniforms	To help students identify adults on campus who can readily help them, our Campus Safety Officers (CSO's) wear a school uniform shirt. Because our students wear uniforms, having the CSO in a recognizable uniform shirt, makes them accessible even when there are several students out either playing at recess or during the passing period. Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. These groups	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>benefit from the identification of our CSO's. Students know that is who they can turn to with questions or concerns.</p> <p>CSO's help to create an environment where students can socialize, play, eat, and attend school safely. They also help to reduce disruptive behaviors before they can escalate. CSO's are usually the first responders when an incident occurs. This positive school climate allows students to be safe so they can focus on their learning. Research from the National School Climate Center found that schools that maintain a positive school climate will see an increase in academic success, social-emotional well-being, and overall school improvement.</p> <p>National School Climate Center. (n.d.). School Climate: Academic Achievement and Social Behavior.</p>		
2.22	Facilities	<p>Having safe and well-maintained facilities are essential to learning for students. Having clean facilities promotes the health of our students and facilitates their attendance in school. The World Health Organization states clean and well-maintained facilities help to reduce the spread of disease, keeping students in school. Students also mentioned in their climate survey that there needs to be an improvement in the cleanliness of the campus. A study by the National Clearinghouse for Educational Facilities found that well-maintained facilities have a positive impact on student academic performance.</p> <p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To help support these identified populations, we want to ensure that the facilities are conducive to learning. While it's important to students, it is also</p>	\$3,076,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
		important to the health of their teachers. Teacher attendance is important so that learning isn't disrupted. National Clearinghouse for Educational Facilities (NCEF) found that well-maintained school facilities positively influence student achievement. (Source: NCEF, 2002)		
2.23	Catapult EMS	Catapult Emergency System Notification and Crisis Management	\$2,230.00	No
2.24	School Gym	Construction of school gym	\$5,500,000.00	No
2.25	Elementary Play Structure	Play structure for elementary students.	\$150,000.00	No
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	No
2.28	Fencing	Fencing around secondary play area and interior fencing for soccer field.	\$35,455.00	No
2.29	Alternative Learning Center	Currently, the school has a suspension rate of very high, 6.6%, according to the California School Dashboard. Five subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) have been identified in the very high category and these groups also show they are having difficulties performing at proficient levels according to their results in ELA and Math on both the CAASPP and iReady as reported on the 2022 California School Dashboard. These groups have been identified	\$117,056.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>as needing additional targeted support and improvement.</p> <p>To reduce the negative impact of both in-school and out-of-school suspensions, students will have the opportunity to attend the school's Alternative Learning Center (ALC) where they will work with a counselor to determine the underlying problem and find alternative solutions for when the problem arises again. Students will be able to continue their classwork during this time and not fall behind. The American Psychological Association (APA) research shows that out-of-school suspensions produced negative outcomes in the long term while alternative programs such as ALC, have reduced further discipline issues and increased positive social and emotional development. Two certificated Resident Substitute Teachers will oversee the program with the school's Principal developing skill-building activities, targeted intervention, and social-emotional learning supports.</p> <p>American Psychological Association. (n.d.). Apa PsycNet. American Psychological Association. https://psycnet.apa.org/record/2006-03571-007</p>		
2.30	Additional Administrative Support	<p>Results in ELA and Math on both the CAASPP and iReady show that students are still having difficulty performing at proficient levels. Five of our subgroups (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners) demonstrated this in their performance on the 2022 California School Dashboard. These groups have been identified as needing additional targeted support and improvement. To help support these identified populations, NSLA will employ an additional Vice Principal who focuses on behavioral and academic interventions and supports at the secondary grade levels. This Vice Principal works directly with students who have been identified as chronically truant through the Student Attendance Review Team. The Vice Principal also serves as a liaison to the Multi-Tiered Systems of Support Team for</p>	\$201,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>both behavior and academics, as well as to the 504/IEP teams for identified students. The U.S. Department of Education states that students in a safe school environment will be both physically and emotionally strong. Having extra administrative support will reduce undesirable behaviors, provide academic intervention, and increase student attendance.</p> <p>The School Discipline Consensus Report - ed. (n.d.-b). https://safesupportivelearning.ed.gov/sites/default/files/The_School_Discipline_Consensus_Report.pdf</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p> <p>Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Baltimore: Johns Hopkins University, Center for Social Organization of Schools.</p>		

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)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Love & Logic Parents	<p>Parents are an essential part of their child's education. Parent Training for Love & Logic are offered on a weekly basis both in-person and virtual and in both English and Spanish. Love & Logic is a research-based philosophy that helps both educators and parents to guide students to take ownership of their behaviors leading to better relationships between student and teacher and child and parent. At NSLA, Love & Logic is practiced on a daily basis with all staff. To continue this culture, the school offers parent training in Love & Logic. The school's Coordinator of Student Support teaches the weekly classes covering topics similar to the courses for school staff. Parents are guided to set hard limits with their children in a loving and encouraging way allowing the child to take ownership of their behavior and learn how to turn their actions into a positive learning experience.</p> <p>NSLA has always believed that it takes a team to educate a child. This includes the child, parent, and school staff. When the team is all in agreement and moving in the same direction, the child can open themselves up to learning both at home and in school. According to John Hattie's research (Visible Learning), parent involvement in the education of their child has a desired effectiveness of 0.51. When parents take an active role in their child's learning, there is positive improvement both academically and socially. This is especially true for the identified groups requiring targeted intervention (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners). Often, the language of education can be a barrier for many families. Attending Parent Training for Love & Logic allows all educational partners to speak and understand the same language.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p> <p>Love and logic parenting skills and techniques. Love and Logic Institute, Inc. (n.d.). https://www.loveandlogic.com/pages/love-and-logic-parenting</p>	\$1,500.00	Yes
3.3	CABE Project 2-Inspire	CABE (California Association for Bilingual Education) Project 2-Inspire provides parenting resources to help their child succeed in school	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>focusing on how parents can support their child in a bilingual education system. NSLA is a dual language immersion program consisting of both English and Spanish. Project 2-Inspire works to bring families and educators together to benefit the child's education through leadership development, quality education, and parent resources.</p> <p>Both teachers and parents attend training through CAFE to share the same principles at school and at home. If parents cannot attend the CAFE Project 2-Inspire training, resources are readily available and the school's Coordinator of Student Support is available for any questions parents might have. According to John Hattie's research (Visible Learning), parent involvement in the education of their child has a desired effectiveness of 0.51. When parents take an active role in their child's learning, there is positive improvement both academically and socially. This is especially true for the identified groups requiring targeted intervention (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners).</p>		
3.4	Cafecito	<p>The school's principal conducts monthly parent meetings which all are encouraged to attend. These meetings provide parents the opportunity to learn in person about current happenings at the school and a forum to ask questions or discuss concerns. This engagement opportunity allows parents to give their feedback on school matters such as the development of the LCAP, school climate, and school policies. This is an opportunity for the school and parents to come together for the betterment of their child's education, especially for those groups identified for targeted intervention (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners). These groups are often underrepresented and need this opportunity to get support from the school. According to John Hattie's research (Visible Learning), parent involvement in the education of their child has a desired effectiveness of 0.51. When</p>	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>parents take an active role in their child's learning, there is positive improvement both academically and socially.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p>		
3.5	Translator Equipment	<p>For all parent forums, translation is provided so that all who attend have access to the information. This is done through translation equipment as needed. It is important for all educational partners to work together to support the educational development of the student, especially for those groups identified for targeted intervention (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners). These groups are often underrepresented and need this opportunity to get support from the school. According to John Hattie's research (Visible Learning), parent involvement in the education of their child has a desired effectiveness of 0.51. When parents take an active role in their child's learning, there is positive improvement both academically and socially.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p>	\$0.00	Yes
3.6	Parent Materials	<p>For all parent forums, materials are provided in both English and Spanish so that all parents have access to the information. It is important for all educational partners to work together to support the educational development of the student, especially for those groups identified for targeted intervention (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners). These groups are often underrepresented and need this opportunity to get support from the school. According to John Hattie's research (Visible Learning), parent involvement in the education of their child has a desired effectiveness of 0.51. When</p>	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>parents take an active role in their child's learning, there is positive improvement both academically and socially.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p>		
3.7	Translation Services	<p>So that our families have access to all parts of the LCAP, translation services are required. Parent engagement is the foundation to build a strong academic program for each child. Having access to the parent's first language facilitates their input into how monies are spent to educate their child. This is especially true for those groups identified for targeted intervention (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners). These groups are often underrepresented and need this opportunity to get support from the school. According to John Hattie's research (Visible Learning), parent involvement in the education of their child has a desired effectiveness of 0.51. When parents take an active role in their child's learning, there is positive improvement both academically and socially.</p> <p>Visible learning: A synthesis of over 800 meta-analyses relating to achievement. (2008). Taylor & Francis Ltd.</p>		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 has not been reinstated since COVID-19 closure
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. Providing translation services has created an increase in parent engagement.

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. Translation services were added (action 3.7) to provide families the LCAP in Spanish.

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 support 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, reduce suspension and expulsions, and provide 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 these additional services is provided below.

Goal 1 was established to improve student academic performance in line with the school's mission. This success includes supporting the whole student both academically, physically, and emotionally. Our unduplicated pupils' needs were considered first when determining actions to support them. These actions will also support students across the grade levels including our populations who have been identified for

additional targeted support and improvement: Students with Disabilities, English Learners, African American, Hispanic, and Socioeconomically Disadvantaged.

Need: According to the California School Dashboard 2022, African American students performed very low, 92.2 points below the standard, English Learners performed very low, 82 points below standard, Students with Disabilities performed very low, 116.6 points below the standard, Hispanic students performed low, 61.2 below standard, and Socially Economically Disadvantaged students performed low, 69.3 points below the standard in the area of English Language Arts. In the area of Math, African American students performed very low, 102.9 points below the standard, English Learners performed very low, 115.9 points below standard, Students with Disabilities performed very low, 144.5 points below the standard, Socially Economically Disadvantaged students performed very low, 101.4 points below the standard, Hispanic students performed low, 94.5 points below standard. These results show students in these subgroups still struggle with meeting academic standards and are in need of additional targeted support and intervention.

Effectiveness:

Instruction - Research from John Hattie's Visible Learning (2008) measures the effectiveness of strategies to support the academic success of students. The most effective strategy is teacher efficacy, the confidence teachers have in their ability to guide students to success. Another strategy not far behind the effectiveness of teacher efficacy is teacher credibility and response to intervention. We believe in hiring highly qualified teachers and supporting these teachers with coaching, training, and curriculum for student success. These effective actions in goal 1 are included in action 1.50 Tutoring, 1.52 Teacher on Assignment for secondary grade levels, 1.53 LAS Links progress monitoring, 1.57 High School Education Specialist, 1.59 Biliteracy Framework PD, 1.61 Kindergarten Paraprofessionals, 1.62 Intervention and Academic Coordination, and 1.63 Digital Citizenship.

Well-being - The National School Climate Center found in their research that a positive school climate will see an increase in academic success, social-emotional well-being, and overall school improvement. These services will support the needs of the whole student which will lead to school improvement for these identified subgroups. These supporting effective actions are 1.42 Uniform Closet, 1.48 High School Athletics, 1.51 School Counselor, 1.54 Transition Coordinator, 1.55 Speech Pathologist, 1.56 AVID Program, 1.60 Visual and Performing Arts Program, 1.64 Attendance Clerk, 1.65 Athletic Director, and 1.66 Saturday School Attendance.

Continued evaluation throughout the school year including our Professional Learning Communities, will allow us to monitor the progress of these student groups and adjust instructional strategies to help students succeed. Monitoring will be done through intervention results, CAASPP Interim data, benchmarks, iReady, observations, athletic participation, attendance, and other monitoring tools culminating in the improvement of these subgroups on the California School Dashboard.

Goal 2 was established to ensure facilities are well-maintained and conducive to learning while providing students with opportunities to extend their learning. Our unduplicated pupils' needs were considered first when determining actions to support them. These actions will also support students across the grade levels including our populations who have been identified for additional targeted support and improvement: Students with Disabilities, English Learners, African American, Hispanic, and Socioeconomically Disadvantaged.

Need: According to the California School Dashboard 2022, African American students performed very low, 92.2 points below the standard, English Learners performed very low, 82 points below standard, Students with Disabilities performed very low, 116.6 points below the standard, Hispanic students performed low, 61.2 below standard, and Socially Economically Disadvantaged students performed low, 69.3 points below the standard in the area of English Language Arts. In the area of Math, African American students performed very low, 102.9 points below the standard, English Learners performed very low, 115.9 points below standard, Students with Disabilities performed very low, 144.5 points below the standard, Socially Economically Disadvantaged students performed very low, 101.4 points below the standard, Hispanic students performed low, 94.5 points below standard. These results show students in these subgroups still struggle with meeting academic standards and are in need of additional targeted support and intervention. Students reported in the most recent climate survey that only 66% of students felt the school was safe and well-maintained. 45% of students surveyed feel well-adjusted and ready for learning. The California School Dashboard reported the school's suspension rate as 6.6%, doubling from 2019.

Effectiveness: The U.S. Department of Education states that students thrive both academically and emotionally in a safe school environment where they can focus on their studies and not be worried about their safety. This is especially true for our most neediest student groups such as those identified for additional targeted support. There are positions throughout the school that target the needs of these identified students as well as other subgroups.

Health and Safety actions - 2.2 Character Safety Officers, 2.4 School Safety Professional Development, 2.17 Receptionist, 2.19 Licensed Vocational Nurse, 2.21 Campus Safety Uniforms, 2.22 Facilities, 2.29 Alternative Learning Center, and 2.30 Additional Administrative Support.

Extended learning actions - 2.15 Student Activities Clerk, Library Technician

Continued evaluation throughout the school year including our Professional Learning Communities, will allow us to monitor the progress of these student groups and adjust instructional strategies to help students succeed. Monitoring will be done through intervention results, CAASPP Interim data, benchmarks, iReady, observations, athletic participation, attendance, suspension rate, and other monitoring tools culminating in the improvement of these subgroups on the California School Dashboard.

Goal 3 was established to support the partnership between parents, families, school staff, and students. Often, groups such as those identified in need of extra targeted support, need additional resources and support meant to bridge the gap often present in schools. This includes resources about the school's dual language immersion program, help with parenting, and how to help support their child's learning.

Need: According to John Hattie's research (Visible Learning), parent involvement in the education of their child has a desired effectiveness of 0.51. When parents take an active role in their child's learning, there is positive improvement both academically and socially. This is especially true for the identified groups requiring targeted intervention (African American, Socially Economically Disadvantaged, Hispanic, Students with Disabilities, and English Learners). Often, the language of education can be a barrier for many families, especially in these identified subgroups.

Effectiveness: Actions are in place in goal 3 to ensure parents and families are a part of their child's education. These actions are meant to give parents and families a voice in the decisions made at the school, accessibility to resources in their language, and a forum to stay informed and ask questions. Action 3.2 Parent Training for Love & Logic, 3.3 CAFE Project 2-Inspire Parents, 3.4 Cafecito, 3.5 Translation Services, 3.6 Parent Materials, and, 3.7 Translation Services.

Evaluation throughout the school year including our Professional Learning Communities, will allow us to monitor the progress of these student groups and adjust instructional strategies to help students succeed. Monitoring will be done through intervention results, CAASPP Interim data, benchmarks, iReady, observations, athletic participation, attendance, suspension rate, and other monitoring tools culminating in the improvement of these subgroups on the California School Dashboard. Improvement in these areas will be combined with parent and family attendance at all engagement opportunities.

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 Safety 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.
- Athletic Program

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.

The increased concentration funds to support the school's population of foster youth, English Learners, and low-income students will be used to support additional staff to provide these direct services. The plan derived from engagement opportunities throughout the school year includes a number of new positions to support health and safety, academics, and extended experiences for students. Action 1.51 School Counselor, 1.52 Teacher on Assignment, 1.54 Transition Coordinator, 1.55 Speech Pathologist, 1.57 Education Specialist, 1.62 Intervention and Academic Coordinators, 1.61 Kindergarten Paraprofessionals, 1.64 Attendance Clerk, 1.65 Athletic Director, 2.2 Character Safety Officers, 2.15 Student Activities Clerk, 2.17 Receptionist, 2.18 Library Technician, 2.19 Licensed Vocational Nurse, and 2.30 Administrative Support.

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 ratio of certificated staff providing direct services to students		1:17.6

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,951,651.00	\$2,450,884.00	\$5,570,000.00	\$1,626,080.00	\$14,598,615.00	\$3,800,016.00	\$10,798,599.00

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	All Students with Disabilities	\$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				\$11,500.00	\$11,500.00
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	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
1	1.40	Resident Subs	All Students with Disabilities	\$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	\$42,700.00			\$50,000.00	\$92,700.00
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 Grades	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	English Learners Foster Youth Low Income	\$31,600.00	\$47,400.00			\$79,000.00
1	1.55	Speech Support			\$65,000.00			\$65,000.00
1	1.56	AVID Program Support	English Learners Foster Youth Low Income	\$80,076.00				\$80,076.00
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	Visual and Performing Arts Programs	English Learners Foster Youth Low Income		\$154,922.00			\$154,922.00
1	1.61	Kinder Paraprofessionals		\$69,527.00				\$69,527.00
1	1.62	Intervention and Academic Coordination	English Learners Foster Youth Low Income	\$190,183.00				\$190,183.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.63	Digital Citizenship	English Learners Foster Youth Low Income	\$93,519.00				\$93,519.00
1	1.64	Attendance Clerk	English Learners Foster Youth Low Income	\$90,894.00				\$90,894.00
1	1.65	Athletic Director	English Learners Foster Youth Low Income	\$188,532.00				\$188,532.00
1	1.66	Saturday School Attendance	English Learners Foster Youth Low Income	\$2,800.00				\$2,800.00
2	2.1	Cultural Field Trips	All Students with Disabilities		\$40,000.00			\$40,000.00
2	2.2	Character Safety Officers	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	School Safety Professional Development	English Learners Foster Youth Low Income	\$4,500.00	\$500.00			\$5,000.00
2	2.5	Custodial	All Students with Disabilities	\$203,276.00				\$203,276.00
2	2.6	Furniture	English Learners Foster Youth Low Income	\$300,000.00				\$300,000.00
2	2.8	Floor Scrubber/Carpet Extractor	All Students with Disabilities		\$0.00			\$0.00
2	2.9	Janitorial Supplies	All Students with Disabilities	\$50,000.00				\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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	2.15	Student Activities Clerk	English Learners Foster Youth Low Income	\$43,397.00				\$43,397.00
2	2.16	Facility Technician	All Students with Disabilities	\$77,044.00				\$77,044.00
2	2.17	Receptionist	English Learners Foster Youth Low Income	\$36,707.00				\$36,707.00
2	2.18	Library Technician/Assessment Support	English Learners Foster Youth Low Income	\$26,833.00				\$26,833.00
2	2.19	Licensed Vocational Nurse	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

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.26	Shade Structures	TK Students All Students with Disabilities		\$50,000.00			\$50,000.00
2	2.27	Pedestrian Gate	All Students with Disabilities	\$25,000.00				\$25,000.00
2	2.28	Fencing	All Students with Disabilities	\$35,455.00				\$35,455.00
2	2.29	Alternative Learning Center	English Learners Foster Youth Low Income	\$117,056.00				\$117,056.00
2	2.30	Additional Administrative Support	English Learners Foster Youth Low Income	\$201,529.00				\$201,529.00
3	3.1	San Bernardino Latino Family Literacy Project	All Students with Disabilities				\$0.00	\$0.00
3	3.2	Love & Logic Parents	English Learners Foster Youth Low Income	\$1,500.00				\$1,500.00
3	3.3	CABE Project 2-Inspire	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				\$0.00	\$0.00
3	3.6	Parent Materials	English Learners Foster Youth Low Income	\$500.00				\$500.00
3	3.7	Translation Services	English Learners Foster Youth Low Income					

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%	\$3,858,485.00	0.00%	31.74 %	Total:	\$3,858,485.00
								LEA-wide Total:	\$3,858,485.00
								Limited Total:	\$190,183.00
								Schoolwide Total:	\$190,183.00

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	1.20	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		
1	1.29	ELPAC Testing On-Site Coordinator	Yes	LEA-wide	English Learners	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.39	MiFi Units	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
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	\$42,700.00	
1	1.51	Counselor						
1	1.52	TOA Secondary Grades	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.53	LAS Links Assessment						
1	1.54	Transition Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,600.00	
1	1.56	AVID Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$80,076.00	
1	1.59	Biliteracy Framework PD						
1	1.60	Visual and Performing Arts Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	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	1.61	Kinder Paraprofessionals					\$69,527.00	
1	1.62	Intervention and Academic Coordination	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$190,183.00	
1	1.63	Digital Citizenship	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,519.00	
1	1.64	Attendance Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,894.00	
1	1.65	Athletic Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$188,532.00	
1	1.66	Saturday School Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$2,800.00	
2	2.2	Character Safety Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$339,038.00	
2	2.4	School Safety Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,500.00	
2	2.6	Furniture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
2	2.15	Student Activities Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,397.00	
2	2.17	Receptionist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,707.00	

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	2.18	Library Technician/Assessment Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,833.00	
2	2.19	Licensed Vocational Nurse	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	2.29	Alternative Learning Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$117,056.00	
2	2.30	Additional Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$201,529.00	
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 2-Inspire	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	
3	3.7	Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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	\$2,500.00	\$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)
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

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				

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

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Norton Science & Language Academy
CDS Code:	36-10363-0115808
LEA Contact Information:	Name: Victor Uribe Position: Principal Email: vuribe@lcer.org Phone: 909-386-2300
Coming School Year:	2023-24
Current School Year:	2022-23

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$16,056,175.00
LCFF Supplemental & Concentration Grants	\$3,847,748.00
All Other State Funds	\$4,546,882.00
All Local Funds	\$36,000.00
All federal funds	\$749,292.00
Total Projected Revenue	\$21,388,349

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$21,903,803.00
Total Budgeted Expenditures in the LCAP	\$14,545,087.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,858,485.00
Expenditures not in the LCAP	\$7,358,716

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$3,149,502.00
Actual Expenditures for High Needs Students in LCAP	\$3,309,366.00

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	\$10,737
2022-23 Difference in Budgeted and Actual Expenditures	\$159,864

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	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.



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

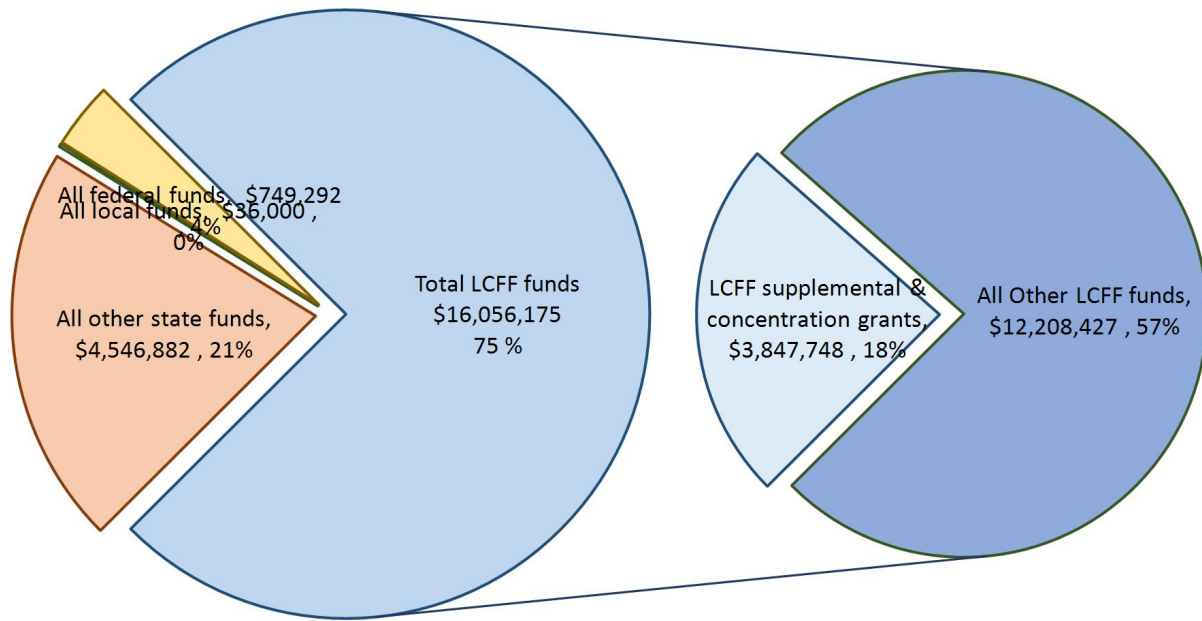
vuribe@lcer.org

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

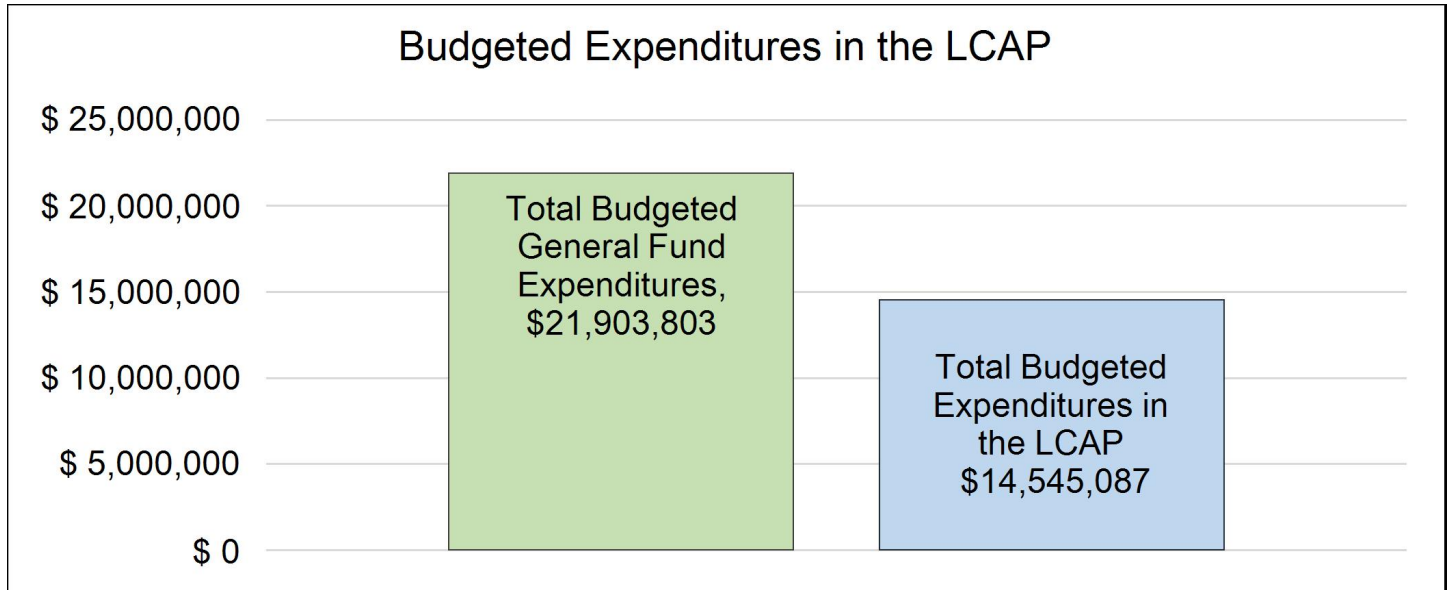


This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norton Science & Language Academy is \$21,388,349, of which \$16,056,175.00 is Local Control Funding Formula (LCFF), \$4,546,882.00 is other state funds, \$36,000.00 is local funds, and \$749,292.00 is federal funds. Of the \$16,056,175.00 in LCFF Funds, \$3,847,748.00 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 \$21,903,803.00 for the 2023-24 school year. Of that amount, \$14,545,087.00 is tied to actions/services in the LCAP and \$7,358,716 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

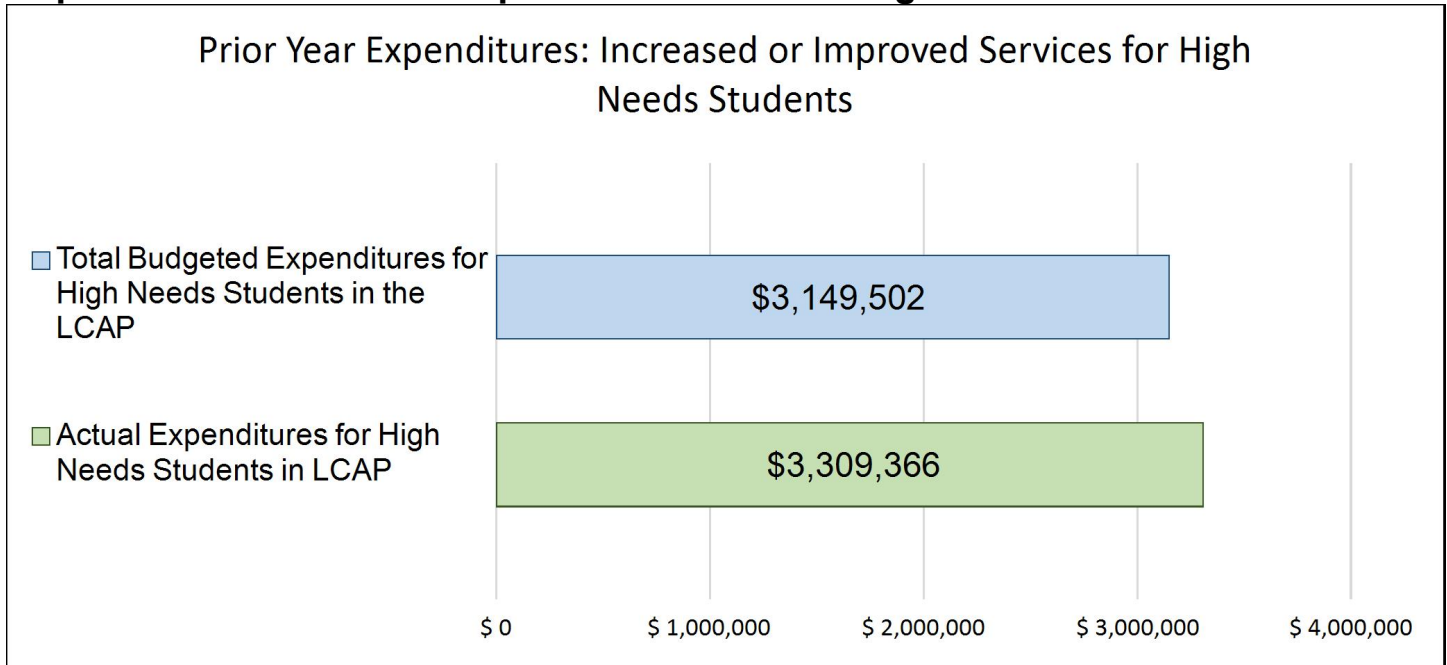
Exclusion from this LCAP includes, but not limited to: School Administration, Office Support Staff and General Education Teacher salaries. food services and general school & facilities expenditures.

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 \$3,847,748.00 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 \$3,858,485.00 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.

NSLA California Dashboard Local Indicators for 2023-2024 School Dashboard

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

Priority 1-Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities	Response
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

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

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: June 12, 2023

Title: 2023-2024 Budget

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

Background:

The Finance Department presented a Budget Draft to the Board of Directors on June 1, 2023.

Budget details as presented:

- 1) Latest LCFF Calculation (v24.1) COLA of 8.22% for 2023/2024
- 2) Cost share between staff and LCER on medical benefit increases
- 3) Growth of 7 new certificated positions at Norton, and 1 new certificated position at AAE
- 4) Increased hours and/or workdays for multiple classified positions

Fiscal Implications (if any):

The Lewis Center for Educational Research will support and increase contribution with a cost share model on the base medical plan, funding step and class increases across the board and providing a 5% COLA increase to all regular employees salary schedules.

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

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

Recommendation:

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

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

Lewis Center 2023/2024 Multi-Year Budget Projections

Revenue

Name	2022-2023	Proposed 2023-2024				2024-2025	2025-2026
	Estimated Actuals	AAE	NSLA	LCER	Total	Total	Total
ADA/LCFF	15,662,427	9,224,004	8,742,529	-	17,966,533	20,712,763	21,810,280
Property Tax	1,708,462	1,789,459	-	-	1,789,459	1,780,026	1,771,392
LCFF Supplemental	2,803,114	1,335,068	1,921,007	-	3,256,075	3,530,773	3,717,657
LCFF Concentration	1,638,493	-	1,926,741	-	1,926,741	2,127,130	2,264,384
Education Protection Act	7,203,180	4,690,541	3,465,898	-	8,156,439	8,337,133	8,737,585
Lottery	410,490	250,568	198,428	-	448,996	474,975	481,031
Lottery - Res. 6300	161,782	98,753	78,204	-	176,957	187,196	189,583
Special Needs - AB602	1,667,241	1,087,680	798,068	-	1,885,748	1,885,748	1,885,748
Special Needs - Federal	413,034	214,213	198,821	-	413,034	413,034	413,034
Mandate Block Grant	56,582	41,546	24,265	-	65,811	79,565	84,651
MAA	47,000	20,000	40,000	-	60,000	60,000	60,000
Cafeteria - Local	126	-	-	-	-	-	-
Cafeteria - State	710,393	400,000	261,403	-	661,403	661,403	661,403
Cafeteria - Federal	1,068,568	275,000	674,692	-	949,692	949,692	949,692
A-G Completion Grant	-	-	-	-	-	-	-
ELO-ASP/Summer Academy	2,004,692	583,392	1,579,223	-	2,162,615	2,162,615	2,162,615
AB/SB 86 In Person Instruction	-	-	-	-	-	-	-
Universal Pre-Kinder Grant	-	-	-	-	-	-	-
ELO - ESSER II	219,924	-	-	-	-	-	-
ELO - GEER	48,022	-	-	-	-	-	-
ELO - ESSER III Emergency Needs	-	-	-	-	-	-	-
ELO - ESSER III Learning Loss	-	-	-	-	-	-	-
ESSER II	738,861	-	-	-	-	-	-
ESSER III	348,083	97,534	125,129	-	222,663	-	-
Prop 28 - VPA	-	13,955	203,903	-	217,858	-	-
Learning Recovery Emergency Block Grant	3,076,283	212,551	274,791	-	487,342	487,342	487,342
SB740	1,062,574	-	1,350,000	-	1,350,000	1,400,000	1,450,000
Title I	468,714	184,326	312,915	-	497,241	497,241	497,241
Title II	106,866	35,518	45,380	-	80,898	80,898	80,898
Title III	54,441	-	44,369	-	44,369	44,369	44,369
Title IV	39,472	14,515	22,678	-	37,193	37,193	37,193
Interest	65,885	36,000	36,000	36,000	108,000	108,000	108,000
ROTC	105,226	85,000	-	-	85,000	85,000	85,000
Juno Project	74,988	-	-	74,990	74,990	74,990	74,990
Foundation	10,000	-	-	10,000	10,000	10,000	10,000
Local Outreach	48,000	-	-	76,000	76,000	76,000	76,000
	42,022,923	20,689,623	22,324,444	196,990	43,211,057	46,263,086	48,140,088

Reserves

Economic Uncertainty	-	(239,263)	(209,618)	(35,735)	(484,616)	(1,084,642)	(1,082,097)
	-	(239,263)	(209,618)	(35,735)	(484,616)	(1,084,642)	(1,082,097)

Contributions to LCER

LCER Management	-	(2,161,205)	(2,031,825)	4,193,030	-	-	-
Food Services	-	(58,952)	(58,952)	117,904	-	-	-
SPED	-	(269,599)	(269,599)	539,198	-	-	-
Contributing Support	-	(190,183)	(190,183)	380,366	-	-	-
Nursing	-	(108,484)	(27,121)	135,605	-	-	-
	-	(2,788,423)	(2,577,680)	5,366,103	-	-	-

Revenue to Expend

Revenue+Reserves+Contribution to LCER	42,022,923	17,661,937	19,537,146	5,527,358	42,726,441	45,178,444	47,057,991
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Lewis Center 2023/2024 Multi-Year Budget Projections

Expenditures

36241

2020-2021

Proposed 2022-2023

2023-2024

2024-2025

Name

Estimated Total

AAE

NSLA

LCER

Total

Total

Total

Certificated	11,619,159
Certificated Hourly	52,454
Certificated Substitute	657,717
Certificated Supplemental	277,776
Certificated Stipends	188,072
Certificated OT	17,965
Total Certificated	12,813,143

7,328,781	6,797,344	964,364	15,090,489
131,984	75,000	-	206,984
292,500	242,500	-	535,000
85,000	91,740	-	176,740
130,375	76,550	-	206,925
-	-	-	-
7,968,640	7,283,134	964,364	16,216,138

16,145,275	16,603,514
200,000	220,000
475,000	475,000
100,000	100,000
215,000	220,000
-	-
17,135,275	17,618,514

Classified	2,632,469
Classified Hourly	1,688,422
Classified Substitute	135,160
Classified Supplemental	83,806
Classified Stipends	56,115
Classified OT	31,812
Total Classified	4,627,784

614,120	476,457	2,141,129	3,231,706
1,317,979	1,107,701	129,330	2,555,010
47,500	35,000	-	82,500
25,000	14,332	-	39,332
65,750	46,750	-	112,500
18,000	16,949	4,670	39,619
2,088,349	1,697,189	2,275,129	6,060,667

3,451,065	3,590,425
2,825,882	3,056,347
88,500	88,500
50,000	60,000
97,500	97,500
40,000	40,000
6,552,947	6,932,772

Employee Benefits	2,384,913
STRS	2,226,726
PERS	1,335,283
Apple	13,895
Social Security	327,552
Medicare	245,875
State Unemployment Ins.	87,313
Workers Comp.	244,041
Total Benefits	6,865,598

1,340,068	1,229,209	510,050	3,079,327
1,433,518	1,336,364	153,662	2,923,544
679,094	531,009	655,509	1,865,612
651	-	94	745
134,453	122,986	149,653	407,092
145,828	130,214	47,146	323,188
5,026	4,490	1,626	11,142
140,798	125,725	45,522	312,045
3,879,436	3,479,997	1,563,262	8,922,695

3,278,630	3,508,134
3,272,838	3,365,136
1,834,825	1,996,638
1,500	1,500
406,283	429,832
343,479	355,994
11,844	12,276
331,635	343,718
9,481,034	10,013,228

Approved Textbooks	402,619
Classroom Books	43,481
Class Supplies	213,105
Other Supplies	299,478
Equipment (under 5k)	14,429
Reimbursables	179,834
Food	1,108,361
Office Supplies	65,780
Postage	17,745
Computers	441,525
Equipment for resale	-
Software	362,437
Furniture	477,634
Books, Media, Library	4,939
Total Supplies	3,631,367

127,500	213,335	-	340,835
16,000	7,000	-	23,000
85,700	56,089	-	141,789
103,647	134,301	47,000	284,948
21,000	19,000	3,000	43,000
-	-	-	-
472,500	719,500	-	1,192,000
28,050	23,000	6,000	57,050
-	-	12,000	12,000
225,000	91,000	-	316,000
-	-	-	-
100,000	98,750	109,000	307,750
26,000	40,500	500	67,000
7,500	12,000	-	19,500
1,212,897	1,414,475	177,500	2,804,872

400,000	425,000
30,000	35,000
145,000	150,000
300,000	325,000
50,000	55,000
-	-
1,200,000	1,300,000
60,000	65,000
13,500	15,000
300,000	300,000
-	-
320,000	350,000
130,000	130,000
25,000	25,000
2,973,500	3,175,000

Lewis Center 2023/2024 Multi-Year Budget Projections

Name	2020-2021	Proposed 2022-2023				2023-2024	2024-2025
	Estimated Total	AAE	NSLA	LCER	Total	Total	Total
Employee Admin	5,810	2,000	1,500	250	3,750	3,750	3,750
Volunteer Fingerprinting	-	-	-	-	-	-	-
Testing	29,983	35,115	23,275	-	58,390	65,000	80,000
Referees	16,943	14,400	7,500	-	21,900	26,500	29,000
Field Trip	81,447	35,000	39,500	-	74,500	75,000	75,000
Travel/Mileage	24,475	8,419	5,754	32,000	46,173	55,000	75,000
Car Allowance	12,000	-	-	12,000	12,000	12,000	12,000
Training & Conferences	237,793	39,500	57,000	19,795	116,295	125,000	135,000
Other Services	40,733	6,000	16,500	30,000	52,500	55,000	60,000
Provided Training	22	-	-	-	-	-	-
Dues & Membership	70,096	24,825	13,329	13,850	52,004	55,000	57,500
AVUSD Fees	17,611	17,895	-	-	17,895	17,800	17,714
SB Co Fees	143,207	10,000	170,562	-	180,562	206,900	215,000
Banking Fees	606	-	2,200	1,000	3,200	5,000	5,000
Insurance	520,504	165,000	165,000	140,000	470,000	500,000	525,000
Legal Fees	102,101	20,000	16,500	83,764	120,264	135,000	135,000
Consulting	202,778	254,500	1,234,500	10,000	1,499,000	1,499,000	1,499,000
Trash-Sewer	92,438	40,000	50,000	8,800	98,800	110,000	115,000
Gardening	53,297	11,000	10,000	4,000	25,000	25,000	25,000
Janitorial	137,973	75,000	50,000	6,500	131,500	140,000	150,000
Pest Control	1,556	-	2,300	-	2,300	2,500	2,500
Security	105,825	35,000	105,000	6,500	146,500	155,000	165,000
Telephone	162,753	75,580	48,300	20,720	144,600	150,000	150,000
Utilities	430,689	275,000	200,000	50,000	525,000	550,000	575,000
Copier	95,241	48,256	48,256	10,724	107,236	110,000	115,000
Emergency-First Aid	26,977	10,000	16,000	1,000	27,000	30,000	35,000
Rentals - Leases	35,000	3,000	5,000	10,000	18,000	20,000	22,500
Advertising - Marketing	7,183	7,500	7,500	2,500	17,500	22,500	25,000
Public Relations	12,834	7,500	5,000	2,500	15,000	20,000	20,000
Special Events	51,022	15,000	5,000	7,700	27,700	30,000	30,000
Facilities - Maintenance	197,370	150,000	100,000	11,500	261,500	275,000	300,000
Auto	5,211	-	-	4,000	4,000	4,000	4,000
Bus	126,647	138,500	79,000	-	217,500	225,000	225,000
Equipment Repairs	89,109	83,000	76,000	38,000	197,000	220,000	250,000
Total Services	3,137,234	1,606,990	2,560,476	527,103	4,694,569	4,924,950	5,132,964
Sites - Improvements of Site	453,027	75,000	25,000	10,000	110,000	350,000	400,000
Building - Improvements of Bldg	221,598	250,000	-	10,000	260,000	75,000	100,000
Capital Equipment (Over 5K)	76,793	-	-	-	-	25,000	25,000
Total Capital Exp	751,418	325,000	25,000	20,000	370,000	450,000	525,000
Bond Payment	3,467,082	580,625	3,076,875	-	3,657,500	3,660,738	3,660,513
Total Debt Services	3,467,082	580,625	3,076,875	-	3,657,500	3,660,738	3,660,513
Revenue - Expenditures	6,729,297	-	-	-	-	-	-

LCER Budget 2023-2024

Position Number	JobTitle	Location	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Base / Additional Support	Pay Type	PGCodeID	Manager	5100 Certified Salaries	5102 Cert - Hourly	5103 Cert - Subs	5104 Cert - Supplemental	5105 Cert - Stipend	5106 Cert - OT	5405 Car Allowance	5110 Classified Salaries	5112 Class - Hourly	5113 Class - Subs	5114 Class - Supplemental	5115 Class - Stipend	5116 Class - OT	5117 Class - Differential	5200 Employee Benefits	5201 STRS	5202 PERS	5203 Apple	5204 SS Classified	5205 Medicare	5208 SUI Classified	5209 Workers Comp	Total Salaries																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
00314	Human Resources Generalist	LCER	GA	CS31	8	217	P-S-GA	1	S	CLASS	Stacy Newman									52,138.08	15,185.52	-	-	-	-	-	15,185.52	-	14,077.28	-	3,232.56	756.00	26.07	729.93	86,145.44																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00131	Purchasing Generalist	LCER	GA	CS31	8	217	P-S-GA	1	S	CLASS	David Gruber									57,484.08	-	-	-	-	-	-	21,727.56	-	15,520.70	-	3,564.01	833.52	28.74	804.78	99,963.38																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00271	Public Information Officer	LCER	GA	CS46	8	195	P-S-GA	-	S	CLASS	Lisa Lamb									72,769.36	-	-	-	-	-	-	9,174.60	-	4,511.70	-	1,055.16	36.38	1,018.77	108,213.70																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
00068	Registered Nurse	LCER	District Nurse	Specialized Services	8	190	P-S-GA	-	S	CERT	Lisa Lamb	121,130.70	-								-	-	-	-	-	-	21,727.56	23,135.96	-	-	-	1,756.40	60.57	1,895.83	169,507.02																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00082	Executive Assistant	LCER	GA	CS45	8	210	P-S-GA	1	S	CLASS	Lisa Lamb									87,063.60	-	-	-	-	-	-	15,185.52	-	23,507.17	-	5,397.94	1,262.42	43.53	1,218.89	133,799.07																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00317	Payroll and Benefits Administrator	LCER	GA	CS39	8	217	P-S-GA	-	S	CLASS	David Gruber									60,516.72	-	-	-	-	2,335.00	-	21,727.56	-	-	-	16,339.51	911.35	31.43	879.92	106,638.30																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00064	Chief Business Officer	LCER	GA	AD4	8	210	P-S-GA	1	S	CLASS	Lisa Lamb									168,294.00	-	-	-	-	-	-	21,727.56	-	45,439.38	-	10,434.23	2,440.26	84.15	2,356.12	250,775.70																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00103	Human Resources Administrator	LCER	GA	CS39	8	217	P-S-GA	-	S	CLASS	Stacy Newman									77,193.60	-	-	-	-	-	-	15,413.52	-	20,842.27	-	4,786.00	1,119.31	38.60	1,080.71	120,474.01																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00147	Coordinator of Assessment & Accountability	LCER	GA	AD3	8	195	P-S-GA	3	S	CERT	Lisa Lamb	148,016.70	-								-	-	-	-	-	-	9,174.60	28,271.19	-	-	-	2,146.24	74.01	2,072.23	189,754.07																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00127	President/CEO	LCER	GA	CEO	8	210	P-S-GA	1	S	CERT	David Gruber	234,412.50	-					12,000.00			-	-	-	-	-	-	21,727.56	44,772.79	-	-	-	3,572.98	123.21	3,449.78	320,058.82																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00104	Human Resources Administrator	LCER	GA	CS39	8	217	P-S-GA	-	S	CLASS	Stacy Newman									73,521.60	-	-	-	-	-	-	21,727.56	-	-	-	18,850.83	4,558.34	1,066.06	36.76	1,029.30	121,790.45																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
00335	Accounts Payable Generalist	LCER	GA	CS31	8	217	P-S-GA	1	S	CLASS	David Gruber									58,903.44	-	-	-	-	-	-	21,727.56	-	15,903.93	-	3,652.01	854.10	29.45	824.65	101,895.14																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00065	Director of HR	LCER	GA	AD3	8	210	P-S-GA	2	S	CLASS	Lisa Lamb									166,246.50	-	-	-	-	-	-	21,727.56	-	44,886.56	-	10,307.28	2,410.57	83.12	2,327.45	247,989.04																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00126	Payroll and Benefits Administrator	LCER	GA	CS39	8	217	P-S-GA	1	S	CLASS	David Gruber									60,516.72	-	-	-	-	2,335.00	-	21,727.56	-	16,339.51	-	911.35	31.43	879.92	106,638.30																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
00296	Coordinator of Academic Support Services	LCER	GA	AD2	8	190	P-S-GA	3	S	CERT	Lisa Lamb	138,675.30	-								-	-	-	-	-	-	21,427.56	26,486.98	-	-	-	-	2,010.79	69.34	1,941.45	190,611.42																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
00060	Data Clerk	LCER	IT	CS37	8	210	P-S-GA	1	S	CLASS	Heather Juarez									62,614.88	-	-	-	-	-	-	21,727.56	-	16,906.02	-	3,882.12	907.92	31.31	876.61	106,346.42																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00123	STEM Coordinator	LCER	Local Outreach	GAVRT Trainer	8	195	P-S-GA	3	H	CLASS	Lisa Lamb	68,156.40	-								-	-	-	-	-	-	9,526.20	13,017.87	-	-	-	-	34.08	954.19	92,677.01																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
00001	Finance Administrator	LCER	GA	CS39	8	217	P-S-GA	1	S	CLASS	David Gruber									72,656.64	-	-	-	-	-	-	15,413.52	-	19,617.29	-	4,504.71	1,053.52	36.33	1,017.19	114,299.20																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
												710,391.60	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

LCER 2023/2024 Budget

Expense Name	CEO Budget	Finance Budget	HR Budget	Local Prog Budget	GP Budget	IT Budget	Facilities Budget		SPED Budget	LCER Total
							MRC	TBC		
Approved Textbooks	-	-	-	-	-	-	-	-	-	-
Classroom Books	-	-	-	-	-	-	-	-	-	-
Class Supplies	-	-	-	-	-	-	-	-	-	-
Other Supplies	700.00	1,000.00	-	45,000.00	-	-	-	-	300.00	47,000.00
Equipment (under 5k)	2,000.00	-	-	-	-	1,000.00	-	-	-	3,000.00
Reimburseables	-	-	-	-	-	-	-	-	-	-
Food	-	-	-	-	-	-	-	-	-	-
Office Supplies	800.00	2,000.00	1,200.00	-	-	1,500.00	-	-	500.00	6,000.00
Postage	-	12,000.00	-	-	-	-	-	-	-	12,000.00
Computers	-	-	-	-	-	-	-	-	-	-
Equipment for resale	-	-	-	-	-	-	-	-	-	-
Software	-	22,000.00	-	-	-	87,000.00	-	-	-	109,000.00
Furniture	500.00	-	-	-	-	-	-	-	-	500.00
Books, Media, Library	-	-	-	-	-	-	-	-	-	-
Total Supplies	4,000.00	37,000.00	1,200.00	45,000.00	-	89,500.00	-	-	800.00	177,500.00

Employee Admin	-	-	250.00	-	-	-	-	-	-	250.00
Volunteer Fingerprinting	-	-	-	-	-	-	-	-	-	-
Testing	-	-	-	-	-	-	-	-	-	-
Referees	-	-	-	-	-	-	-	-	-	-
Field Trip	-	-	-	-	-	-	-	-	-	-
Travel/Mileage	7,500.00	7,500.00	7,500.00	-	-	1,000.00	1,500.00	-	7,000.00	32,000.00
Training & Conferences	8,000.00	5,000.00	4,795.00	-	-	-	-	-	2,000.00	19,795.00
Other Services	-	30,000.00	-	-	-	-	-	-	-	30,000.00
Provided Training	-	-	-	-	-	-	-	-	-	-
Dues & Membership	3,500.00	2,750.00	4,400.00	-	-	2,000.00	-	-	1,200.00	13,850.00
AVUSD Fees	-	-	-	-	-	-	-	-	-	-
SB Co Fees	-	-	-	-	-	-	-	-	-	-
Banking Fees	-	1,000.00	-	-	-	-	-	-	-	1,000.00
Insurance	-	140,000.00	-	-	-	-	-	-	-	140,000.00
Legal Fees	15,000.00	-	50,000.00	-	-	-	8,764.00	-	10,000.00	83,764.00
Consulting	-	-	-	-	10,000.00	-	-	-	-	10,000.00
Trash-Sewer	-	-	-	-	-	-	5,200.00	3,600.00	-	8,800.00
Gardening	-	-	-	-	-	-	4,000.00	-	-	4,000.00
Janitorial	-	-	-	-	-	-	6,500.00	-	-	6,500.00
Pest Control	-	-	-	260-	-	-	-	-	-	-

LCER 2023/2024 Budget

Expense Name	CEO Budget	Finance Budget	HR Budget	Local Prog Budget	GP Budget	IT Budget	Facilities Budget		SPED Budget	LCER Total
							MRC	TBC		
Security	-	-	-	-	-	-	5,000.00	1,500.00	-	6,500.00
Telephone	-	-	-	-	-	20,720.00	-	-	-	20,720.00
Utilities	-	-	-	-	-	-	20,000.00	30,000.00	-	50,000.00
Copier	-	-	-	-	-	10,724.00	-	-	-	10,724.00
Emergency-First Aid	-	-	-	-	-	-	1,000.00	-	-	1,000.00
Rentals - Leases	-	5,000.00	-	-	-	-	5,000.00	-	-	10,000.00
Advertising - Marketing	-	-	2,500.00	-	-	-	-	-	-	2,500.00
Public Relations	2,500.00	-	-	-	-	-	-	-	-	2,500.00
Special Events	7,200.00	-	500.00	-	-	-	-	-	-	7,700.00
Facilities - Maintenance	-	-	-	-	-	-	9,500.00	2,000.00	-	11,500.00
Auto	-	-	-	-	-	-	4,000.00	-	-	4,000.00
Bus	-	-	-	-	-	-	-	-	-	-
Equipment Repairs	-	-	-	-	10,000.00	28,000.00	-	-	-	38,000.00
Total Services	43,700.00	191,250.00	69,945.00	-	20,000.00	62,444.00	70,464.00	37,100.00	20,200.00	515,103.00
Sites - Improvements of Site	-	-	-	-	-	-	-	10,000.00	-	10,000.00
Building - Improvements of Bldg	-	-	-	-	-	-	10,000.00	-	-	10,000.00
Capital Equipment (Over 5K)	-	-	-	-	-	-	-	-	-	-
Total Capital Exp	-	-	-	-	-	-	10,000.00	10,000.00	-	20,000.00
Tetra	-	-	-	-	-	-	-	-	-	-
Interest Expense	-	-	-	-	-	-	-	-	-	-
Loan Principal	-	-	-	-	-	-	-	-	-	-
Total Debt Services	-	-	-	-	-	-	-	-	-	-
Total Expenditures	47,700.00	228,250.00	71,145.00	45,000.00	20,000.00	151,944.00	80,464.00	47,100.00	21,000.00	712,603.00

AAE Budget 2023/2024

													5100	5102	5103	5104	5105	5106	5110	5112	5113	5114	5115	5116	5117	5200	5201	5202	5203	5204	5205	5208	5209	Total Salaries
Position Number	JobTitle	DepartmentID	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Base / Additional Support	Pay Type	PGCodeID	Manager	Certificated Salaries	Cert - Hourly	Cert - Subs	Cert - Supplemental	Cert - Stipend	Cert - OT	Classified Salaries	Class - Hourly	Class - Subs	Class - Supplemental	Class - Stipend	Class - OT	Class - Differential	Employee Benefits	STRS	PERS	Apple	SS Classified	Medicare	SUI Classified	Workers Comp	Salaries	
00023	Campus Safety Officer	AAE	CSO	CL23	5.00	192	P-AAE	1	S	CLASS	Sally Ritchee								18,457.40															
00022	Administrative Assistant	AAE	Counseling	CS34	8	210	P-AAE	1	S	CLASS	Genevieve Cook							66,868.96																
00248	Teacher, Visual Per Arts	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	61,564.30																						
00212	Teacher, Elementary	AAE	CSO	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	62,063.80																						
00148	Teacher, Art	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	76,251.45					11,437.72																	
00046	Enrichment IA-See	AAE	Paraprofessional -Enrichment	Hourly	NTE 566 Hrs	See Rotation	P-AAE	2	H	CLASS	Chet Richards								25,854.88															
00227	Teacher, Math	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	110,981.50																						
00210	Teacher, Elementary	AAE	6th	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	67,375.15																						
00330	Campus Safety Officer	AAE	CSO	Cert Salary Schedule	8	192	P-AAE	1	S	CLASS	Sally Ritchee								18,457.40															
00278	Administrative Assistant	AAE	Elementary	CS34	8	210	P-AAE	2	S	Supplemental	CLASS	Chet Richards							54,119.52															
00228	Teacher, Math	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	H	Supplemental	CERT	Chet Richards	110,981.50																					
00247	Teacher, Social Science	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	62,063.80																					
00113	Paraprofessional-Classroom	AAE	Elementary - Kinder	CL25	7	181	P-AAE	3	S	Supplemental	CLASS	Chet Richards							31,078.68															
00057	Registrar	AAE	Counseling	CL34	8	200	P-AAE	1	S	CLASS	Chet Richards								58,605.12															
00025	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE	1	S	Supplemental	CLASS	Sally Ritchee							18,457.40															
00304	LVN	AAE	LVN	CS35	8	76	P-AAE	3	H	CLASS	Chet Richards								19,857.28															
00320	Teacher, Elementary	AAE	TK	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	126,918.40																					
00209	Teacher, Elementary	AAE	Kindergarden	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	97,857.60																						
00231	Teacher, Music	AAE	Secondar	Cert Salary Schedule	3.75	195	P-AAE	1	H	CERT	Chet Richards			38,234.34																				
00254	Paraprofessional - Enrichment - Gene	AAE	Elementary	HRLV	1	155	P-AAE	1	H	CLASS	Chet Richards								7,080.40															
00059	Counselor	AAE	Counseling	Special Services	8	200	P-AAE	1	S	CERT	Chet Richards	97,740.00																						
00119	Paraprofessional-Classroom	AAE	Elementary - Kinder	CL26	7	181	P-AAE	3	S	Supplemental	CLASS	Chet Richards							28,187.64															
00228	Teacher, Language Arts	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	93,859.75																						
00234	Teacher, Physical Ed	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	70,203.80																						
00238	Teacher, Science	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	73,158.25																					
00233	Teacher, Physical Ed	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	62,063.80																						
00016	Student Activities Clerk	AAE	Athletics	CL29	1	185	P-AAE	1	S	CERT	Chet Richards								31,909.76															
00203	Teacher, Elementary	AAE	4th	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	82,844.85																						
00200	Teacher, Elementary	AAE	4th	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	61,834.40																						
00191	Teacher, Elementary	AAE	1st	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	70,203.80																						
00007	Administrative Assistant	AAE	Secondar	CS34	8	210	P-AAE	1	S	CLASS	Chet Richards																							
00243	Teacher, Social Science	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	93,859.75							51,536.16														
00193	Teacher, Elementary	AAE	2nd	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	61,564.30																						
00136	Receptionist	AAE	Secondar	CL25	7	185	P-AAE	1	S	Supplemental	CLASS	Chet Richards							27,436.32															
00205	Teacher, Elementary	AAE	6th	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	61,564.30																						
00206	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE	1	S	CLASS	Sally Ritchee								20,229.90															
00224	Teacher, Math	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	115,743.40																						
00232	Teacher, Physical Ed	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	70,203.80																						
00204	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE	1	S	CLASS	Sally Ritchee								18,457.40															
00225	Teacher, Math	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	110,981.50																					
00194	Teacher, Elementary	AAE	2nd	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	122,721.75																					
00237	Teacher, Science	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	125,918.40																						
00051	Enrichment IA-STEM	AAE	Paraprofessional -Enrichment	Hourly	NTE 905 Hrs	See Rotation	P-AAE	2	H	CLASS	Chet Richards								17,581.20															
00202	Teacher, Elementary	AAE	4th	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	102,051.55																					
00208	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE	1	S	CLASS	Sally Ritchee								18,457.40															
00187	Teacher, Elementary	AAE	1st	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	70,203.80																					
00116	Paraprofessional-Band	AAE	Secondar	CL25	1	181	P-AAE	3	H	CLASS	Chet Richards								4,179.24															
00239	Teacher, Science	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	125,918.40																					
00134	Receptionist	AAE	Receptionist	CL26	8	185	P-AAE	7	S	Supplemental	CLASS	Chet Richards							28,810.08															
00226	Teacher, Math	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	102,051.55																					
00242	Teacher, Science	AAE	Secondar 8th	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	90,022.85																						
00031	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE	1	S	CLASS	Sally Ritchee								19,382.56															
00207	Teacher, Elementary	AAE	6th	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	90,022.85																					
00286	ES Vice Principal	AAE	Elementary	AD2	8	190	P-AAE	1	S	Supplemental	CLASS	Chet Richards	147,378.00																					
00016	Attendance Clerk	AAE	Attendance	CL34	8	210	P-AAE	1	S	CLASS	Chet Richards								53,366.40															
00188	Teacher, Elementary	AAE	1st	Cert Salary Schedule	8	185	P-AAE	1	S	CERT	Chet Richards	82,844.85																						
00245	Teacher, Social Science	AAE	Secondar	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	110,981.50																					
00241	Teacher, Science	AAE	Secondar 7th	Cert Salary Schedule	8	185	P-AAE	1	S	Supplemental	CERT	Chet Richards	70,203.80																					
00207	Campus Safety Officer	AAE	CSO	CL23	5.00	192	P-AAE	1	S	Supplemental	CLASS	Sally Ritchee							18,457.40															
00043	Campus Safety Officer	AAE	CSO	CL23	5.00	192	P-AAE	1	S	CLASS	Sally Ritchee								18,457.40															
00195	Teacher, Elementary	AAE	2nd	Cert Salary Schedule</																														

AAE 2023/2024 Budget

Expense Name	General Budget	Athletics Budget	Library Budget	VAPA Budget	IT Budget	Facilities Budget	Unrestricted Total	SPED Budget	Cafeteria Budget	ELOP-	Title I Budget	Title II Budget	Title IV Budget	Restricted Total	AAE Total
Approved Textbooks	120,000.00	-	-	-	-	-	120,000.00	7,500.00	-	-	-	-	-	7,500.00	127,500.00
Classroom Books	15,000.00	-	-	-	-	-	15,000.00	1,000.00	-	-	-	-	-	1,000.00	16,000.00
Class Supplies	50,000.00	2,000.00	-	11,975.00	-	-	63,975.00	2,000.00	-	19,725.00	-	-	-	21,725.00	85,700.00
Other Supplies	44,367.00	18,250.00	-	5,700.00	-	2,500.00	70,817.00	2,000.00	5,480.00	25,000.00	350.00	-	-	32,830.00	103,647.00
Equipment (under 5k)	10,000.00	-	-	-	-	7,500.00	17,500.00	1,000.00	2,500.00	-	-	-	-	3,500.00	21,000.00
Reimburseables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food	-	-	-	-	-	-	-	-	472,500.00	-	-	-	-	472,500.00	472,500.00
Office Supplies	25,000.00	300.00	-	-	-	500.00	25,800.00	1,250.00	1,000.00	-	-	-	-	2,250.00	28,050.00
Postage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers	-	-	-	-	225,000.00	-	225,000.00	-	-	-	-	-	-	-	225,000.00
Equipment for resale	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	-	-	-	-	100,000.00	-	100,000.00	-	-	-	-	-	-	-	100,000.00
Furniture	-	-	-	500.00	-	25,000.00	25,500.00	500.00	-	-	-	-	-	500.00	26,000.00
Books, Media, Library	-	-	7,500.00	-	-	-	7,500.00	-	-	-	-	-	-	-	7,500.00
Total Supplies	264,367.00	20,550.00	7,500.00	18,175.00	325,000.00	35,500.00	671,092.00	15,250.00	481,480.00	44,725.00	350.00	-	-	541,805.00	1,212,897.00

[illegible]

AAE 2023/2024 Budget

Expense Name	General Budget	Athletics Budget	Library Budget	VAPA Budget	IT Budget	Facilities Budget	Unrestricted Total	SPED Budget	Cafeteria Budget	ELOP-	Title I Budget	Title II Budget	Title IV Budget	Restricted Total	AAE Total
Bus	-	75,000.00	-	3,500.00	-	-	78,500.00	-	-	60,000.00	-	-	-	60,000.00	138,500.00
Equipment Repairs	-	-	-	-	77,000.00	-	77,000.00	6,000.00	-	-	-	-	-	6,000.00	83,000.00
Total Services	329,895.00	101,400.00	-	3,825.00	211,836.00	583,500.00	1,230,456.00	58,100.00	3,000.00	295,000.00	-	5,919.00	14,515.00	376,534.00	1,606,990.00
Sites - Improvements of Site	-	-	-	-	-	75,000.00	75,000.00	-	-	-	-	-	-	-	75,000.00
Building - Improvements of Bldg	-	-	-	-	-	250,000.00	250,000.00	-	-	-	-	-	-	-	250,000.00
Capital Equipment (Over 5K)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Capital Exp	-	-	-	-	-	325,000.00	325,000.00	-	-	-	-	-	-	-	325,000.00
Bond Payment	580,625.00	-	-	-	-	-	580,625.00	-	-	-	-	-	-	-	580,625.00
Total Debt Services	580,625.00	-	-	-	-	-	580,625.00	-	-	-	-	-	-	-	580,625.00
Total Expenditures	1,174,887.00	121,950.00	7,500.00	22,000.00	536,836.00	944,000.00	2,807,173.00	73,350.00	484,480.00	339,725.00	350.00	5,919.00	14,515.00	918,339.00	3,725,512.00

NSLA Budget 2023/2024

Number	JobTitle	DepartmentID	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Additional Support	Pay Type	PGCodeID	Manager	5100	5102	5103	5104	5105	5106	5110	5112	5113	5114	5115	5116	5117	5200	5201	5202	5204	5205	5208	5209	Total Salaries	
												Certificated Salaries		Cert - Hourly	Cert - Subs	Cert - Supplemental	Cert - Stipend	Cert - OT	Classified Salaries	Class - Hourly	Class - Subs	Class - Supplemental	Class - Stipend	Class - OT	Class - Differential	Employee Benefits	STRS	PERS	SS Classified	Medicare	SUI Classified	Workers Comp	Salaries
00058	Vice Principal-MSHS	NSLA	Vice Principal	AD2	8	210	P-NSLA	3	S	CERT	Victor Uribe	147,376.00																				201,528.72	
00061	Counselor	NSLA	Counseling	Special Services	8	200	P-NSAA	1	S	CERT	Victor Uribe	107,740.00																				153,170.36	
00262	Teacher, Foreign Language	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Erika Agosto	102,051.55																				139,016.42	
00173	Teacher, Elementary	NSLA	5th	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	97,857.60																				126,329.48	
00167	Teacher, Elementary	NSLA	3rd	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	82,844.85																				106,015.92	
00186	Teacher, Elementary	NSLA	T-K	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	93,859.75																				129,922.42	
00180	Teacher, Elementary	NSLA	Kindergarten	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	97,857.60																				141,113.84	
00279	Administrative Assistant	NSLA	Admin Ast	CS34	8	210	P-NSAA		S	CLASS	Myrna Foster							61,082.08														91,210.51	
00110	Paraprofessional-Classroom	NSLA	TK	CL25	7	181	P-NSAA		S	CLASS	Myrna Foster								31,225.74													42,498.23	
00318	Receptionist	NSLA	Front Desk	CL25	7	185	P-NSAA		S	CLASS	Myrna Foster								26,970.58													37,759.99	
00182	Teacher, Foreign Language	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Erika Agosto	62,063.80																				87,445.40	
00235	Teacher, Physical Ed	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Erika Agosto	76,251.45																				106,605.23	
00336	Student Activities Clerk	NSLA	NSLA	CL29	7	195	P-NSAA		S	CLASS	Jon Keller																					114,754.34	
00324	Teacher, World History	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Victor Uribe	115,743.40								31,886.40												150,516.20	
00290	Teacher, Social Science (SP)	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Victor Uribe	120,721.75																				162,694.05	
00158	Teacher, Elementary	NSLA	1st	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	102,051.55																				146,230.46	
00303	Campus Safety Officer	NSLA	CSO	CL23	6.5	182	P-NSAA		S	CLASS	Myrna Foster																					177,522.42	
00181	Teacher, Bio/Geo Science	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Erika Agosto	110,861.50																				142,340.63	
00185	Teacher, English	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Victor Uribe	70,203.80																				92,825.85	
00251	Vice Principal-ES	NSLA	Vice Principal	AD2	8	210	P-NSAA	2	S	CERT	Victor Uribe	147,376.00																				201,528.72	
00166	Teacher, Elementary	NSLA	3rd	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	102,051.55																				146,230.46	
00163	Teacher, Elementary	NSLA	2nd	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	86,359.85																				127,573.88	
00159	Teacher, Elementary	NSLA	1st	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	102,051.55																				131,446.10	
00325	Teacher, English	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Victor Uribe	64,661.20																				86,889.99	
00041	Campus Safety Officer	NSLA	CSO	CL23	5.75	182	P-NSAA		S	CLASS	Myrna Foster																					94,300.19	
00288	Teacher, Science	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Erika Agosto	70,203.80																				91,311.36	
00038	Campus Safety Officer	NSLA	CSO	CL23	4	182	P-NSAA		S	CLASS	Myrna Foster																					101,062.16	
00172	Teacher, Elementary	NSLA	4th	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	97,857.60																				127,573.88	
00331	Teacher, PE & Athletic Director	NSLA	Athletic Director	Cert Salary Schedule	8	195	P-NSAA		S	CERT	Victor Uribe	132,724.80																				183,651.82	
00184	Teacher, Math	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Erika Agosto	106,417.55																				151,556.97	
00176	Teacher, Elementary	NSLA	Kindergarten	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	93,859.75																				126,329.48	
00175	Teacher, Elementary	NSLA	5th	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	115,743.40																				162,934.51	
00139	Attendance Clerk	NSLA	Attendance	CL34	8	190	P-NSAA		S	CLASS	Myrna Foster																					90,893.79	
00171	Teacher, Elementary	NSLA	4th	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	115,726.75																				148,129.83	
00160	Teacher, Elementary	NSLA	1st	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	110,861.50																				157,124.99	
00323	Teacher, Elementary	NSLA	4th	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	62,063.80																				89,931.36	
00042	Campus Safety Officer- Lead	NSLA	CSO	CL26	7	185	P-NSAA		S	CLASS	Myrna Foster																					91,331.36	
00164	Teacher, Elementary	NSLA	2nd	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	93,859.75																				127,573.88	
00177	Teacher, Elementary	NSLA	T-K	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Myrna Foster	106,417.55																				151,777.48	
00326	Teacher, Spanish	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	Victor Uribe	131,344.45																				175,653.74	
00035	Campus Safety Officer	NSLA	CSO	CL23	6	182	P-NSAA		S	CLASS	Myrna Foster																					101,062.16	
00036	Campus Safety Officer	NSLA	CSO	CL23	5.75	182	P-NSAA		H	CLASS	Myrna Foster																					127,335.50	
00285	Teacher, Art	NSLA	Secondary	C																													

Union Number	JobTitle	DepartmentID	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Base Additional Support	Pay Type	PGCodeID	Manager	5100	5102	5103	5104	5105	5106	5110	5112	5113	5114	5115	5116	5117	5200	5201	5202	5204	5205	5208	5209	Total Salaries
												Certificated Salaries	Cert - Hourly	Cert - Subs	Cert - Supplemental	Cert - Stipend	Cert - OT	Classified Salaries	Class - Hourly	Class - Subs	Class - Supplemental	Class - Stipend	Class - OT	Class - Differential	Employee Benefits	STRS	PERS	SS Classified	Medicare	SUI Classified	Workers Comp	Salaries
00293	Lead Custodian	NSLA	Facilities	CL30	8	217	P-N-Fac	2	S	CLASS	Ryan Chamberlain							46,558.80							21,727.56	-	12,570.88	2,886.65	675.10	23.28	651.82	85,094.09
00089	Facilities Technician	NSLA	Facilities	CL31	8	217	P-N-Fac	2	S	CLASS	Ryan Chamberlain							45,450.72							15,185.52	-	12,271.69	2,817.94	659.04	22.73	636.31	77,043.95
00295	Custodian II	NSLA	Facilities	CL27	6	217	P-N-Fac	2	S	CLASS	Ryan Chamberlain								28,956.48						-	-	-	419.87	14.48	405.39	36,408.77	
00281	Day Custodian	NSLA	Facilities	CL25	6	217	P-N-Fac	2	S	CLASS	Ryan Chamberlain								30,388.68						-	-	8,204.94	1,884.10	440.64	15.19	425.44	41,358.99
00316	Custodian	NSLA	Facilities	CL25	6	217	P-N-Fac	2	S	CLASS	Ryan Chamberlain								27,963.34		10,000.00			4,975.00	-	-	2,700.00	928.45	217.14	7.49	209.65	19,037.73
													-	-	-	-	-	92,009.52	86,908.50	10,000.00	-	-	4,975.00	-	36,913.08	-	51,007.86	12,021.37	2,811.46	96.95	2,714.50	299,458.24
00056	NSLA Information Systems Technician	NSLA	IT	CS33	8	217	P-N-IT	2	S	CLASS	Michael Allen							62,697.60							6,187.60	-	16,928.35	3,887.25	909.12	31.35	877.77	93,519.04
												-	-	-	-	-	-	62,697.60	-	-	-	-	-	-	8,187.60	-	16,928.35	3,887.25	909.12	31.35	877.77	93,519.04
00151	Teacher, Ed Specialist	NSLA	Special Ed MS	Cert Salary Schedule	8	185	P-N-SpNds		S	CERT	Gustavo Congo	86,359.85													6,943.20	16,494.73	-	-	1,252.22	43.18	1,209.04	112,302.22
00274	Speech Language Pathologist Assistant	LCER	Special Ed	CL41	8	182	P-SpNds	1	S	CLASS	Gustavo Congo														-	-	-	-	-	-	-	-
00077	Paraprofessional-Ed Spec	NSLA	Special Ed	CL25	7	181	P-N-SpNds		S	CLASS	Gustavo Congo								25,542.72						-	-	-	-	-	-	-	-
00347	Transition Life Skills Co	NSLA	Transition Life	CL31	8	181	P-N-SpNds	1	S	CLASS	Gustavo Congo							42,072.96						21,727.56	-	11,359.70	2,608.52	610.06	21.04	589.02	76,988.86	
00141	Speech Language Pathologist	NSLA	SLP	Special Services	8	190	P-N-SpNds		S	CERT	Gustavo Congo	131,816.30							15,413.52					15,413.52	25,178.91	-	-	1,911.34	65.91	1,845.43	176,229.41	
00149	Teacher, Ed Specialist	NSLA	Elementary RSP	Cert Salary Schedule	8	185	P-N-SpNds		S	CERT	Gustavo Congo	62,063.80							15,413.52						15,413.52	-	-	-	899.93	31.03	868.89	91,131.36
00329	Teacher, Ed Specialist	NSLA	Special Ed RSP	Cert Salary Schedule	8	185	P-N-SpNds		S	Cert	Gustavo Congo	62,063.80							7,989.80						11,854.19	-	-	-	899.93	31.03	868.89	83,687.64
00291	Teacher, Ed Specialist	NSLA	Special Ed MS</																													

NSLA 2023/2024 Budget

Expense Name	General Budget	Athletics Budget	IT Budget	Facilities Budget	Unrestricted Total	SPED Budget	Cafeteria Budget	ELOP-	Prop 28	ESSER III	Title I Budget	Title II Budget	Title III Budget	Title IV Budget	Restricted Total	NSLA Total
Approved Textbooks	153,535.00	-	-	-	153,535.00	1,000.00	-	-	-	58,800.00	-	-	-	-	59,800.00	213,335.00
Classroom Books	6,000.00	-	-	-	6,000.00	-	-	-	-	-	-	-	-	1,000.00	1,000.00	7,000.00
Class Supplies	42,389.00	8,700.00	-	-	51,089.00	4,000.00	-	-	-	-	1,000.00	-	-	-	5,000.00	56,089.00
Other Supplies	25,000.00	15,000.00	-	1,000.00	41,000.00	1,500.00	3,922.00	14,325.00	67,666.00	-	3,485.00	-	-	2,403.00	93,301.00	134,301.00
Equipment (under 5k)	4,000.00	-	-	5,000.00	9,000.00	2,500.00	7,500.00	-	-	-	-	-	-	-	10,000.00	19,000.00
Reimburseables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food	-	-	-	-	-	-	719,500.00	-	-	-	-	-	-	-	719,500.00	719,500.00
Office Supplies	15,000.00	-	-	1,500.00	16,500.00	1,500.00	5,000.00	-	-	-	-	-	-	-	6,500.00	23,000.00
Postage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Computers	-	-	91,000.00	-	91,000.00	-	-	-	-	-	-	-	-	-	-	91,000.00
Equipment for resale	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Software	-	-	84,000.00	-	84,000.00	-	4,750.00	10,000.00	-	-	-	-	-	-	14,750.00	98,750.00
Furniture	-	-	-	40,000.00	40,000.00	500.00	-	-	-	-	-	-	-	-	500.00	40,500.00
Books, Media, Library	12,000.00	-	-	-	12,000.00	-	-	-	-	-	-	-	-	-	-	12,000.00
Total Supplies	257,924.00	23,700.00	175,000.00	47,500.00	504,124.00	11,000.00	740,672.00	24,325.00	67,666.00	58,800.00	4,485.00	-	-	3,403.00	910,351.00	1,414,475.00

[illegible]

NSLA 2023/2024 Budget

Expense Name	General Budget	Athletics Budget	IT Budget	Facilities Budget	Unrestricted Total	SPED Budget	Cafeteria Budget	ELOP-	Prop 28	ESSER III	Title I Budget	Title II Budget	Title III Budget	Title IV Budget	Restricted Total	NSLA Total
Auto	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bus	-	15,000.00	-	-	15,000.00	-	-	60,000.00	-	-	-	-	-	4,000.00	64,000.00	79,000.00
Equipment Repairs	-	-	76,000.00	-	76,000.00	-	-	-	-	-	-	-	-	-	-	76,000.00
Total Services	427,262.00	22,500.00	183,556.00	523,300.00	1,156,618.00	31,000.00	12,000.00	1,235,000.00	-	66,329.00	7,500.00	4,754.00	28,000.00	19,275.00	1,403,858.00	2,560,476.00
Sites - Improvements of Site	-	-	-	25,000.00	25,000.00	-	-	-	-	-	-	-	-	-	-	25,000.00
Building - Improvements of Bldg	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Equipment (Over 5K)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Capital Exp	-	-	-	25,000.00	25,000.00	-	-	-	-	-	-	-	-	-	-	25,000.00
Tetra	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Expense	3,076,875.00	-	-	-	3,076,875.00	-	-	-	-	-	-	-	-	-	-	3,076,875.00
Loan Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Debt Services	3,076,875.00	-	-	-	3,076,875.00	-	-	-	-	-	-	-	-	-	-	3,076,875.00
Total Expenditures	3,762,061.00	46,200.00	358,556.00	595,800.00	4,762,617.00	42,000.00	752,672.00	1,259,325.00	67,666.00	125,129.00	11,985.00	4,754.00	28,000.00	22,678.00	2,314,209.00	7,076,826.00

Charter School Attendance

Form Revised 4/25/2023

CHARTER NAME: Academy for Academic Excellence

CHARTER #: 968

Fiscal Year 2023-24 Budget
Projected ADA

Charter Authorizer: Apple Valley Unified School District	Line	2022-23		2023-24			2024-25			2025-26		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Non Classroom Funding Determination Rate *	100%											
TK/K-3:												
Regular ADA	A-1			436.85			441.28		1.01%	441.13		-0.03%
Classroom-based ADA included in A-1	A-2			436.85			441.28		1.01%	441.13		-0.03%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	-		436.85			441.28		1.01%	441.13		-0.03%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	436.85	436.85		441.28	441.28	1.01%	441.13	441.13	-0.03%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1			42.46			43.30		1.98%	43.70		0.92%
Grades 4-6												
Regular ADA	A-1			331.50			335.90		1.33%	336.01		0.03%
Classroom-based ADA included in A-1	A-2			331.50			335.90		1.33%	336.01		0.03%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	-		331.50			335.90		1.33%	336.01		0.03%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	331.50	331.50		335.90	335.90	1.33%	336.01	336.01	0.03%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Grades 7-8												
Regular ADA	A-1			240.49			244.37		1.61%	243.85		-0.21%
Classroom-based ADA included in A-1	A-2			240.49			244.37		1.61%	243.85		-0.21%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	-		240.49			244.37		1.61%	243.85		-0.21%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	240.49	240.49		244.37	244.37	1.61%	243.85	243.85	-0.21%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	

Charter School Attendance

CHARTER NAME: Academy for Academic Excellence

CHARTER #: 968

Form Revised 4/25/2023

Fiscal Year 2023-24 Budget
Projected ADA

Charter Authorizer: Apple Valley Unified School District	Line	2022-23		2023-24			2024-25			2025-26		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Grades 9-12												
Regular ADA	A-1			402.35			403.85		0.37%	404.01		0.04%
Classroom-based ADA included in A-1	A-2			402.35			403.85		0.37%	404.01		0.04%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	-		402.35			403.85		0.37%	404.01		0.04%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	402.35	402.35		403.85	403.85	0.37%	404.01	404.01	0.04%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Totals												
Regular ADA	A-1	-		1,411.19			1,425.40		1.01%	1,425.00		-0.03%
Classroom-based ADA included in A-1	A-2	-		1,411.19			1,425.40		1.01%	1,425.00		-0.03%
Extended Year Special Ed	A-3	-		-			-			-		
Classroom-based ADA included in A-3	A-4	-		-			-			-		
Special Ed - NPS	A-5	-		-			-			-		
Classroom-based ADA included in A-5	A-6	-		-			-			-		
Extended Year Special Ed - NPS	A-7	-		-			-			-		
Classroom-based ADA included in A-7	A-8	-		-			-			-		
ADA Totals (A-1, A3, A5, A7)	A-9	-		1,411.19			1,425.40		1.01%	1,425.00		-0.03%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	-	-	1,411.19	1,411.19		1,425.40	1,425.40	1.01%	1,425.00	1,425.00	-0.03%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Total Funded ADA			-		1,411.19			1,425.40			1,425.00	

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

CHARTER NAME: Academy for Academic Excellence
CDS #: 36750773631207
CHARTER #: 968

Fiscal Year 2023-24 Budget

Form Revised 4/25/2023

ASSUMPTIONS:	2023-24	2024-25	Change	2025-26	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:					
COLA (on Base)	8.22%	3.94%	-4.28%	3.29%	-0.65%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 17,039,072	\$ 17,922,215	5.18%	\$ 18,507,827	3.27%
LCAP: Public Hearing Date (mm/dd/yyyy)	5/8/2023				
Board Approval Date (mm/dd/yyyy)	6/12/2023				
Lottery Allocation Amount Per ADA:					
Unrestricted	\$ 170	\$ 170	\$ -	\$ 170	\$ -
Restricted	\$ 67	\$ 67	\$ -	\$ 67	\$ -
ADA/Enrollment:					
Total Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Classroom Based ADA	1,411.19	1,425.40	14.21	1,425.00	-0.40
Total Funded P-2 Attendance	1,411.19	1,425.40	14.21	1,425.00	-0.40
Estimated Enrollment PY CBEDS Certified Enrollment	1,488	1,503	1,506	1,504	-2.00
Enrollment Growth Over Prior Year	1.01%	0.20%		-0.13%	
ADA to Enrollment Ratio 2022-23	0.00%	93.89%	94.65%	94.75%	
Unduplicated Count PY CBEDS Certified Unduplicated Count	655	662	663	662	-1.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %) 2022-23	41.54%	42.86%	44.03%	44.03%	
Certificated Salaries and Benefits:					
Number of Teachers (FTE)	68.60	68.60	0.00	68.60	0.00
Number of Certificated Management FTEs	3.00	3.00	0.00	3.00	0.00
Number of Other Certificated FTEs	6.00	6.00	0.00	6.00	0.00
Classroom Staffing Ratio - Students per FTE	21.91	21.95	0.04	21.92	-0.03
Teachers Increased/(Decreased) for projected Enrollment change over PY	0.00	0.00	0.00	0.00	0.00
Average Teacher FTE Salary	\$ 90,510	\$ 94,583	4.50%	\$ 98,839	4.50%
Average Certificated Management FTE Salary	\$ 154,350	\$ 154,350	0.00%	\$ 154,350	0.00%
Average Other Certificated FTE Salary	\$ 93,152	\$ 97,344	4.50%	\$ 101,724	4.50%
Cert Step and Column Increase (Total Annual Cost)	\$ 250,000	\$ 250,000	0.00%	\$ 250,000	0.00%
Other Pay, Stipends, Extra Pay	\$ 130,375	\$ 130,375	0.00%	\$ 130,375	0.00%
Health and Welfare Cost per Employee	\$ 15,038	\$ 15,865	5.50%	\$ 16,738	5.50%
Retirement Cost per Cert Employee	\$ 18,481	\$ 19,313	4.50%	\$ 20,182	4.50%
STRS Rate	19.10%	19.10%	0.00%	19.10%	0.00%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Increases to salaries are based on the traditional step advancement by our certificated team.					
Classified Salaries and Benefits:					
Number of Classified (Non-Mgmt) FTEs	40.53	40.53	0.00	40.53	0.00
Number of Classified Mangement FTEs	1.00	1.00	0.00	1.00	0.00
Average Salary per Classified Non-Mgmt FTE	\$ 26,619	\$ 27,883	4.75%	\$ 29,208	4.75%
Average Salary per Classified Mgmt FTE	\$ 76,876	\$ 80,720	5.00%	\$ 84,756	5.00%
Class Step and Column Increase (Total Annual Cost)	\$ 60,000	\$ 60,000	0.00%	\$ 60,000	0.00%
Other Pay, Stipends, Extra Pay	\$ 65,750	\$ 65,750	0.00%	\$ 65,750	0.00%
Health and Welfare Cost per Class Employee	\$ 2,687	\$ 2,835	5.51%	\$ 2,991	5.50%
Retirement Cost per ClassEmployee	\$ 7,619	\$ 8,109	6.43%	\$ 8,631	6.44%
PERS Rate	26.68%	27.70%	1.02%	28.80%	1.10%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Increases to salaries are based on the traditional step advancement by our classified team.					

CHARTER NAME: Academy for Academic Excellence
 CDS #: 36750773631207
 CHARTER #: 968

Fiscal Year 2023-24 Budget

Form Revised 4/25/2023

ASSUMPTIONS:		2023-24	2024-25	Change	2025-26	Change
Statutory Benefits						
FICA (Social Security)		6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax		1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment		0.05%	0.05%	0.00%	0.05%	0.00%
Workers Comp		1.40000%	1.40000%	0.00%	1.40000%	0.00%
Facilities:						
Rent		\$ 580,625	\$ 580,025	-0.10%	\$ 579,625	-0.07%
Electricity		\$ 180,000	\$ 190,000	5.56%	\$ 190,000	0.00%
Heating (gas)		\$ 20,000	\$ 22,500	12.50%	\$ 22,500	0.00%
Other		\$ 15,000	\$ 17,500	16.67%	\$ 20,000	14.29%
Explain "Other" facility costs:						
Administrative Service Agreements:						
0.11% Oversight Fees to Sponsor		\$ 18,283	\$ 19,231	5.18%	\$ 19,859	3.27%
Administrative Service Contract		\$ 2,161,205	\$ 2,271,913	5.12%	\$ 2,345,106	3.22%
Other Contracted Costs						
List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)						

CHARTER NAME: Academy for Academic Excellence
 CDS #: 36750773631207
 CHARTER #: 968

Fiscal Year 2023-24 Budget
 Unrestricted MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	9,406,955	10,881,447	15.67%	11,556,486	6.20%	11,981,480	3.68%
EPA	8012	4,232,698	4,368,166	3.20%	4,585,703	4.98%	4,754,955	3.69%
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096	1,708,462	1,789,459	4.74%	1,780,026	-0.53%	1,771,392	-0.49%
Federal	8100-8299	105,226	85,000	-19.22%	85,000	0.00%	85,000	0.00%
State								
Lottery - Unrestricted	8560	234,279	250,568	6.95%	253,091	1.01%	253,020	-0.03%
Lottery - Prop 20 - Restricted	8560							
Other State Revenue	8300-8599	56,231	61,546	9.45%	63,674	3.46%	65,478	2.83%
Local								
Interest	8660	33,000	36,000	9.09%	36,000	0.00%	36,000	0.00%
AB602 Local Special Education Transfer	8792							
Other Local Revenues	8600-8799	-	-		-		-	
Total Revenues		\$ 15,776,851	\$ 17,472,186	10.75%	\$ 18,359,980	5.08%	\$ 18,947,325	3.20%
EXPENDITURES								
Certificated Salaries	1000-1999	6,079,004	6,794,103	11.76%	6,982,735	2.78%	7,227,131	3.50%
Classified Salaries	2000-2999	1,376,520	1,539,384	11.83%	1,604,808	4.25%	1,673,012	4.25%
Benefits	3000-3999	2,967,361	3,276,794	10.43%	3,421,495	4.42%	3,566,909	4.25%
Books & Supplies	4000-4999	624,487	671,092	7.46%	680,000	1.33%	710,000	4.41%
Contracts & Services	5000-5999	855,308	1,230,456	43.86%	1,300,000	5.65%	1,350,000	3.85%
Capital Outlay	6000-6599	303,129	325,000	7.22%	200,000	-38.46%	150,000	-25.00%
Other Outgo	7100-7299	2,034,050	2,459,872	20.93%	2,563,697	4.22%	2,655,246	3.57%
Debt Service (see Debt Form)	7400-7499	580,025	580,625	0.10%	580,025	-0.10%	579,625	-0.07%
Total Expenditures		\$ 14,819,884	\$ 16,877,326	13.88%	\$ 17,332,760	2.70%	\$ 17,911,923	3.34%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES								
		\$ 956,967	\$ 594,860	-37.84%	\$ 1,027,220	72.68%	\$ 1,035,402	0.80%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	\$ (253,693)	\$ (369,550)		\$ (634,650)		\$ (796,635)	
Other Uses	7600							
Net Sources & Uses		\$ (253,693)	\$ (369,550)		\$ (634,650)		\$ (796,635)	
NET INCREASE (DECREASE) IN FUND BALANCE								
		\$ 703,274	\$ 225,310	-67.96%	\$ 392,570	74.24%	\$ 238,767	-39.18%

CHARTER NAME: Academy for Academic Excellence
 CDS #: 36750773631207
 CHARTER #: 968

Fiscal Year 2023-24 Budget
 Unrestricted MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	7,190,160	10,206,599	41.95%	10,431,909	2.21%	10,824,480	3.76%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	2,313,165						
Beginning Fund Balance as per Audit Report +/- Restatements		9,503,325						
Ending Balance	9790	\$ 10,206,599	\$ 10,431,909	2.21%	\$ 10,824,480	3.76%	\$ 11,063,247	2.21%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted	9740							
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments	9780							
e. Unassigned								
Reserve for Economic Uncertainties	9789	2,150,000	2,150,000	0.00%	2,150,000	0.00%	2,150,000	0.00%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	8,056,599	8,281,909	2.80%	8,674,480	4.74%	8,913,247	2.75%

CHARTER NAME: Academy for Academic Excellence
 CDS #: 36750773631207
 CHARTER #: 968

Fiscal Year 2023-24 Budget
 Unrestricted MYP

Form Revised 4/25/2023

DESCRIPTION	Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:							
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1 Ex. Erate							
2 ROTC	105,226	85,000	-19.22%	85,000	0.00%	85,000	0.00%
3							
4							
5							
6							
7							
8							
9							
Total Federal Awards Budgeted:	\$ 105,226	\$ 85,000	-19.22%	\$ 85,000	0.00%	\$ 85,000	0.00%
Lottery Unrestricted Allocation per ADA		\$ 170		\$ 170		\$ 170	
Lottery Unrestricted Estimated Award		\$ 250,568	6.95%	\$ 253,091	1.01%	\$ 253,020	-0.03%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Ex. Mandated Cost							
2 Mandated Cost	36,975	41,546	12.36%	43,674	5.12%	45,478	4.13%
3 SMAA	19,256	20,000	3.86%	20,000	0.00%	20,000	0.00%
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Total Other State Revenue Funds Budgeted:	\$ 56,231	\$ 61,546	9.45%	\$ 63,674	3.46%	\$ 65,478	2.83%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1 Ex. Services Reimbursed by District							
2							
3							
4							
5							
6							
Total Other Local Revenue Funds Budgeted:	\$ -	\$ -		\$ -		\$ -	

CHARTER NAME: Academy for Academic Excellence
CDS #: 36750773631207
CHARTER #: 968

Fiscal Year 2023-24 Budget
Restricted MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011							
EPA	8012							
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096							
Federal	8100-8299	1,382,761	821,106	-40.62%	723,572	-11.88%	723,572	0.00%
State								
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	92,334	98,753		99,748		99,720	-0.03%
Other State Revenue	8300-8599	2,315,258	983,392	-57.53%	983,392	0.00%	983,392	0.00%
Local								
Interest	8660	-	-		-		-	
AB602 Local Special Education Transfer	8792	1,014,486	1,087,680	7.21%	1,087,680	0.00%	1,087,680	0.00%
Other Local Revenues	8600-8799	-	-		-		-	
Total Revenues		\$ 4,804,839	\$ 2,990,931	-37.75%	\$ 2,894,392	-3.23%	\$ 2,894,364	0.00%
EXPENDITURES								
Certificated Salaries	1000-1999	981,079	1,174,536	19.72%	1,203,806	2.49%	1,245,940	3.50%
Classified Salaries	2000-2999	448,262	548,964	22.46%	572,295	4.25%	596,618	4.25%
Benefits	3000-3999	487,989	602,642	23.49%	628,631	4.31%	658,491	4.75%
Books & Supplies	4000-4999	893,164	541,805	-39.34%	575,000	6.13%	600,000	4.35%
Contracts & Services	5000-5999	263,568	376,534	42.86%	375,000	-0.41%	395,000	5.33%
Capital Outlay	6000-6599	156,330	-		-		-	
Other Outgo	7100-7299	249,749	328,551	31.55%	397,489	20.98%	429,288	8.00%
Debt Service (see Debt Form)	7400-7499	-	-		-		-	
Total Expenditures		\$ 3,480,141	\$ 3,573,032	2.67%	\$ 3,752,221	5.02%	\$ 3,925,337	4.61%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 1,324,698	\$ (582,101)		\$ (857,829)		\$ (1,030,973)	
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	253,693	369,550	45.67%	634,650	71.74%	796,635	25.52%
Other Uses	7600							
Net Sources & Uses		\$ 253,693	\$ 369,550	45.67%	\$ 634,650	71.74%	\$ 796,635	25.52%
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 1,578,391	\$ (212,551)		\$ (223,179)		\$ (234,338)	

CHARTER NAME: Academy for Academic Excellence
CDS #: 36750773631207
CHARTER #: 968

Fiscal Year 2023-24 Budget
Restricted MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	1,907,829	2,431,517	27.45%	2,218,966	-8.74%	1,995,787	-10.06%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	(1,054,703)						
Beginning Fund Balance as per Audit Report +/- Restatements		853,126						
Ending Balance		\$ 2,431,517	\$ 2,218,966	-8.74%	\$ 1,995,787	-10.06%	\$ 1,761,449	-11.74%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted	9740	2,431,517	2,218,966	-8.74%	1,995,787	-10.06%	1,761,449	-11.74%
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments	9780							
e. Unassigned								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790							

CHARTER NAME: Academy for Academic Excellence
CDS #: 36750773631207
CHARTER #: 968

Fiscal Year 2023-24 Budget
Restricted MYP

Form Revised 4/25/2023

DESCRIPTION	Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
If Restricted Fund Balances Exist, Identify Balance by Program:							
1 EX. AB602 - Special Education							
2 Restricted Lottery	-	-		-		-	
3 Child Nutrition	242,546	242,546		242,546		242,546	
4 ELOP	685,640	685,640		685,640		685,640	
5 Educator Effectiveness	217,164	217,164	0.00%	217,164	0.00%	217,164	0.00%
6 UPK	14,301	14,301		14,301		14,301	
7 Learning Recovery Block Grant	1,271,866	1,059,315		836,136		601,798	
8							
9							
10							
11							
12							
13							
14							
15							
	2,431,517	2,218,966		1,995,787		1,761,449	

ASSUMPTIONS FOR RESTRICTED PROGRAMS:

LIST FEDERAL RESTRICTED REVENUES

1 Title I	232,140	184,326	-20.60%	184,326	0.00%	184,326	0.00%
2 Title II	44,310	35,518	-19.84%	35,518	0.00%	35,518	0.00%
3 Title IV	14,515	14,515	0.00%	14,515	0.00%	14,515	0.00%
4 SPED IDEA	214,213	214,213		214,213		214,213	
5 Child Nutrition	426,000	275,000		275,000		275,000	
6 ESSER III	89,269	61,000		-		-	
7 ESSER III Learning Loss	27,109	36,534		-		-	
8 ESSER II	175,110	-		-		-	
9 ELO-ESSER II	132,205	-		-		-	
10 ELO-GEER	27,890	-		-		-	
11							
12							
13							
14							
15				-		-	
16							
17							
18							
19							
20							
Total Federal Awards Budgeted:	\$ 1,382,761	\$ 821,106	-40.62%	\$ 723,572	-11.88%	\$ 723,572	0.00%

CHARTER NAME: Academy for Academic Excellence
CDS #: 36750773631207
CHARTER #: 968

Fiscal Year 2023-24 Budget
Restricted MYP

Form Revised 4/25/2023

DESCRIPTION	Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
Lottery Prop 20 Restricted Allocation per ADA		\$ 67		\$ 67		\$ 67	
Lottery Estimated Prop 20 Restricted Award		\$ 98,753		\$ 99,748	1.01%	\$ 99,720	-0.03%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Child Nutrition	460,000	400,000	-13.04%	400,000	0.00%	400,000	0.00%
2 ELOP	583,392	583,392	0.00%	583,392	0.00%	583,392	0.00%
3 Learning Recovery Emergency Block Grant	1,271,866	-		-		-	
4							
5							
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7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Total Other State Revenue Funds Budgeted:	\$ 2,315,258	\$ 983,392	-57.53%	\$ 983,392	0.00%	\$ 983,392	0.00%
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1							
2							
3							
4							
5							
6							
Total Other Local Revenue Funds Budgeted:	\$ -	\$ -		\$ -		\$ -	
SPECIAL EDUCATION DETAILS:							
What % of student population is Special Ed	11.22%	11.22%	0.00%	11.22%	0.00%	11.22%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Desert Mountain SELPA						
AB602 Revenue	1,014,486	1,087,680	7.21%	1,087,680	0.00%	1,087,680	0.00%
Other Special Ed Revenue	214,213	214,213	0.00%	214,213	0.00%	214,213	0.00%
Unrestricted Contribution to Special Ed	263,998	446,920	69.29%	529,346	18.44%	615,894	16.35%
Total Special Ed Funding	1,492,697	1,748,813		1,831,239		1,917,787	
Special Ed Expenditures	1,492,697	1,748,813	17.16%	1,831,239	4.71%	1,917,787	4.73%

CHARTER NAME: Academy for Academic Excellence
 CDS #: 36750773631207
 CHARTER #: 968

Fiscal Year 2023-24 Budget
 Summary MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	9,406,955	10,881,447	15.67%	11,556,486	6.20%	11,981,480	3.68%
EPA	8012	4,232,698	4,368,166	3.20%	4,585,703	4.98%	4,754,955	3.69%
State Aid - Prior Year	8019	-	-		-		-	
In Lieu Property Taxes	8096	1,708,462	1,789,459	4.74%	1,780,026	-0.53%	1,771,392	-0.49%
Federal	8100-8299	1,487,987	906,106	-39.11%	808,572	-10.76%	808,572	0.00%
State								
Lottery - Unrestricted	8560	234,279	250,568	6.95%	253,091	1.01%	253,020	-0.03%
Lottery - Prop 20 - Restricted	8560	92,334	98,753	6.95%	99,748	1.01%	99,720	-0.03%
Other State Revenue	8300-8599	2,371,489	1,044,938	-55.94%	1,047,066	0.20%	1,048,870	0.17%
Local								
Interest	8660	33,000	36,000	9.09%	36,000	0.00%	36,000	0.00%
AB602 Local Special Education Transfer	8792	1,014,486	1,087,680	7.21%	1,087,680	0.00%	1,087,680	0.00%
Other Local Revenues	8600-8799	-	-		-		-	
Total Revenues		\$ 20,581,690	\$ 20,463,118	-0.58%	\$ 21,254,372	3.87%	\$ 21,841,689	2.76%
EXPENDITURES								
Certificated Salaries	1000-1999	7,060,083	7,968,639	12.87%	8,186,541	2.73%	8,473,071	3.50%
Classified Salaries	2000-2999	1,824,782	2,088,348	14.44%	2,177,103	4.25%	2,269,630	4.25%
Benefits	3000-3999	3,455,350	3,879,436	12.27%	4,050,126	4.40%	4,225,400	4.33%
Books & Supplies	4000-4999	1,517,651	1,212,897	-20.08%	1,255,000	3.47%	1,310,000	4.38%
Contracts & Services	5000-5999	1,118,876	1,606,990	43.63%	1,675,000	4.23%	1,745,000	4.18%
Capital Outlay	6000-6599	459,459	325,000	-29.26%	200,000	-38.46%	150,000	-25.00%
Other Outgo	7100-7299	2,283,799	2,788,423	22.10%	2,961,186	6.20%	3,084,534	4.17%
Debt Service (see Debt Form)	7400-7499	580,025	580,625	0.10%	580,025	-0.10%	579,625	-0.07%
Total Expenditures		\$ 18,300,025	\$ 20,450,358	11.75%	\$ 21,084,981	3.10%	\$ 21,837,260	3.57%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 2,281,665	\$ 12,760	-99.44%	\$ 169,391	1227.54%	\$ 4,429	-97.39%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	-	-		-		-	
Other Uses	7600	-	-		-		-	
Net Sources & Uses		\$ -	\$ -		\$ -		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 2,281,665	\$ 12,760	-99.44%	\$ 169,391	1227.52%	\$ 4,429	-97.39%

CHARTER NAME: Academy for Academic Excellence
 CDS #: 36750773631207
 CHARTER #: 968

Fiscal Year 2023-24 Budget
 Summary MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	9,097,989	12,638,116	38.91%	12,650,876	0.10%	12,820,267	1.34%
Adjustments for Unaudited Actuals	9792	-	-	-	-	-	-	-
Beg Fund Balance at Unaudited Actuals		-	-	-	-	-	-	-
Adjustments for Audit	9793	-	-	-	-	-	-	-
Adjustments for Restatements	9795	1,258,462	-	-	-	-	-	-
Beginning Fund Balance as per Audit Report +/- Restatements		10,356,451	-	-	-	-	-	-
Ending Balance	9790	\$ 12,638,116	\$ 12,650,876	0.10%	\$ 12,820,267	1.34%	\$ 12,824,696	0.03%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711	-	-	-	-	-	-	-
Stores	9712	-	-	-	-	-	-	-
Prepaid Expenditures	9713	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-
b. Restricted	9740	2,431,517	2,218,966	-8.74%	1,995,787	-10.06%	1,761,449	-11.74%
c. Committed								
Committed - Stabilization Arrangements	9750	-	-	-	-	-	-	-
Committed - Other	9760	-	-	-	-	-	-	-
d. Assignments	9780	-	-	-	-	-	-	-
e. Unassigned								
Reserve for Economic Uncertainties	9789	2,150,000	2,150,000	0.00%	2,150,000	0.00%	2,150,000	0.00%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	8,056,599	8,281,909	2.80%	8,674,480	4.74%	8,913,247	2.75%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		55.77%	51.01%		51.34%		50.66%	

Reserve Standard (unless different standard identified in MOU)

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

Reserve Standard Met/Not Met

5%

3%

3%

3%

Met

Met

Met

Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage

0.0%

0.0%

0.0%

0.0%

Unrestricted Deficit Spending Standard

18.6%

17.0%

17.1%

16.9%

Unrestricted Deficit Spending Standard Met/Not Met

Met

Met

Met

Met

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

DEBT - Multiyear Commitments

Fiscal Year 2023-24 Budget
CHARTER NAME: Academy for Academic Excellence

Form Revised 4/25/2023

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

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

☐ NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2023 Principal Balance	2023-24 Payment		2024-25 Payment		2025-26 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease	32	9,020,000	125,000	447,625	130,000	442,000	135,000	436,150	
Capital Lease									
Capital Lease									
Inter-Agency Borrowing									
Other									
Total		9,020,000	125,000	447,625	130,000	442,000	135,000	436,150	
Other Commitments:									
Comments:									

CHARTER NAME: Academy for Academic Excellence

DATE PREPARED: 5/26/2023

2023-24 Budget Cash Flow

Form Revised 4/25/2023

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance			July 1, Cash=													
			8,403,116		11,318,416		10,753,036		10,037,656		11,225,575		10,820,453		10,595,331	
REVENUE																
LCFF Sources																
LCFF	8011		-		544,072	5.00%	544,072	5.00%	979,330	9.00%	979,330	9.00%	979,330	9.00%	979,330	9.00%
EPA	8012		-		-		-		1,092,041	25.00%	-		-		1,092,041	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		149,121	8.33%	149,121	8.33%	149,121	8.33%	149,121	8.33%	149,121	8.33%	149,121	8.33%
Federal	8100-8299		-		-		-		50,000	5.52%	25,000	2.76%	25,000	2.76%	200,000	22.07%
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		62,642	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		24,688	25.00%
Other State Revenue	8300-8599		-		-		-		26,000	2.49%	-		30,000	2.87%	261,234	25.00%
Local																
Interest	8660		3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%
AB602 Local Special Education Transfer	8792		-		90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%
Other Local Revenues	8600-8799		-		-		-		-		-		-		-	
Total Revenues			\$ 3,000	0.01%	\$ 786,833	3.85%	\$ 786,833	3.85%	\$ 2,390,132	11.68%	\$ 1,247,091	6.09%	\$ 1,277,091	6.24%	\$ 2,862,696	13.99%
EXPENDITURES																
Certificated Salaries	1000-1999		159,376	2.00%	709,933	8.91%	709,933	8.91%	709,933	8.91%	709,933	8.91%	709,933	8.91%	709,933	8.91%
Classified Salaries	2000-2999		62,654	3.00%	184,154	8.82%	184,154	8.82%	184,154	8.82%	184,154	8.82%	184,154	8.82%	184,154	8.82%
Benefits	3000-3999		87,285	2.25%	344,741	8.89%	344,741	8.89%	344,741	8.89%	344,741	8.89%	344,741	8.89%	344,741	8.89%
Books & Supplies	4000-4999		90,000	7.42%	90,000	7.42%	90,000	7.42%	90,000	7.42%	90,000	7.42%	90,000	7.42%	90,000	7.42%
Contracts & Services	5000-5999		125,000	7.78%	125,000	7.78%	125,000	7.78%	125,000	7.78%	125,000	7.78%	125,000	7.78%	125,000	7.78%
Capital Outlay	6000-6599		50,000	15.38%	-		-		-		200,000	61.54%	-		-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		48,385	8.33%	48,385	8.33%	48,385	8.33%	48,385	8.33%	48,385	8.33%	48,385	8.33%	48,390	8.33%
Total Expenditures			\$ 622,700	3.04%	\$ 1,502,213	7.35%	\$ 1,502,213	7.35%	\$ 1,502,213	7.35%	\$ 1,702,213	8.32%	\$ 1,502,213	7.35%	\$ 1,502,218	7.35%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
PRIOR YEAR TRANSACTIONS																
		July 1 - Beginning Balances	% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal	
Accounts Receivable	9210	4,235,000	3,535,000	83.47%	150,000	3.54%	-		300,000	7.08%	50,000	1.18%	-		200,000	4.72%
Prepaid Expenditures	9330															
(Accounts Payable)	9510															
(Line of Credit Payments)	9640															
(Deferred Revenue)	9650															
NET PRIOR YEAR TRANSACTIONS		\$ 4,235,000	\$ 3,535,000		\$ 150,000		\$ -		\$ 300,000		\$ 50,000		\$ -		\$ 200,000	
OTHER ADJUSTMENTS (LIST)																
Capital Assets (Not included in Expenditures above)																
TOTAL MISC. ADJUSTMENTS		\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
NET REVENUES LESS EXPENDITURES																
			\$ 2,915,300		\$ (565,380)		\$ (715,380)		\$ 1,187,919		\$ (405,122)		\$ (225,122)		\$ 1,560,478	
ENDING CASH BALANCE																
			\$ 11,318,416		\$ 10,753,036		\$ 10,037,656		\$ 11,225,575		\$ 10,820,453		\$ 10,595,331		\$ 12,155,809	

CHARTER NAME: Academy for Academic Excellence

DATE PREPARED: 5/26/2023

2023-24 Budget Cash Flow

Form Revised 4/25/2023

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		12,155,809		11,875,687		11,640,565		12,926,048		12,645,926		9,577,381			
REVENUE															
LCFF Sources															
LCFF	8011	979,330	9.00%	979,330	9.00%	979,330	9.00%	979,330	9.00%	979,330	9.00%	979,333	10,881,447	10,881,447	-
EPA	8012	-		-		1,092,041	25.00%	-		-		1,092,043	4,368,166	4,368,166	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	149,121	8.33%	149,121	8.33%	149,121	8.33%	149,121	8.33%	149,121	8.33%	149,128	1,789,459	1,789,459	-
Federal	8100-8299	-		25,000	2.76%	200,000	22.07%	-		-		381,106	906,106	906,106	-
State															
Lottery - Unrestricted	8560	-		-		62,642	25.00%	-		-		125,284	250,568	250,568	-
Lottery - Prop 20 - Restricted	8560	-		-		24,688	25.00%	-		-		49,377	98,753	98,753	-
Other State Revenue	8300-8599	-		20,000	1.91%	261,234	25.00%	-		-		446,470	1,044,938	1,044,938	-
Local															
Interest	8660	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	-	36,000	36,000	-
AB602 Local Special Education Transfer	8792	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	1,087,680	1,087,680	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
Total Revenues		\$ 1,222,091	5.97%	\$ 1,267,091	6.19%	\$ 2,862,696	13.99%	\$ 1,222,091	5.97%	\$ 1,222,091	5.97%	\$ 3,313,382	\$ 20,463,118	\$ 20,463,118	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	709,933	8.91%	709,933	8.91%	709,933	8.91%	709,933	8.91%	709,933	8.91%	-	7,968,639	7,968,639	-
Classified Salaries	2000-2999	184,154	8.82%	184,154	8.82%	184,154	8.82%	184,154	8.82%	184,154	8.82%	-	2,088,348	2,088,348	-
Benefits	3000-3999	344,741	8.89%	344,741	8.89%	344,741	8.89%	344,741	8.89%	344,741	8.89%	-	3,879,436	3,879,436	-
Books & Supplies	4000-4999	90,000	7.42%	90,000	7.42%	90,000	7.42%	90,000	7.42%	90,000	7.42%	132,897	1,212,897	1,212,897	-
Contracts & Services	5000-5999	125,000	7.78%	125,000	7.78%	125,000	7.78%	125,000	7.78%	125,000	7.78%	106,990	1,606,990	1,606,990	-
Capital Outlay	6000-6599	-		-		75,000	23.08%	-		-		-	325,000	325,000	-
Other Outgo	7100-7299	-		-		-		-		2,788,423	100.00%	-	2,788,423	2,788,423	-
Debt Service (see Debt Form)	7400-7499	48,385	8.33%	48,385	8.33%	48,385	8.33%	48,385	8.33%	48,385	8.33%	-	580,625	580,625	-
Total Expenditures		\$ 1,502,213	7.35%	\$ 1,502,213	7.35%	\$ 1,577,213	7.71%	\$ 1,502,213	7.35%	\$ 4,290,636	20.96%	\$ 239,887	\$ 20,450,358	\$ 20,450,358	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
PRIOR YEAR TRANSACTIONS															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Accounts Receivable	9210	-		-		-		-		-		-	4,235,000	-	
Prepaid Expenditures	9330	-		-		-		-		-		-	-	-	
(Accounts Payable)	9510	-		-		-		-		-		-	-	-	
(Line of Credit Payments)	9640	-		-		-		-		-		-	-	-	
(Deferred Revenue)	9650	-		-		-		-		-		-	-	-	
NET PRIOR YEAR TRANSACTIONS		\$ -		\$ -		\$ -		\$ -		\$ -			\$ 4,235,000	\$ -	
OTHER ADJUSTMENTS (LIST)															
Capital Assets (Not included in Expenditures above)		-		-		-		-		-		-	-	-	
		-		-		-		-		-		-	-	-	
		-		-		-		-		-		-	-	-	
		-		-		-		-		-		-	-	-	
TOTAL MISC. ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	
NET REVENUES LESS EXPENDITURES		\$ (280,122)		\$ (235,122)		\$ 1,285,483		\$ (280,122)		\$ (3,068,545)		\$ 3,073,495	\$ 4,247,760		
ENDING CASH BALANCE		\$ 11,875,687		\$ 11,640,565		\$ 12,926,048		\$ 12,645,926		\$ 9,577,381		\$ 12,650,876			

Ending Fund Balance \$ 12,650,876

Ending Cash plus Accruals should equal Ending Fund Balance \$ 0

CHARTER NAME: Academy for Academic Excellence

DATE PREPARED: 5/26/2023

2024-25 Budget Cash Flow

Form Revised 4/25/2023

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance			July 1, Cash=													
			9,577,381		11,340,987		11,101,215		10,411,443		11,722,686		11,620,173		11,452,660	
REVENUE																
LCFF Sources																
LCFF	8011		-		577,824	5.00%	577,824	5.00%	1,040,083	9.00%	1,040,083	9.00%	1,040,083	9.00%	1,040,083	9.00%
EPA	8012		-		-		-		1,146,425	25.00%	-		-		1,146,425	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		148,335	8.33%	148,335	8.33%	148,335	8.33%	148,335	8.33%	148,335	8.33%	148,335	8.33%
Federal	8100-8299		-		-		-		75,000	9.28%	25,000	3.09%	25,000	3.09%	175,000	21.64%
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		63,272	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		24,937	25.00%
Other State Revenue	8300-8599		-		-		-		30,000	2.87%	-		35,000	3.34%	314,904	30.07%
Local																
Interest	8660		3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%
AB602 Local Special Education Transfer	8792		90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%
Other Local Revenues	8600-8799		-		-		-		-		-		-		-	
Total Revenues			\$ 93,640	0.44%	\$ 819,799	3.86%	\$ 819,799	3.86%	\$ 2,533,483	11.92%	\$ 1,307,058	6.15%	\$ 1,342,058	6.31%	\$ 3,006,596	14.15%
EXPENDITURES																
Certificated Salaries	1000-1999		163,735	2.00%	729,346	8.91%	729,346	8.91%	729,346	8.91%	729,346	8.91%	729,346	8.91%	729,346	8.91%
Classified Salaries	2000-2999		65,312	3.00%	191,981	8.82%	191,981	8.82%	191,981	8.82%	191,981	8.82%	191,981	8.82%	191,981	8.82%
Benefits	3000-3999		91,127	2.25%	359,909	8.89%	359,909	8.89%	359,909	8.89%	359,909	8.89%	359,909	8.89%	359,909	8.89%
Books & Supplies	4000-4999		120,000	9.56%	80,000	6.37%	80,000	6.37%	80,000	6.37%	80,000	6.37%	80,000	6.37%	80,000	6.37%
Contracts & Services	5000-5999		140,000	8.36%	100,000	5.97%	100,000	5.97%	100,000	5.97%	100,000	5.97%	100,000	5.97%	100,000	5.97%
Capital Outlay	6000-6599		100,000	50.00%	-		-		-		50,000	25.00%	-		-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,340	8.33%
Total Expenditures			\$ 728,509	3.46%	\$ 1,509,571	7.16%	\$ 1,509,571	7.16%	\$ 1,509,571	7.16%	\$ 1,559,571	7.40%	\$ 1,509,571	7.16%	\$ 1,509,576	7.16%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
PRIOR YEAR TRANSACTIONS																
		July 1 - Beginning Balances	% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal	
Accounts Receivable	9210	3,313,382	2,398,475	72.39%	450,000	13.58%			287,331	8.67%	150,000	4.53%			27,576	0.83%
Prepaid Expenditures	9330															
Accounts Payable	9510															
Line of Credit Payments	9640															
Deferred Revenue	9650															
NET PRIOR YEAR TRANSACTIONS		\$ 3,313,382	\$ 2,398,475		\$ 450,000		\$ -		\$ 287,331		\$ 150,000		\$ -		\$ 27,576	
OTHER ADJUSTMENTS (LIST)																
Capital Assets (Not included in Expenditures above)																
TOTAL MISC. ADJUSTMENTS		\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
NET REVENUES LESS EXPENDITURES			\$ 1,763,606		\$ (239,772)		\$ (689,772)		\$ 1,311,243		\$ (102,513)		\$ (167,513)		\$ 1,524,596	
ENDING CASH BALANCE			\$ 11,340,987		\$ 11,101,215		\$ 10,411,443		\$ 11,722,686		\$ 11,620,173		\$ 11,452,660		\$ 12,977,256	

CHARTER NAME: Academy for Academic Excellence

DATE PREPARED: 5/26/2023

2024-25 Budget Cash Flow

Form Revised 4/25/2023

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		12,977,256		12,749,743		12,622,230		14,069,255		13,841,742		10,653,043			
REVENUE															
LCFF Sources															
LCFF	8011	1,040,083	9.00%	1,040,083	9.00%	1,040,083	9.00%	1,040,083	9.00%	1,040,083	9.00%	1,040,091	11,556,486	11,556,486	-
EPA	8012	-		-		1,146,425	25.00%	-		-		1,146,428	4,585,703	4,585,703	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	148,335	8.33%	148,335	8.33%	148,335	8.33%	148,335	8.33%	148,335	8.33%	148,341	1,780,026	1,780,026	-
Federal	8100-8299	-		75,000	9.28%	175,000	21.64%	-		-		258,572	808,572	808,572	-
State															
Lottery - Unrestricted	8560	-		-		63,272	25.00%	-		-		126,547	253,091	253,091	-
Lottery - Prop 20 - Restricted	8560	-		-		24,937	25.00%	-		-		49,874	99,748	99,748	-
Other State Revenue	8300-8599	-		25,000	2.39%	314,904	30.07%	-		-		327,258	1,047,066	1,047,066	-
Local															
Interest	8660	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	-	36,000	36,000	-
AB602 Local Special Education Transfer	8792	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%	90,640	8.33%	-	1,087,680	1,087,680	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
Total Revenues		\$ 1,282,058	6.03%	\$ 1,382,058	6.50%	\$ 3,006,596	14.15%	\$ 1,282,058	6.03%	\$ 1,282,058	6.03%	\$ 3,097,111	\$ 21,254,372	\$ 21,254,372	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	729,346	8.91%	729,346	8.91%	729,346	8.91%	729,346	8.91%	729,346	8.91%	-	8,186,541	8,186,541	-
Classified Salaries	2000-2999	191,981	8.82%	191,981	8.82%	191,981	8.82%	191,981	8.82%	191,981	8.82%	-	2,177,103	2,177,103	-
Benefits	3000-3999	359,909	8.89%	359,909	8.89%	359,909	8.89%	359,909	8.89%	359,909	8.89%	-	4,050,126	4,050,126	-
Books & Supplies	4000-4999	80,000	6.37%	80,000	6.37%	80,000	6.37%	80,000	6.37%	80,000	6.37%	255,000	1,255,000	1,255,000	-
Contracts & Services	5000-5999	100,000	5.97%	100,000	5.97%	100,000	5.97%	100,000	5.97%	100,000	5.97%	435,000	1,675,000	1,675,000	-
Capital Outlay	6000-6599	-		-		50,000	25.00%	-		-		-	200,000	200,000	-
Other Outgo	7100-7299	-		-		-		-		2,961,186	100.00%	-	2,961,186	2,961,186	-
Debt Service (see Debt Form)	7400-7499	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	48,335	8.33%	-	580,025	580,025	-
Total Expenditures		\$ 1,509,571	7.16%	\$ 1,509,571	7.16%	\$ 1,559,571	7.40%	\$ 1,509,571	7.16%	\$ 4,470,757	21.20%	\$ 690,000	\$ 21,084,981	\$ 21,084,981	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
PRIOR YEAR TRANSACTIONS															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Accounts Receivable	9210	-		-		-		-		-		-	3,313,382	-	-
Prepaid Expenditures	9330	-		-		-		-		-		-	-	-	-
Accounts Payable	9510	-		-		-		-		-		-	-	-	-
Line of Credit Payments	9640	-		-		-		-		-		-	-	-	-
Deferred Revenue	9650	-		-		-		-		-		-	-	-	-
NET PRIOR YEAR TRANSACTIONS		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 3,313,382	\$ -	\$ -
OTHER ADJUSTMENTS (LIST)															
Capital Assets (Not included in Expenditures above)		-		-		-		-		-		-	-	-	-
		-		-		-		-		-		-	-	-	-
		-		-		-		-		-		-	-	-	-
		-		-		-		-		-		-	-	-	-
TOTAL MISC. ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
NET REVENUES LESS EXPENDITURES		\$ (227,513)		\$ (127,513)		\$ 1,447,025		\$ (227,513)		\$ (3,188,699)		\$ 2,407,111	\$ 3,482,773		
ENDING CASH BALANCE		\$ 12,749,743		\$ 12,622,230		\$ 14,069,255		\$ 13,841,742		\$ 10,653,043		\$ 13,060,154			

Ending Fund Balance \$ 12,820,267

Ending Cash plus Accruals should equal Ending Fund Balance \$ 239,887

Charter School Attendance

Form Revised 4/25/2023

CHARTER NAME: Norton Science & Language Academy
CHARTER #: 903

Fiscal Year 2023-24 Budget
Projected ADA

Charter Authorizer: San Bernardino County Superintendent of Schools	Line	2022-23		2023-24			2024-25			2025-26		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Non Classroom Funding Determination Rate *	100%											
TK/K-3:												
Regular ADA	A-1	449.30		421.59		-6.17%	433.63		2.86%	425.55		-1.86%
Classroom-based ADA included in A-1	A-2	449.30		421.59		-6.17%	433.63		2.86%	425.55		-1.86%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	449.30		421.59		-6.17%	433.63		2.86%	425.55		-1.86%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	449.30	449.30	421.59	421.59	-6.17%	433.63	433.63	2.86%	425.55	425.55	-1.86%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1	44.12		44.09		-0.07%	45.45		3.08%	45.60		0.33%
Grades 4-6												
Regular ADA	A-1	291.03		302.19		3.83%	308.66		2.14%	314.42		1.87%
Classroom-based ADA included in A-1	A-2	291.03		302.19		3.83%	308.66		2.14%	314.42		1.87%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	291.03		302.19		3.83%	308.66		2.14%	314.42		1.87%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	291.03	291.03	302.19	302.19	3.83%	308.66	308.66	2.14%	314.42	314.42	1.87%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Grades 7-8												
Regular ADA	A-1	196.68		224.11		13.95%	227.23		1.39%	227.98		0.33%
Classroom-based ADA included in A-1	A-2	196.68		224.11		13.95%	227.23		1.39%	227.98		0.33%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	196.68		224.11		13.95%	227.23		1.39%	227.98		0.33%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	196.68	196.68	224.11	224.11	13.95%	227.23	227.23	1.39%	227.98	227.98	0.33%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	

Charter School Attendance

Form Revised 4/25/2023

CHARTER NAME: Norton Science & Language Academy

CHARTER #: 903

Fiscal Year 2023-24 Budget

Projected ADA

Charter Authorizer: San Bernardino County Superintendent of Schools	Line	2022-23		2023-24			2024-25			2025-26		
		Actual ADA	Funded ADA *	Projected ADA	Funded ADA *	% Change over Prior Year	Projected ADA	Funded ADA *	% Change over Prior Year	Projected ADA	Funded ADA *	% Change over Prior Year
		P-2		P-2			P-2			P-2		
Grades 9-12												
Regular ADA	A-1	99.52		169.65		70.47%	280.12		65.12%	316.20		12.88%
Classroom-based ADA included in A-1	A-2	99.52		169.65		70.47%	280.12		65.12%	316.20		12.88%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	99.52		169.65		70.47%	280.12		65.12%	316.20		12.88%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	99.52	99.52	169.65	169.65	70.47%	280.12	280.12	65.12%	316.20	316.20	12.88%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Totals												
Regular ADA	A-1	1,036.53		1,117.54		7.82%	1,249.64		11.82%	1,284.15		2.76%
Classroom-based ADA included in A-1	A-2	1,036.53		1,117.54		7.82%	1,249.64		11.82%	1,284.15		2.76%
Extended Year Special Ed	A-3	-		-			-			-		
Classroom-based ADA included in A-3	A-4	-		-			-			-		
Special Ed - NPS	A-5	-		-			-			-		
Classroom-based ADA included in A-5	A-6	-		-			-			-		
Extended Year Special Ed - NPS	A-7	-		-			-			-		
Classroom-based ADA included in A-7	A-8	-		-			-			-		
ADA Totals (A-1, A3, A5, A7)	A-9	1,036.53		1,117.54		7.82%	1,249.64		11.82%	1,284.15		2.76%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	1,036.53	1,036.53	1,117.54	1,117.54	7.82%	1,249.64	1,249.64	11.82%	1,284.15	1,284.15	2.76%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Total Funded ADA			1,036.53		1,117.54			1,249.64			1,284.15	

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

Fiscal Year 2023-24 Budget

Form Revised 4/25/2023

ASSUMPTIONS:		2023-24	2024-25	Change	2025-26	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:						
COLA (on Base)		8.22%	3.94%	-4.28%	3.29%	-0.65%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)		\$ 16,056,175	\$ 18,873,736	17.55%	\$ 20,091,655	6.45%
LCAP: Public Hearing Date (mm/dd/yyyy)	5/8/2023					
Board Approval Date (mm/dd/yyyy)	6/12/2023					
Lottery Allocation Amount Per ADA:						
Unrestricted		\$ 170	\$ 170	\$ -	\$ 170	\$ -
Restricted		\$ 67	\$ 67	\$ -	\$ 67	\$ -
ADA/Enrollment:						
Total Non-Classroom Based (Independent Study) ADA		-	-	0.00	-	0.00
Total Funded Non-Classroom Based (Independent Study) ADA		-	-	0.00	-	0.00
Total Classroom Based ADA		1,117.54	1,249.64	132.10	1,284.15	34.51
Total Funded P-2 Attendance		1,117.54	1,249.64	132.10	1,284.15	34.51
Estimated Enrollment PY CBEDS Certified Enrollment	1,105	1,213	1,311	98.00	1,363	52.00
Enrollment Growth Over Prior Year		9.77%	8.08%		3.97%	
ADA to Enrollment Ratio	2022-23 93.80%	92.13%	95.32%		94.21%	
Unduplicated Count PY CBEDS Certified Unduplicated Count	907	941	1,039	98.00	1,112	73.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %)	2022-23 79.54%	79.55%	79.55%		79.55%	
Certificated Salaries and Benefits:						
Number of Teachers (FTE)		59.00	63.00	4.00	65.00	2.00
Number of Certificated Management FTEs		4.00	4.00	0.00	4.00	0.00
Number of Other Certificated FTEs		6.00	6.00	0.00	6.00	0.00
Classroom Staffing Ratio - Students per FTE		20.56	20.81	0.25	20.97	0.16
Teachers Increased/(Decreased) for projected Enrollment change over PY		6.00	4.00	-2.00	2.00	-2.00
Average Teacher FTE Salary		\$ 94,569	\$ 98,824	4.50%	\$ 103,272	4.50%
Average Certificated Management FTE Salary		\$ 148,943	\$ 151,177	1.50%	\$ 153,445	1.50%
Average Other Certificated FTE Salary		\$ 102,349	\$ 106,955	4.50%	\$ 111,768	4.50%
Cert Step and Column Increase (Total Annual Cost)		\$ 250,000	\$ 250,000	0.00%	\$ 250,000	0.00%
Other Pay, Stipends, Extra Pay		\$ 76,500	\$ 76,500	0.00%	\$ 76,500	0.00%
Health and Welfare Cost per Employee		\$ 15,605	\$ 16,463	5.50%	\$ 17,369	5.50%
Retirement Cost per Cert Employee		\$ 19,122	\$ 19,982	4.50%	\$ 20,881	4.50%
STRS Rate		19.10%	19.10%	0.00%	19.10%	0.00%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):						
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):						
Norton Science and Language Academy (NSLA) is growing 1 grade level per year until our first graduating class of 2025, resulting in the need for additional teaching staff to support the growing student enrollment and programs being offered at NSLA.						
Classified Salaries and Benefits:						
Number of Classified (Non-Mgmt) FTEs		33.90	38.33	4.43	40.25	1.92
Number of Classified Management FTEs		0.00	0.00	0.00	0.00	0.00
Average Salary per Classified Non-Mgmt FTE		\$ 30,217	\$ 31,652	4.75%	\$ 33,156	4.75%
Average Salary per Classified Mgmt FTE		\$ -	\$ -		\$ -	
Class Step and Column Increase (Total Annual Cost)		\$ 52,000	\$ 54,470	4.75%	\$ 57,000	4.64%
Other Pay, Stipends, Extra Pay		\$ 46,750	\$ 51,750	10.70%	\$ 55,250	6.76%
Health and Welfare Cost per Class Employee		\$ 3,102	\$ 3,272	5.48%	\$ 3,452	5.50%
Retirement Cost per Class Employee		\$ 8,015	\$ 8,711	8.68%	\$ 9,360	7.45%
PERS Rate		26.68%	27.70%	1.02%	28.80%	1.10%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):						
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):						
Norton Science and Language Academy (NSLA) is growing 1 grade level per year until our first graduating class of 2025, resulting in the need for additional support staff to assist the teachers and admin the growing student enrollment and programs being offered at NSLA.						

Fiscal Year 2023-24 Budget

Form Revised 4/25/2023

ASSUMPTIONS:	2023-24	2024-25	Change	2025-26	Change
Statutory Benefits					
FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	0.05%	0.05%	0.00%	0.05%	0.00%
Workers Comp	1.40000%	1.40000%	0.00%	1.40000%	0.00%
Facilities:					
Rent	\$ 3,076,875	\$ 3,076,875	0.00%	\$ 3,080,625	0.12%
Electricity	\$ 187,500	\$ 200,000	6.67%	\$ 210,000	5.00%
Heating (gas)	\$ 12,500	\$ 13,000	4.00%	\$ 13,750	5.77%
Other					
Explain "Other" facility costs:					
Administrative Service Agreements:					
1.00% Oversight Fees to Sponsor	\$ 160,562	\$ 188,737	17.55%	\$ 200,917	6.45%
Administrative Service Contract	\$ 2,010,807	\$ 2,363,992	17.56%	\$ 2,525,823	6.85%
Other Contracted Costs					
List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)					

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

Fiscal Year 2023-24 Budget
 Unrestricted MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	10,837,470	12,590,277	16.17%	14,845,447	17.91%	15,815,927	6.54%
EPA	8012	2,970,482	3,465,898	16.68%	4,028,289	16.23%	4,275,728	6.14%
State Aid - Prior Year	8019	-	-		-		-	
In Lieu Property Taxes	8096	-	-		-		-	
Federal	8100-8299	-	-		-		-	
State								
Lottery - Unrestricted	8560	177,286	198,428	11.93%	221,884	11.82%	228,011	2.76%
Lottery - Prop 20 - Restricted	8560	-	-		-		-	
Other State Revenue	8300-8599	1,107,181	1,414,265	27.74%	1,475,891	4.36%	1,529,173	3.61%
Local								
Interest	8660	32,913	36,000	9.38%	36,000	0.00%	36,000	0.00%
AB602 Local Special Education Transfer	8792	-	-		-		-	
Other Local Revenues	8600-8799	-	-		-		-	
Total Revenues		\$ 15,125,332	\$ 17,704,868	17.05%	\$ 20,607,511	16.39%	\$ 21,884,839	6.20%
EXPENDITURES								
Certificated Salaries	1000-1999	5,051,381	6,097,908	20.72%	6,600,072	8.24%	7,031,075	6.53%
Classified Salaries	2000-2999	988,930	1,094,890	10.71%	1,421,116	29.80%	1,556,514	9.53%
Benefits	3000-3999	2,263,998	2,820,462	24.58%	3,272,124	16.01%	3,562,800	8.88%
Books & Supplies	4000-4999	438,722	504,124	14.91%	575,000	14.06%	625,000	8.70%
Contracts & Services	5000-5999	224,919	1,156,618	414.24%	1,250,000	8.07%	1,350,000	8.00%
Capital Outlay	6000-6599	222,002	25,000	-88.74%	25,000	0.00%	25,000	0.00%
Other Outgo	7100-7299	1,750,586	2,249,129	28.48%	2,577,906	14.62%	2,739,737	6.28%
Debt Service (see Debt Form)	7400-7499	2,966,856	3,076,875	3.71%	3,076,875	0.00%	3,080,625	0.12%
Total Expenditures		\$ 13,907,394	\$ 17,025,006	22.42%	\$ 18,798,093	10.41%	\$ 19,970,751	6.24%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 1,217,938	\$ 679,862	-44.18%	\$ 1,809,418	166.14%	\$ 1,914,088	5.78%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	\$ (698,965)	\$ (470,244)		\$ (664,707)		\$ (869,149)	
Other Uses	7600	-	-		-		-	
Net Sources & Uses		\$ (698,965)	\$ (470,244)		\$ (664,707)		\$ (869,149)	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 518,973	\$ 209,618	-59.61%	\$ 1,144,711	446.09%	\$ 1,044,939	-8.72%

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

Fiscal Year 2023-24 Budget
 Unrestricted MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	6,326,315	7,958,608	25.80%	8,168,226	2.63%	9,312,937	14.01%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	1,113,320						
Beginning Fund Balance as per Audit Report +/- Restatements		7,439,635						
Ending Balance	9790	\$ 7,958,608	\$ 8,168,226	2.63%	\$ 9,312,937	14.01%	\$ 10,357,877	11.22%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted	9740							
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments	9780							
e. Unassigned								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	7,958,608	8,168,226	2.63%	9,312,937	14.01%	10,357,877	11.22%

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

Fiscal Year 2023-24 Budget
 Unrestricted MYP

Form Revised 4/25/2023

DESCRIPTION	Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:							
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1 Ex. Erate							
2							
3							
4							
5							
6							
7							
8							
9							
Total Federal Awards Budgeted:	\$ -	\$ -		\$ -		\$ -	
Lottery Unrestricted Allocation per ADA		\$ 170		\$ 170		\$ 170	
Lottery Unrestricted Estimated Award		\$ 198,428	11.93%	\$ 221,884	11.82%	\$ 228,011	2.76%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Ex. Mandated Cost							
2 Mandated Cost	19,607	24,265	23.76%	35,891	47.91%	39,173	9.14%
3 SMAA	25,000	40,000	60.00%	40,000	0.00%	40,000	0.00%
4 SB740	1,062,574	1,350,000	27.05%	1,400,000	3.70%	1,450,000	3.57%
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Total Other State Revenue Funds Budgeted:	\$ 1,107,181	\$ 1,414,265	27.74%	\$ 1,475,891	4.36%	\$ 1,529,173	3.61%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1 Ex. Services Reimbursed by District							
2							
3							
4							
5							
6							
Total Other Local Revenue Funds Budgeted:	\$ -	\$ -		\$ -		\$ -	

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

Fiscal Year 2023-24 Budget
Restricted MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011							
EPA	8012							
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096							
Federal	8100-8299	2,123,224	1,423,984	-32.93%	1,298,855	-8.79%	1,298,855	0.00%
State								
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	79,099	78,204		87,448		89,863	2.76%
Other State Revenue	8300-8599	3,476,111	2,044,529	-41.18%	2,044,529	0.00%	2,044,529	0.00%
Local								
Interest	8660	-	-		-		-	
AB602 Local Special Education Transfer	8792	652,755	798,068	22.26%	798,068	0.00%	798,068	0.00%
Other Local Revenues	8600-8799	-	-		-		-	
Total Revenues		\$ 6,331,189	\$ 4,344,785	-31.37%	\$ 4,228,900	-2.67%	\$ 4,231,315	0.06%
EXPENDITURES								
Certificated Salaries	1000-1999	713,214	1,185,226	66.18%	1,229,093	3.70%	1,281,329	4.25%
Classified Salaries	2000-2999	415,065	602,299	45.11%	652,713	8.37%	683,717	4.75%
Benefits	3000-3999	390,207	659,535	69.02%	695,556	5.46%	731,725	5.20%
Books & Supplies	4000-4999	1,148,636	910,351	-20.75%	900,000	-1.14%	925,000	2.78%
Contracts & Services	5000-5999	327,846	1,403,858	328.21%	1,350,000	-3.84%	1,400,000	3.70%
Capital Outlay	6000-6599	54,952	-		-		-	
Other Outgo	7100-7299	239,484	328,551	37.19%	341,036	3.80%	353,484	3.65%
Debt Service (see Debt Form)	7400-7499	-	-					
Total Expenditures		\$ 3,289,404	\$ 5,089,820	54.73%	\$ 5,168,398	1.54%	\$ 5,375,255	4.00%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 3,041,785	\$ (745,035)		\$ (939,498)		\$ (1,143,940)	
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	698,965	470,244	-32.72%	664,707	41.35%	869,149	30.76%
Other Uses	7600							
Net Sources & Uses		\$ 698,965	\$ 470,244	-32.72%	\$ 664,707	41.35%	\$ 869,149	30.76%
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 3,740,750	\$ (274,791)		\$ (274,791)		\$ (274,791)	

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

Fiscal Year 2023-24 Budget
Restricted MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	1,514,288	4,518,477	198.39%	4,243,686	-6.08%	3,968,895	-6.48%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	(736,561)						
Beginning Fund Balance as per Audit Report +/- Restatements		777,727						
Ending Balance		\$ 4,518,477	\$ 4,243,686	-6.08%	\$ 3,968,895	-6.48%	\$ 3,694,104	-6.92%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted	9740	4,518,477	4,243,686	-6.08%	3,968,895	-6.48%	3,694,104	-6.92%
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments	9780							
e. Unassigned								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790							

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

Fiscal Year 2023-24 Budget
Restricted MYP

Form Revised 4/25/2023

DESCRIPTION	Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
If Restricted Fund Balances Exist, Identify Balance by Program:							
1 EX. AB602 - Special Education							
2							
3 Child Nutrition	412,294	412,294		412,294		412,294	
4 ELOP Grant	1,802,704	1,802,704		1,802,704		1,802,704	
5 Educator Effectiveness	153,497	153,497	0.00%	153,497	0.00%	153,497	0.00%
6 UPK Planning & Implementation	67,145	67,145		67,145		67,145	
7 Classified PD	4,623	4,623		4,623		4,623	
8 Learning Recovery Emergency Block Grant	1,756,715	1,481,924		1,207,133		932,342	
9 Arts, Music, and Instructional Materials Discretionary Grant	321,499	321,499		321,499		321,499	
10							
11							
12							
13							
14							
15							
	4,518,477	4,243,686		3,968,895		3,694,104	

ASSUMPTIONS FOR RESTRICTED PROGRAMS:

LIST FEDERAL RESTRICTED REVENUES

1 Title I	236,574	312,915	32.27%	312,915	0.00%	312,915	0.00%
2 Title II	62,556	45,380	-27.46%	45,380	0.00%	45,380	0.00%
3 Title III	54,441	44,369	-18.50%	44,369	0.00%	44,369	0.00%
4 Title IV	24,957	22,678		22,678		22,678	
5 SPED IDEA	198,821	198,821		198,821		198,821	
6 Child Nutrition	642,568	674,692		674,692		674,692	
7 ESSER III	145,000	125,129		-		-	
8 ESSER III Learning Loss	86,705	-		-		-	
9 ESSER II	563,751	-		-		-	
10 ELO-ESSER II	87,719	-		-		-	
11 ELO-GEER II	20,132	-		-		-	
12 ELO-ESSER III	-	-		-		-	
13 ELO-ESSER III Learning Loss	-	-		-		-	
14							
15				-		-	
16							
17							
18							
19							
20							
Total Federal Awards Budgeted:	\$ 2,123,224	\$ 1,423,984	-32.93%	\$ 1,298,855	-8.79%	\$ 1,298,855	0.00%

Lottery Prop 20 Restricted Allocation per ADA

	\$ 67		\$ 67		\$ 67
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CHARTER NAME: Norton Science & Language Academy
CDS #: 361036301155808
CHARTER #: 903

Fiscal Year 2023-24 Budget
Restricted MYP

Form Revised 4/25/2023

DESCRIPTION	Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
Lottery Estimated Prop 20 Restricted Award		\$ 78,204		\$ 87,448	11.82%	\$ 89,863	2.76%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Child Nutrition	250,393	261,403	4.40%	261,403	0.00%	261,403	0.00%
2 ELO	1,421,300	1,579,223	11.11%	1,579,223	0.00%	1,579,223	0.00%
3 Learning Recovery Emergency Block Grant	1,804,418	-		-		-	
4 Proposition 28	-	203,903		203,903	0.00%	203,903	0.00%
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Total Other State Revenue Funds Budgeted:	\$ 3,476,111	\$ 2,044,529	-41.18%	\$ 2,044,529	0.00%	\$ 2,044,529	0.00%
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1							
2							
3							
4							
5							
6							
Total Other Local Revenue Funds Budgeted:	\$ -	\$ -		\$ -		\$ -	
SPECIAL EDUCATION DETAILS:							
What % of student population is Special Ed			0.00%		0.00%		0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Desert Mountain SELPA						
AB602 Revenue	652,755	798,068	22.26%	798,068	0.00%	798,068	0.00%
Other Special Ed Revenue	242,621	214,213	-11.71%	214,213	0.00%	214,213	0.00%
Unrestricted Contribution to Special Ed	263,979	526,113	99.30%	641,492	21.93%	757,256	18.05%
Total Special Ed Funding	1,159,355	1,538,394		1,653,773		1,769,537	
Special Ed Expenditures	1,159,355	1,538,394	32.69%	1,653,773	7.50%	1,769,537	7.00%

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

Fiscal Year 2023-24 Budget
 Summary MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	10,837,470	12,590,277	16.17%	14,845,447	17.91%	15,815,927	6.54%
EPA	8012	2,970,482	3,465,898	16.68%	4,028,289	16.23%	4,275,728	6.14%
State Aid - Prior Year	8019	-	-		-		-	
In Lieu Property Taxes	8096	-	-		-		-	
Federal	8100-8299	2,123,224	1,423,984	-32.93%	1,298,855	-8.79%	1,298,855	0.00%
State								
Lottery - Unrestricted	8560	177,286	198,428	11.93%	221,884	11.82%	228,011	2.76%
Lottery - Prop 20 - Restricted	8560	79,099	78,204	-1.13%	87,448	11.82%	89,863	2.76%
Other State Revenue	8300-8599	4,583,292	3,458,794	-24.53%	3,520,420	1.78%	3,573,702	1.51%
Local								
Interest	8660	32,913	36,000	9.38%	36,000	0.00%	36,000	0.00%
AB602 Local Special Education Transfer	8792	652,755	798,068	22.26%	798,068	0.00%	798,068	0.00%
Other Local Revenues	8600-8799	-	-		-		-	
Total Revenues		\$ 21,456,521	\$ 22,049,654	2.76%	\$ 24,836,411	12.64%	\$ 26,116,155	5.15%
EXPENDITURES								
Certificated Salaries	1000-1999	5,764,595	7,283,134	26.34%	7,829,165	7.50%	8,312,404	6.17%
Classified Salaries	2000-2999	1,403,995	1,697,189	20.88%	2,073,829	22.19%	2,240,231	8.02%
Benefits	3000-3999	2,654,205	3,479,997	31.11%	3,967,680	14.01%	4,294,525	8.24%
Books & Supplies	4000-4999	1,587,358	1,414,475	-10.89%	1,475,000	4.28%	1,550,000	5.08%
Contracts & Services	5000-5999	552,765	2,560,476	363.21%	2,600,000	1.54%	2,750,000	5.77%
Capital Outlay	6000-6599	276,954	25,000	-90.97%	25,000	0.00%	25,000	0.00%
Other Outgo	7100-7299	1,990,070	2,577,680	29.53%	2,918,942	13.24%	3,093,221	5.97%
Debt Service (see Debt Form)	7400-7499	2,966,856	3,076,875	3.71%	3,076,875	0.00%	3,080,625	0.12%
Total Expenditures		\$ 17,196,798	\$ 22,114,826	28.60%	\$ 23,966,491	8.37%	\$ 25,346,006	5.76%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 4,259,723	\$ (65,172)		\$ 869,920		\$ 770,148	-11.47%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	-	-		-		-	
Other Uses	7600	-	-		-		-	
Net Sources & Uses		\$ -	\$ -		\$ -		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 4,259,723	\$ (65,172)		\$ 869,920		\$ 770,148	-11.47%

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

Fiscal Year 2023-24 Budget
 Summary MYP

Form Revised 4/25/2023

DESCRIPTION		Estimated Actuals 2022-23	Adopted Budget 2023-24	Percent Change	Projected Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	7,840,603	12,477,085	59.13%	12,411,913	-0.52%	13,281,833	7.01%
Adjustments for Unaudited Actuals	9792	-	-		-		-	
Beg Fund Balance at Unaudited Actuals		-	-		-		-	
Adjustments for Audit	9793	-	-		-		-	
Adjustments for Restatements	9795	376,759	-		-		-	
Beginning Fund Balance as per Audit Report +/- Restatements		8,217,362	-		-		-	
Ending Balance	9790	\$ 12,477,085	\$ 12,411,913	-0.52%	\$ 13,281,833	7.01%	\$ 14,051,981	5.80%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711	-	-		-		-	
Stores	9712	-	-		-		-	
Prepaid Expenditures	9713	-	-		-		-	
All Others	9719	-	-		-		-	
b. Restricted	9740	4,518,477	4,243,686	-6.08%	3,968,895	-6.48%	3,694,104	-6.92%
c. Committed								
Committed - Stabilization Arrangements	9750	-	-		-		-	
Committed - Other	9760	-	-		-		-	
d. Assignments	9780	-	-		-		-	
e. Unassigned								
Reserve for Economic Uncertainties	9789	-	-		-		-	
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	7,958,608	8,168,226	2.63%	9,312,937	14.01%	10,357,877	11.22%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		46.28%	36.94%		38.86%		40.87%	

Reserve Standard (unless different standard identified in MOU)

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

Reserve Standard Met/Not Met

3%

3%

3%

3%

Met

Met

Met

Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage

Unrestricted Deficit Spending Standard

Unrestricted Deficit Spending Standard Met/Not Met

0.0%

15.4%

Met

0.0%

12.3%

Met

0.0%

13.0%

Met

0.0%

13.6%

Met

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

DEBT - Multiyear Commitments

Fiscal Year 2023-24 Budget

CHARTER NAME: Norton Science & Language Academy

Form Revised 4/25/2023

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

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

☐ NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2023 Principal Balance	2023-24 Payment		2024-25 Payment		2025-26 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease	35	40,590,000	320,000	2,536,875	340,000	2,516,875	365,000	2,495,625	
Capital Lease	39	5,500,000	-	220,000	-	220,000	-	220,000	
Capital Lease									
Inter-Agency Borrowing									
Other									
Total		46,090,000	320,000	2,756,875	340,000	2,736,875	365,000	2,715,625	

Other Commitments:

In June 2020, 230 S. Waterman LLC took out a tax-exempt bond in the amount of \$40,895,000 to build a new campus in San Bernardino to house approximately 1,500 students in grades TK-12. Fiscal Year 2020-2021 we compounded interest and had no payments and starting the 2021-2022 Fiscal Year payments were interest only to help grow funding with the growth of HS. In December 2021, 230 S. Waterman LLC is planning to take out a second tax-exempt bond in the amount of \$5,500,000 to build a gym for NSLA.

Comments:

CHARTER NAME: Norton Science & Language Academy

2023-24 Budget Cash Flow

DATE PREPARED: 5/26/2023

Form Revised 4/25/2023

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud							
Beginning Cash Balance			July 1, Cash=		8,613,085		10,530,968		9,506,621		8,757,273		9,928,011		9,852,275		10,031,539						
REVENUE																							
LCFF Sources																							
LCFF	8011		-		629,514	5.00%	629,514	5.00%	1,133,125	9.00%	1,133,125	9.00%	1,133,125	9.00%	1,133,125	9.00%							
EPA	8012		-		-		-		866,474	25.00%	-		-		866,474	25.00%							
State Aid - Prior Year	8019		-		-		-		-		-		-		-								
In Lieu Property Taxes	8096		-		-		-		-		-		-		-								
Federal	8100-8299		-		-		-		325,000	22.82%	-		-		325,000	22.82%							
State																							
Lottery - Unrestricted	8560		-		-		-		-		-		-		49,607	25.00%							
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		19,551	25.00%							
Other State Revenue	8300-8599		-		-		-		175,000	5.06%	425,000	12.29%	675,000	19.52%	450,000	13.01%							
Local																							
Interest	8660		3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%							
AB602 Local Special Education Transfer	8792				66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%							
Other Local Revenues	8600-8799																						
Total Revenues			\$	3,000	0.01%	\$	699,019	3.17%	\$	699,019	3.17%	\$	2,569,104	11.65%	\$	1,627,630	7.38%	\$	1,877,630	8.52%	\$	2,913,262	13.21%
EXPENDITURES																							
Certificated Salaries	1000-1999		89,695	1.23%	653,949	8.98%	653,949	8.98%	653,949	8.98%	653,949	8.98%	653,949	8.98%	653,949	8.98%							
Classified Salaries	2000-2999		33,945	2.00%	151,204	8.91%	151,204	8.91%	151,204	8.91%	151,204	8.91%	151,204	8.91%	151,204	8.91%							
Benefits	3000-3999		50,120	1.44%	311,807	8.96%	311,807	8.96%	311,807	8.96%	311,807	8.96%	311,807	8.96%	311,807	8.96%							
Books & Supplies	4000-4999		149,475	10.57%	115,000	8.13%	115,000	8.13%	115,000	8.13%	115,000	8.13%	115,000	8.13%	115,000	8.13%							
Contracts & Services	5000-5999		250,476	9.78%	210,000	8.20%	210,000	8.20%	210,000	8.20%	210,000	8.20%	210,000	8.20%	210,000	8.20%							
Capital Outlay	6000-6599		20,000	80.00%							5,000	20.00%											
Other Outgo	7100-7299																						
Debt Service (see Debt Form)	7400-7499		256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%							
Total Expenditures			\$	850,117	3.84%	\$	1,698,366	7.68%	\$	1,698,366	7.68%	\$	1,698,366	7.68%	\$	1,703,366	7.70%	\$	1,698,366	7.68%	\$	1,698,366	7.68%
OTHER SOURCES/USES																							
Other Sources/Contributions to Restricted Programs	8900																						
Other Uses	7600																						
Net Sources & Uses			\$	-		\$	-		\$	-		\$	-		\$	-		\$	-				
PRIOR YEAR TRANSACTIONS		July 1 - Beginning Balances		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal							
Accounts Receivable	9210	4,124,000	3,000,000	72.74%			250,000	6.06%	300,000	7.27%					200,000	4.85%							
Prepaid Expenditures	9330	100,000	100,000	100.00%																			
(Accounts Payable)	9510	235,000	210,000	89.36%	25,000	10.64%																	
(Line of Credit Payments)	9640																						
(Deferred Revenue)	9650	125,000	125,000	100.00%																			
NET PRIOR YEAR TRANSACTIONS		\$	3,864,000	\$	2,765,000	\$	(25,000)	\$	250,000	\$	300,000	\$	-	\$	-	\$	200,000						
OTHER ADJUSTMENTS (LIST)																							
Capital Assets (Not included in Expenditures above)		63,107																					
TOTAL MISC. ADJUSTMENTS		\$	63,107	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-						
NET REVENUES LESS EXPENDITURES			\$	1,917,883	\$	(1,024,347)	\$	(749,347)	\$	1,170,738	\$	(75,736)	\$	179,264	\$	1,414,896							
ENDING CASH BALANCE			\$	10,530,968	\$	9,506,621	\$	8,757,273	\$	9,928,011	\$	9,852,275	\$	10,031,539	\$	11,446,434							

DATE PREPARED: 5/26/2023 CHARTER NAME: Norton Science & Language Academy
2023-24 Budget Cash Flow

Form Revised 4/25/2023

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		11,446,434		11,400,698		11,264,962		12,418,858		12,048,121		9,624,705			
REVENUE															
LCFF Sources															
LCFF	8011	1,133,125	9.00%	1,133,125	9.00%	1,133,125	9.00%	1,133,125	9.00%	1,133,125	9.00%	1,133,124	12,590,277	12,590,277	-
EPA	8012	-		-		866,474	25.00%	-		-		866,476	3,465,898	3,465,898	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	-		-		-		-		-		-	-	-	-
Federal	8100-8299	-		-		325,000	22.82%	-		-		448,984	1,423,984	1,423,984	
State															
Lottery - Unrestricted	8560	-		-		49,607	25.00%	-		-		99,214	198,428	198,428	-
Lottery - Prop 20 - Restricted	8560	-		-		19,551	25.00%	-		-		39,102	78,204	78,204	-
Other State Revenue	8300-8599	450,000	13.01%	225,000	6.51%	150,000	4.34%	125,000	3.61%	650,000	18.79%	133,794	3,458,794	3,458,794	-
Local															
Interest	8660	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	-	36,000	36,000	-
AB602 Local Special Education Transfer	8792	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,513	798,068	798,068	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
Total Revenues		\$ 1,652,630	7.50%	\$ 1,427,630	6.47%	\$ 2,613,262	11.85%	\$ 1,327,630	6.02%	\$ 1,852,630	8.40%	\$ 2,787,208	\$ 22,049,654	\$ 22,049,654	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	653,949	8.98%	653,949	8.98%	653,949	8.98%	653,949	8.98%	653,949	8.98%	-	7,283,134	7,283,134	-
Classified Salaries	2000-2999	151,204	8.91%	151,204	8.91%	151,204	8.91%	151,204	8.91%	151,204	8.91%	-	1,697,189	1,697,189	-
Benefits	3000-3999	311,807	8.96%	311,807	8.96%	311,807	8.96%	311,807	8.96%	311,807	8.96%	-	3,479,997	3,479,997	-
Books & Supplies	4000-4999	115,000	8.13%	115,000	8.13%	115,000	8.13%	115,000	8.13%	115,000	8.13%	-	1,414,475	1,414,475	-
Contracts & Services	5000-5999	210,000	8.20%	210,000	8.20%	210,000	8.20%	210,000	8.20%	210,000	8.20%	-	2,560,476	2,560,476	-
Capital Outlay	6000-6599	-		-		-		-		-		-	25,000	25,000	-
Other Outgo	7100-7299	-		-		-		-		2,577,680	100.00%	-	2,577,680	2,577,680	-
Debt Service (see Debt Form)	7400-7499	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	-	3,076,875	3,076,875	-
Total Expenditures		\$ 1,698,366	7.68%	\$ 1,698,366	7.68%	\$ 1,698,366	7.68%	\$ 1,698,366	7.68%	\$ 4,276,046	19.34%	\$ -	\$ 22,114,826	\$ 22,114,826	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
PRIOR YEAR TRANSACTIONS			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Accounts Receivable	9210	-		135,000	3.27%	239,000	5.80%	-		-		-	4,124,000	-	
Prepaid Expenditures	9330	-		-		-		-		-		-	100,000	-	
(Accounts Payable)	9510	-		-		-		-		-		-	235,000	-	
(Line of Credit Payments)	9640	-		-		-		-		-		-	-	-	
(Deferred Revenue)	9650	-		-		-		-		-		-	125,000	-	
NET PRIOR YEAR TRANSACTIONS		\$ -		\$ 135,000		\$ 239,000		\$ -		\$ -		\$ -	\$ 3,864,000	\$ -	
OTHER ADJUSTMENTS (LIST)															
Capital Assets (Not included in Expenditures above)		-		-		-		-		-		-	63,107		
		-		-		-		-		-		-	-		
		-		-		-		-		-		-	-		
		-		-		-		-		-		-	-		
TOTAL MISC. ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 63,107		
NET REVENUES LESS EXPENDITURES		\$ (45,736)		\$ (135,736)		\$ 1,153,896		\$ (370,736)		\$ (2,423,416)		\$ 2,787,208	\$ 3,861,935		
ENDING CASH BALANCE		\$ 11,400,698		\$ 11,264,962		\$ 12,418,858		\$ 12,048,121		\$ 9,624,705		\$ 12,411,913			

Ending Fund Balance \$ 12,411,913
Ending Cash plus Accruals should equal Ending Fund Balance \$ 0

DATE PREPARED: 5/18/2023

CHARTER NAME: Norton Science & Language Academy

2024-25 Budget Cash Flow

Form Revised 4/25/2023

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud	
Beginning Cash Balance			July 1, Cash=		9,624,705		10,931,917		9,916,444		9,400,970		10,670,954		10,978,081		
REVENUE																	
LCFF Sources																	
LCFF	8011		-		747,000	5.03%	747,000	5.03%	1,344,600	9.06%	1,344,600	9.06%	1,344,600	9.06%	1,344,600	9.06%	
EPA	8012		-		-		-		937,857	23.28%	-		-		937,857	23.28%	
State Aid - Prior Year	8019		-		-		-		-		-		-		-		
In Lieu Property Taxes	8096		-		-		-		-		-		-		-		
Federal	8100-8299		-		-		-		320,000	24.64%	-		-		320,000	24.64%	
State																	
Lottery - Unrestricted	8560		-		-		-		-		-		-		55,471	25.00%	
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		21,862	25.00%	
Other State Revenue	8300-8599		-		-		200,000	5.68%	430,000	12.21%	725,000	20.59%	350,000	9.94%	350,000	9.94%	
Local																	
Interest	8660		3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	
AB602 Local Special Education Transfer	8792		-		66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%	
Other Local Revenues	8600-8799		-		-		-		-		-		-		-		
Total Revenues			\$	3,000	0.01%	\$	816,505	3.29%	\$	1,016,505	4.09%	\$	3,101,962	12.49%	\$	2,139,105	8.61%
EXPENDITURES																	
Certificated Salaries	1000-1999		97,870	1.25%	702,845	8.98%	702,845	8.98%	702,845	8.98%	702,845	8.98%	702,845	8.98%	702,845	8.98%	
Classified Salaries	2000-2999		41,480	2.00%	184,759	8.91%	184,759	8.91%	184,759	8.91%	184,759	8.91%	184,759	8.91%	184,759	8.91%	
Benefits	3000-3999		57,532	1.45%	355,468	8.96%	355,468	8.96%	355,468	8.96%	355,468	8.96%	355,468	8.96%	355,468	8.96%	
Books & Supplies	4000-4999		182,500	12.37%	117,500	7.97%	117,500	7.97%	117,500	7.97%	117,500	7.97%	117,500	7.97%	117,500	7.97%	
Contracts & Services	5000-5999		235,000	9.04%	215,000	8.27%	215,000	8.27%	215,000	8.27%	215,000	8.27%	215,000	8.27%	215,000	8.27%	
Capital Outlay	6000-6599		25,000	100.00%	-		-		-		-		-		-		
Other Outgo	7100-7299		-		-		-		-		-		-		-		
Debt Service (see Debt Form)	7400-7499		256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	
Total Expenditures			\$	895,788	3.74%	\$	1,831,978	7.64%	\$	1,831,978	7.64%	\$	1,831,978	7.64%	\$	1,831,978	7.64%
OTHER SOURCES/USES																	
Other Sources/Contributions to Restricted Programs	8900																
Other Uses	7600																
Net Sources & Uses			\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
PRIOR YEAR TRANSACTIONS		July 1 - Beginning Balances	Beg Bal	% Beg Bal	Beg Bal	% Beg Bal	Beg Bal	% Beg Bal	Beg Bal	% Beg Bal	Beg Bal	% Beg Bal	Beg Bal	% Beg Bal	Beg Bal	% Beg Bal	
Accounts Receivable	9210	2,787,208	2,200,000	78.93%	-		300,000	10.76%	-		-		-		287,208	10.30%	
Prepaid Expenditures	9330																
Accounts Payable	9510																
Line of Credit Payments	9640																
Deferred Revenue	9650																
NET PRIOR YEAR TRANSACTIONS		\$ 2,787,208	\$ 2,200,000		\$ -		\$ 300,000		\$ -		\$ -		\$ -		\$ 287,208		
OTHER ADJUSTMENTS (LIST)																	
Capital Assets (Not included in Expenditures above)																	
TOTAL MISC. ADJUSTMENTS		\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		
NET REVENUES LESS EXPENDITURES			\$ 1,307,212		\$ (1,015,473)		\$ (515,473)		\$ 1,269,984		\$ 307,127		\$ (67,873)		\$ 1,554,525		
ENDING CASH BALANCE			\$ 10,931,917		\$ 9,916,444		\$ 9,400,970		\$ 10,670,954		\$ 10,978,081		\$ 10,910,208		\$ 12,464,732		

DATE PREPARED: 5/18/2023 CHARTER NAME: Norton Science & Language Academy
2024-25 Budget Cash Flow

Form Revised 4/25/2023

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		12,464,732		12,196,859		11,928,986		13,571,303		13,303,429		10,116,614			
REVENUE															
LCFF Sources															
LCFF	8011	1,344,600	9.06%	1,344,600	9.06%	1,344,600	9.06%	1,344,600	9.06%	1,344,600	9.06%	1,250,047	14,845,447	14,845,447	-
EPA	8012	-		-		937,857	23.28%	-		-		1,214,718	4,028,289	4,028,289	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	-		-		-		-		-		-	-	-	-
Federal	8100-8299	-		-		320,000	24.64%	-		-		338,855	1,298,855	1,298,855	-
State															
Lottery - Unrestricted	8560	-		-		55,471	25.00%	-		-		110,942	221,884	221,884	-
Lottery - Prop 20 - Restricted	8560	-		-		21,862	25.00%	-		-		43,724	87,448	87,448	-
Other State Revenue	8300-8599	150,000	4.26%	150,000	4.26%	725,000	20.59%	150,000	4.26%	150,000	4.26%	140,420	3,520,420	3,520,420	-
Local															
Interest	8660	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	3,000	8.33%	-	36,000	36,000	-
AB602 Local Special Education Transfer	8792	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,505	8.33%	66,513	798,068	798,068	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
Total Revenues		\$ 1,564,105	6.30%	\$ 1,564,105	6.30%	\$ 3,474,295	13.99%	\$ 1,564,105	6.30%	\$ 1,564,105	6.30%	\$ 3,165,219	\$ 24,836,411	\$ 24,836,411	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	702,845	8.98%	702,845	8.98%	702,845	8.98%	702,845	8.98%	702,845	8.98%	-	7,829,165	7,829,165	-
Classified Salaries	2000-2999	184,759	8.91%	184,759	8.91%	184,759	8.91%	184,759	8.91%	184,759	8.91%	-	2,073,829	2,073,829	-
Benefits	3000-3999	355,468	8.96%	355,468	8.96%	355,468	8.96%	355,468	8.96%	355,468	8.96%	-	3,967,680	3,967,680	-
Books & Supplies	4000-4999	117,500	7.97%	117,500	7.97%	117,500	7.97%	117,500	7.97%	117,500	7.97%	-	1,475,000	1,475,000	-
Contracts & Services	5000-5999	215,000	8.27%	215,000	8.27%	215,000	8.27%	215,000	8.27%	215,000	8.27%	-	2,600,000	2,600,000	-
Capital Outlay	6000-6599	-		-		-		-		-		-	25,000	25,000	-
Other Outgo	7100-7299	-		-		-		-		2,918,942	100.00%	-	2,918,942	2,918,942	-
Debt Service (see Debt Form)	7400-7499	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	-	3,076,875	3,076,875	-
Total Expenditures		\$ 1,831,978	7.64%	\$ 1,831,978	7.64%	\$ 1,831,978	7.64%	\$ 1,831,978	7.64%	\$ 4,750,920	19.82%	\$ -	\$ 23,966,491	\$ 23,966,491	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
PRIOR YEAR TRANSACTIONS															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Accounts Receivable	9210	-		-		-		-		-		-	2,787,208	-	-
Prepaid Expenditures	9330	-		-		-		-		-		-	-	-	-
Accounts Payable	9510	-		-		-		-		-		-	-	-	-
Line of Credit Payments	9640	-		-		-		-		-		-	-	-	-
Deferred Revenue	9650	-		-		-		-		-		-	-	-	-
NET PRIOR YEAR TRANSACTIONS		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 2,787,208	\$ -	
OTHER ADJUSTMENTS (LIST)															
Capital Assets (Not included in Expenditures above)		-		-		-		-		-		-	-	-	-
		-		-		-		-		-		-	-	-	-
		-		-		-		-		-		-	-	-	-
TOTAL MISC. ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	
NET REVENUES LESS EXPENDITURES		\$ (267,873)		\$ (267,873)		\$ 1,642,317		\$ (267,873)		\$ (3,186,815)		\$ 3,165,219	\$ 3,657,128		
ENDING CASH BALANCE		\$ 12,196,859		\$ 11,928,986		\$ 13,571,303		\$ 13,303,429		\$ 10,116,614		\$ 13,281,833			

Ending Fund Balance \$ 13,281,833
Ending Cash plus Accruals should equal Ending Fund Balance \$ 0

Lewis Center for Educational Research

BP 5144 DISCIPLINE SUSPENSION/EXPULSION

Adopted: January 24, 2008

Revised: June 12, 2023

~~Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915).~~

~~The grounds for suspension, expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.~~

~~The Board supports a firm approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the designee any incidence of offenses specified in law, Board Policy and administrative regulation as cause for suspension or expulsion.~~

~~If a student is expelled from school based upon the decision of the board, he or she may or may not be re-admitted, contingent upon the Board's approval. Each student will be handled on a case by case basis. The Board will review attendance records, grades and previous discipline, when making the decision.~~

~~The board has the right to enumerate the specific stipulations of the re-admittance of any student. The stipulations may include, but are not limited to;~~

- ~~• Maintenance of grades and behavior after return~~
- ~~• Community service~~
- ~~• Participation in counseling sessions~~
- ~~•~~

~~The Board may also deny the student re-admittance to the AAE based on offenses found in Ed. Code 48900 or 48915.~~

~~The AAE is a parent choice school and therefore, if the Board was to render a decision denying re-admittance, it would also not be the responsibility of the AAE to find placement for the student.~~

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”) recognizes the need to establish a comprehensive Suspension and Expulsion Policy and Procedures in order to promote learning and protect the safety and wellbeing of all students at LCER schools. In creating this policy, LCER has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* LCER is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as LCER’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“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 suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The school will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education

Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, The school shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the school issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.

- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.
- l. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of

preventing that student from being a witness and/or retaliating against that student for being a witness.

- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the

actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b. Brandished a knife at another person.
 - c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.

- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For

purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or

more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.
2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual

student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

- . For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- a. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from

a certificated school employee, with the Principal or designee's concurrence.

- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The school will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the

student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial LCER Board of Directors following a hearing before it or by the LCER Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the LCER Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee

determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act “FERPA”) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the school’s disciplinary rules which relate to the alleged violation.
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the school or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the school's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at school. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the school as the LCER Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the school for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action

taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the school's capacity at the time the student seeks readmission or admission to the school.

P. Notice to Teachers

The school shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The school shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the school or the SELPA would be deemed to have knowledge that the student had a disability.

2. 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 (which could constitute a change of placement and the student's IEP would reflect this change), 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, the school, the parent, and relevant members of the IEP/504 Team shall review all 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 school, the parent, and relevant members of the IEP/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 the school, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the 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 if the child already has such a 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/guardian and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the 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 Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the 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. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or school, 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/guardian and the school agree otherwise. In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the school believes that maintaining the current placement of the child is substantially likely to result in injury to the

child or to others, the parent/guardian or the school may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. **Special Circumstances** 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 Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; 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 Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 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.
7. **Procedures for Students Not Yet Eligible for Special Education Services**
 - a. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred. The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: 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 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/guardian has requested an evaluation of the child.
 - c. The child's teacher, or other 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 school supervisory personnel.

If the 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-eligible children with disabilities, including the right to stay-put.

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

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

**Lewis Center for Educational Research
Board Packet Agenda Items
Meeting Date: June 12, 2023**

Title: New Board Policy and Administrative Regulations

BP/AR 5145.7 STUDENTS: SEXUAL HARASSMENT

Present As: Discussion/Action Item

Background: Federal and state laws require schools to adopt policies and grievance procedures that prohibit discrimination, harassment, intimidation and bullying of students in California public schools. At present, these policies are covered in Lewis Center’s BP 1312.3 Uniform Complaint Procedures (“UCP”) and BP 1312.4 Title IX Sexual Harassment and Grievance Procedures (“Title IX”).

The newly proposed BP/AR 5245.7 Sexual Harassment policy and administrative regulation supplements the aforementioned Lewis Center policies by creating a new stand-alone policy that expands on existing language in the UCP and Title IX policies to include required language from California Education Code Section 220, 221.5 234, 201, 201, 234.1, etc. The new proposed BP/AR 5245.3 defines behavior that is prohibited in accordance with federal and state laws, lists the requirements of the Lewis Center such as for policy publication and training, and clearly defines the Lewis Center’s obligations for protecting students, etc.

Fiscal Implications (if any): None

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

Recommendation: Approve

Respectfully Submitted By: Stacy Newman, Human Resources Director

Lewis Center for Educational Research

AR 5145.7: STUDENTS SEXUAL HARASSMENT

Adopted: June 12, 2023

Revised:

Definitions:

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any Lewis Center for Educational Research ("LCER") program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of LCER policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which an LCER school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. An LCER employee conditioning the provision of an LCER aid, benefit, or service on the student's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the LCER's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

Examples of Sexual Harassment:

Examples of types of conduct which are prohibited by the LCER and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body or overly personal conversation.
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Massaging, grabbing, fondling, stroking, or brushing the body.
8. Touching an individual's body or clothes in a sexual way.
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex.
10. Displaying sexually suggestive objects.
11. Sexual assault, sexual battery, or sexual coercion.
12. Electronic communications containing comments, words, or images described above.

Title IX Coordinator/Compliance Officer:

The LCER designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with BP 1312.4 - Title IX Sexual Harassment Policy and Grievance Procedures, as well as to oversee sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Stacy Newman
Director, Human Resources
17500 Mana Road
Apple Valley, CA 92307
(760) 946-5414 ext. 220
snewman@lcer.org

Notifications:

The President/Chief Executive Officer (“CEO”) or designee shall notify students and parents/guardians that the LCER does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the LCER may be referred to the LCER's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The LCER shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the LCER's Title IX Coordinator. (34 CFR 106.8)

A copy of the LCER's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of LCER rules, regulations, procedures, and standards of conduct are posted. (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the LCER's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session. (Education Code 231.5)
6. Appear in any school or LCER publication that sets forth the school's or LCER's comprehensive rules, regulations, procedures, and standards of conduct. (Education Code 231.5)
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians. (34 CFR 106.8)

The President/CEO or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the LCER's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting:

Any student or parent/guardian who believes that a student has been subjected to sexual harassment by another student, an employee or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the LCER's Title IX Coordinator or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the LCER's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be

created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the LCER's uniform complaint procedures.

Complaint Procedures:

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and LCER procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with BP 1312.4 - Title IX Sexual Harassment Policy and Grievance Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Lewis Center for Educational Research

BP 5145.7: STUDENTS SEXUAL HARASSMENT

Adopted: June 12, 2023

Revised:

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”) is committed to maintaining a safe school environment that is free from harassment and discrimination.

The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. The LCER strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the LCER's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Principal or Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through BP 1312.4 - Title IX Sexual Harassment Policy and Grievance Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The President/CEO or designee shall inform students and parents/guardians of the LCER's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the LCER's web site, and including it in student and staff handbooks. All LCER staff shall be trained regarding the policy.

Instruction/Information:

The President/CEO or designee shall ensure that all LCER students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment under any circumstance.
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained.

4. A clear message that student safety is the LCER's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students.
6. Information about the LCER's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the LCER investigation of a sexual harassment complaint continues.
8. A clear message that, when needed, the LCER will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Disciplinary Actions:

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including release from at-will employment.

Record-Keeping:

In accordance with law and LCER policies and regulations, the CEO or designee shall maintain a record of all reported cases of sexual harassment to enable the LCER to monitor, address, and prevent repetitive harassing behavior in LCER schools.

Lewis Center for Educational Research

BP 6020

INSTRUCTION

PARENT ~~INVOLVEMENT~~ AND FAMILY ENGAGEMENT

Adopted: February 10, 2020

Revised: June 12, 2023

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”) recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The President/CEO or designee shall work with staff and parents/guardians and family members in the development of meaningful opportunities for them to be involved in LCER and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. This policy has also been incorporated into the schools’ plans developed pursuant to federal law.

The President/CEO or designee shall regularly evaluate and report to the Board on the effectiveness of the LCER's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members and school staff on the adequacy of involvement opportunities and barriers that may inhibit participation.

Each school’s Local Control and Accountability Plan (LCAP) shall include goals and strategies for parent/guardian involvement, including efforts to seek parent/guardian input in LCER and school site decision-making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-priced meals, and students with disabilities.

Title I Schools

The President/CEO or designee shall involve parents/guardians and family members in establishing LCER expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, develop strategies that describe how the LCER will carry out each activity listed in 20 USC [6318](#), and implement and evaluate such programs, activities, and procedures. As appropriate, the President/CEO or designee shall conduct outreach to all parents/guardians and family members.

When the LCER's Title I, Part A allocation exceeds the amount specified in 20 USC [6318](#), the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The President/CEO or designee shall involve parents/guardians and family members of participating students in decisions regarding how the LCER's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law.

The President/CEO or designee shall ensure that ³³⁷each school receiving Title I funds develop a

parent/ guardian and family policy in accordance with 20 USC [6318](#).

1. Support for programs that reach parents/guardians and family members at home, in the community, and at school
2. Support for schools and nonprofit organizations in providing professional development for LCER and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the LCER determines are appropriate and consistent with this policy

Non-Title I Schools

The President/CEO or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the LCER and schools will address the purposes and goals described in Education Code [11502](#).

Lewis Center for Educational Research

BP 6161.2: INSTRUCTION DAMAGED OR LOST INSTRUCTIONAL MATERIALS

Adopted: June 12, 2023

Revised:

The Lewis Center for Educational Research (“LCER”), which operates Academy for Academic Excellence (“AAE”) and Norton Science and Language Academy (“NSLA”) (collectively “LCER”) recognizes that instructional materials are an expensive resource and that each student is entitled to sufficient instructional materials in accordance with the law. Instructional materials provided for use by students remain the property of LCER. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials are lost or so damaged that they are no longer usable, the student shall be issued a replacement material. However, students or parents/guardians shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, an administrator determines an appropriate charge.

If it can be demonstrated to the President/CEO or designee’s satisfaction that the student has taken all reasonable precautions to safeguard instructional materials issued to him/her, the President/CEO or designee may excuse the student or parent/guardian from payment of reparation.

If reparation is not excused and not paid by the student or parent/guardian, LCER may withhold the student's grades, diploma, and transcripts in accordance with the law.

If the parent/guardian or student is unable to pay for the damages or return the property, the school shall provide a program of voluntary work for the student to do instead. An hourly rate will be assigned that is comparable to the current minimum wage. When the work is done, the student's grades, transcripts, and diploma shall be released.

Lewis Center for Educational Research

AR 6164.4 INSTRUCTION IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS

Adopted: 3-28-07

Revised: June 12, 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

The Lewis Center for Educational Research (“LCER”) 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

LCER 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 requests a review of student’s assigned class, LCER will 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 [contact the](#) Director of Student Support services for a copy of your procedural safeguards.

Nonpublic, Nonsectarian Services

[LCER](#) may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at [one of LCER's schools](#) 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"), [LCER](#) 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 [LCER](#) has not previously placed a student, [LCER personnel](#) shall conduct an onsite visit to the NPS at the time of placement. [LCER personnel](#) shall also conduct at least one onsite monitoring visit to the NPA during each school year in which the [LCER](#) 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 [LCER](#) 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 [LCER](#).

[LCER](#) shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

[LCER](#) 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.

LCER'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 President/CEO or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law 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

LCER 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 President/CEO 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 President/CEO or designee(s) shall ensure that the unilaterally obtained IEE meets the following criteria:

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

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 LCER initiates a due process hearing to show that LCER’s evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

B. IEE at Public Expense

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

The President/CEO or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense, LCER 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 LCER, is appropriate; or
2. Provide the parent/guardian with information about where an IEE may be obtained, LCER's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

Should the LCER grant the parent's request for an IEE, the President/CEO 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 LCER uses when it initiates an evaluation.
2. LCER 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 LCER. Parent has the right to choose the examiner.
4. If the original evaluation completed by LCER 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 LCER.
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 LCER 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 President/CEO 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 an LCER 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 an LCER school.

The President/CEO 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 LCER.

The President/CEO 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, LCER 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

An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim

Lewis Center for Educational Research

AR 6164.6 INSTRUCTION, IDENTIFICATION AND EDUCATION UNDER SECTION 504

Adopted: December 14, 2015

Revised: June 12, 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 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. School Counselor (grades 6-12)
- 2. Elementary School Vice Principal (grades TK-5)

Norton Science & Language Academy ("NSLA")

- 1. School Counselor (grades 6-12)
- 2. School Psychologist (grades TK-5)

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. 112)
gcook@lcer.org

NSLA

230 N. Waterman Avenue
San Bernardino, CA 92408
(909) 386-2300 (Ext. 709)
aaaron@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 [LCER](#) employee will be forwarded to the Section 504 Coordinators.
3. 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. LCER shall immediately implement a student's prior 504 Plan, when a student enrolls at the school. Within thirty (30) calendar days of starting school, the school shall schedule a 504 Team meeting to review the existing 504 Plan. 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 [LCER](#) 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](#)
(760) 954-5414 (Ext. 112)

NSLA
230 N. Waterman Avenue
San Bernardino, CA 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 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, 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 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 LCER 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. LCER 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 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 LCER 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 LCER, 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 LCER, 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 LCER 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 LCER agree to a change of placement as part of the modification of the BIP.

If LCER, 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 LCER 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 LCER 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 LCER, 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 LCER agree otherwise.

4. Special Circumstances

LCER 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 LCER's disciplinary procedures may assert the procedural safeguards granted under these procedures only if LCER had knowledge that the student had a disability before the behavior occurred.

LCER 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 LCER 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 LCER personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other LCER supervisory personnel.

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

LCER 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 LCER 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 LCER 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 LCER.
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 LCER 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 LCER refuses this request for amendment, LCER 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 LCER'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 LCER's Uniform Complaint Policy and Procedures. A copy of LCER's Uniform Complaint Policy and Procedures is posted on the LCER, AAE and NSLA websites and is available upon request in the school offices.
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 LCER 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
2023

Revised: ~~December 14, 2015~~ June 12,

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 ~~– (“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 LCER 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 LCER Charter School shall periodically review the student's progress and placement.

LCER 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

Revised: ~~February 8, 2021~~ June 12, 2023

~~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)):~~

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

~~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") 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 LCER Liaison.

LCER Liaison

The President/CEO designates the following staff person as the LCER 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 LCER Liaison shall ensure that the following requirements are fulfilled by LCER schools (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by LCER personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the 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. LCER personnel providing services receive professional development and other support.
9. The LCER 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 LCER 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 an LCER 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 an LCER school, if the youth would otherwise be eligible to attend and subject to the school's capacity and pursuant to the procedures stated in the school's 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 LCER Liaison. The LCER 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 the school's capacity and pursuant to the procedures stated in school's 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 LCER Liaison.

The LCER 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

LCER shall administer a housing questionnaire for purposes of identifying homeless children and youth. LCER shall ensure that the housing questionnaire is based on the best practices developed by the CDE. LCER shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at LCER schools. 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 LCER and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. LCER 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 LCER schools 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
- LCER nutrition programs
- Transportation services
- Programs for gifted and talented children

Transportation

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

If the LCER does not otherwise provide transportation services to all LCER students, LCER shall ensure that transportation is provided for homeless students to and from LCER schools, at the request of the parent or guardian (or LCER Liaison), if an LCER school is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).)
Transportation provided by LCER 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 LCER, including the LCER Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (The LCER Liaison will verify that LCER 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 LCER Liaison shall offer training to school site 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) LCER's homeless education program policies; and
- (2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The LCER Liaison shall inform such employees of the availability of training and the services the LCER 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 an LCER school any time after the completion of their second year of high school shall be exempt from any of the 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 school -makes a finding that the student is reasonably able to complete the sSchool'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 LCER, the LCER shall notify the student, the student's educational rights holder, and the LCER Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The LCER shall notify students who are exempted from the school's -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.

LCER shall not require any student who would otherwise be entitled to remain in attendance at the school -to accept the exemption from the school's -additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. LCER 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 school's -s-additional graduation requirements will continue to apply while the student is enrolled in the school -or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

LCER 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 school's -additional graduation requirements.

If a student who is exempted from the 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 school, LCER shall not require or request that the student graduate before the end of the student's fourth year of high school.

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

1. Inform the student of the student's option to remain at the school -for a fifth year to complete the graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to the school's ~~2~~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 LCER for a fifth year to complete the school's ~~2~~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

LCER 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.

LCER 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, LCER shall not require the student to retake the portion of the course the student completed unless LCER, 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 an LCER 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 an LCER 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 LCER 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. LCER'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

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

- The name and contact information of the LCER Liaison(s) for homeless children and youths.

- The contact information of any employee or contractor that assists the LCER 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: June 12, 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”), 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 non-minor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
 - a. The non-minor has attained 18 years of age while under an order of foster care placement by the juvenile court.
 - b. The non-minor 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 non-minor 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.¹
 5. A child who is the subject of a voluntary placement agreement, as defined 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 an LCER school, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court

¹ 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.

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 LCER 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 LCER 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 LCER 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 an LCER school, the LCER Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as LCER'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 an LCER school, and checkout from LCER 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 an LCER 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 LCER.
- 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 AAE or NSLA'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 AAE or NSLA'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 LCER 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 LCER's foster youth.
- Monitor the educational progress of foster youth and provide reports to the President/CEO or designee and the LCER Board based on indicators identified in AAE or NSLA'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

LCER 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. LCER will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re enrollment in one of its schools as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to an LCER school will be immediately enrolled (subject to the school's capacity, if the LCER school is not the student's school of origin, and pursuant to the procedures stated in AAE or NSLA's charter and LCER 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 an LCER 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 LCER school as the foster youth's school of origin, the foster youth has the right to remain in the LCER school pending resolution of the dispute. The dispute shall be resolved in accordance with the existing LCER dispute resolution process.

Transportation

LCER 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 LCER 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. LCER 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, LCER 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 LCER 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

LCER shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school², a juvenile court school, a charter 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 LCER, LCER 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.

² 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.

- 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 LCER 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 LCER 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 LCER, 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 LCER 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 LCER, a student must complete all courses required by AAE or NSLA and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to LCER 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 AAE or NSLA's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless LCER makes a finding that the student is reasonably able to complete AAE or NSLA'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 LCER, LCER 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 LCER 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 AAE or NSLA'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 AAE or NSLA, LCER shall not require or request that the student graduate before the end of their fourth year of high school.

The President/CEO or designee shall notify a Foster and Mobile Youth and their ERH if LCER 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 AAE or NSLA 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, LCER 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, LCER 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.

LCER 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 AAE or NSLA's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete AAE or NSLA's additional graduation requirements within the student's fifth year of high school, the President/CEO 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 AAE or NSLA's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for LCER 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 AAE or NSLA's graduation requirements.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete AAE or NSLA'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 President/CEO or designee shall exempt the student from AAE or NSLA's graduation requirements and provide pupil the option of remaining in school for a fifth (5th) year to complete the statewide coursework requirements. LCER shall consult with the Foster and Mobile Youth and the ERH regarding all of the following:

1. The student'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 student's postsecondary education or vocation plans, including the ability to gain admission to an 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 student'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 student transfers between schools, because LCER makes a finding that the student is reasonably able to complete AAE or NSLA's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then LCER shall do the following:

1. Within the first 30 calendar days of the *following* academic year, LCER shall reevaluate eligibility;
2. Provide written notice to the student, the ERH, and the student's social worker or probation officer, if applicable, whether the student qualifies for an exemption, based on the course completion status of the student at the time of reevaluation, to determine if the student continues to be reasonably able to complete AAE or NSLA's additional graduation requirements in time to graduate from high school by the end of the student'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 AAE or NSLA's additional graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, LCER shall:
 - i. provide the student with the option to receive an exemption from all coursework and other requirements adopted by the LCER Board 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 AAE or NSLA's additional graduation requirements.

LCER shall provide notification of the availability of these options. The student (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the student'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, LCER will not prevent the juvenile court youth from enrolling in LCER 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

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

Student Records

When LCER receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, LCER shall provide these student records within two (2) business days. LCER 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 LCER’s Educational Records and Student Information Policy, under limited circumstances, LCER 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 LCER’s Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available on the website and upon request at the main office.

Reporting Requirements

LCER 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 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 students identified in the “Definitions” section of this Policy, above.

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

Date of meeting: June 12, 2023

Title: AAE 2023-2024 CL-500: Declaration of Need

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

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

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

Fiscal Implications (if any):

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

Recommendation: Approve the AAE 2023-2024 CL-500: Declaration of Need

Submitted by: Rebecca McCoy, HR Administrator

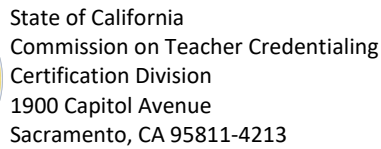
NOTICE OF PUBLIC ANNOUNCEMENT

Notice is hereby given that the Lewis Center for Educational Research Board of Directors (Board), at a regular board meeting on June 12, 2023 at 4:30 p.m., will declare its need for fully qualified educators for Academy for Academic Excellence and Norton Science and Language Academy.

The Declaration of Need for Fully Qualified Educators will be available for public inspection online at the LCER's website (www.lewiscenter.org) commencing June 5, 2023

If you wish to make a comment on the Declaration of Need, please email your comment to the Secretary at lcerboard@lcer.org. You may also comment on the Declaration of Need during the meeting using the Questions feature of GoToWebinar, which will be moderated during the meeting.

You can register for the meeting by clicking on the following link:
<https://attendee.gotowebinar.com/rt/5500769137169282829>



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

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

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

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

Name of County: _____ County CDS Code: _____

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

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

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

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

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

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

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

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

E-Mail Address

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

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

Name of State Agency _____

Name of NPS/NPA	County of Location
-----------------	--------------------

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

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

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

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit

Estimated Number Needed

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

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

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

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

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

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. _____

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

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

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

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

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

Date of meeting: June 12, 2023

Title: NSLA 2023-2024 CL-500: Declaration of Need

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

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

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

Fiscal Implications (if any):

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

Recommendation: Approve the NSLA 2023-2024 CL-500: Declaration of Need

Submitted by: Rebecca McCoy, HR Administrator

NOTICE OF PUBLIC ANNOUNCEMENT

Notice is hereby given that the Lewis Center for Educational Research Board of Directors (Board), at a regular board meeting on June 12, 2023 at 4:30 p.m., will declare its need for fully qualified educators for Academy for Academic Excellence and Norton Science and Language Academy.

The Declaration of Need for Fully Qualified Educators will be available for public inspection online at the LCER's website (www.lewiscenter.org) commencing June 5, 2023

If you wish to make a comment on the Declaration of Need, please email your comment to the Secretary at lcerboard@lcer.org. You may also comment on the Declaration of Need during the meeting using the Questions feature of GoToWebinar, which will be moderated during the meeting.

You can register for the meeting by clicking on the following link:
<https://attendee.gotowebinar.com/rt/5500769137169282829>



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

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-2024

Revised Declaration of Need for year: _____

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

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

Name of County: San Bernardino County CDS Code: 36103630115808

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

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

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/12/2023 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

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

Lisa Lamb

Chief Executive Officer (superintendent)

Name

Signature

Title

760-946-9193

760-946-5414

Fax Number

Telephone Number

Date

17500 Mana Rd. Apple Valley, CA 92307

Mailing Address

LLAMB@LCER.ORG

EMail Address

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

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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

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

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

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	1
Bilingual Authorization (applicant already holds teaching credential)	4
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	0
Teacher Librarian Services	0

LIMITED ASSIGNMENT PERMITS

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

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

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	3
Special Education	0
TOTAL	3

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Mathematics	1
English	1
Geoscience	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. Partnerships with Universities & COE's

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

If yes, how many interns do you expect to have this year? 10

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

National University, La Sierra University, LA Pacific University, California Baptist University,
Riverside County Office of Education (Special Ed District Intern Program), UC Riverside,
CSUSB, Azusa Pacific, University of La Verne

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

n/a

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

Date of meeting: June 12, 2023

Title: Request for approval of Eleni Philippou to serve as a Full Time Elementary Teacher (Kindergarten) for the Academy for Academic Excellence during the 2023/2024 school year on a Multiple Subject Provisional Internship Permit (PIP)

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

Background: In accordance with the Commission on Teacher Credential requirements The “Employer”, Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, “AAE”. We have accomplished this through the methods of distributing job announcements, contacting college and university placement centers, advertising on the internet, and attending one Job Fair, however, a fully qualified candidate has not been found.

Fiscal Implications (if any):

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

Recommendation: Approve Eleni Philippou to serve as a Full Time Multiple Subject Elementary Teacher in Kindergarten for the Academy for Academic Excellence during the 2023/2024 school year on a Multiple Subject Provisional Internship Permit (PIP)

Submitted by: Rebecca McCoy, HR Administrator

NOTICE OF PUBLIC ANNOUNCEMENT

Notice is hereby given that the Lewis Center for Educational Research Board of Directors (Board), at a regular board meeting on June 12, 2023 at 4:30p.m., will declare its Intent to Hire Eleni Philippou for a full time Elementary (Kindergarten) Teacher position for the Academy for Academic Excellence Charter School campus. Ms. Philippou will require a Provisional Internship Permit in order to be legally employed in this position while he works towards her full teaching credential.

The Intent to Hire will be available for public inspection online at the LCER's website (www.lewiscenter.org) commencing June 5, 2023

If you wish to make a comment on the Intent to Hire, please email your comment to the Secretary at lcerboard@lcer.org. You may also comment on the Intent to Hire during the meeting using the Questions feature of GoToWebinar, which will be moderated during the meeting.

You can register for the meeting by clicking on the following link:

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



Lewis Center for Educational Research

17500 Mana Rd.
Apple Valley, CA 92307
www.lewiscenter.org
(760) 954-5414 ext. 294, 175, 220
HR@lcer.org

Notice of Intent to Employ

This document is to serve as a "Notice of Intent to Employ" **Eleni Panayiota Philippou**. The intent is to obtain the legal authorization to employ Ms. Philippou as a teacher of record on a Multiple Subject Provisional Intern Permit in the open Kindergarten Elementary Teacher position on the Lewis Center for Educational Research - Academy for Academic Excellence Campus during the 2023/2024 school year.

The "Employer", Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, "AAE" through the methods of distributing job announcements, contacting college and university placement centers, and advertising on the internet, and attending one Job Fair, however, a fully qualified candidate has not been found.

Eleni Panayiota Philippou meets all of the requirements as set forth in the Commission on Teacher Credentialing leaflet CL-857. Further, the Lewis Center Credential Analyst will ensure that the outlined employer duties will be met.

Lisa Lamb, CEO
Lewis Center for Educational Research

6/5/2023

Date

Rebecca McCoy, HR Administrator/Credential Analyst
Lewis Center for Educational Research

06/05/2023

Date

Academy for Academic Excellence Board Approval

(To be signed after favorable action)

The Board hereby approves the issuance of a Provisional Internship Permit for the above listed candidate.

Patricia Caldwell, Chairman or Authorized Designee

Date





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

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

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant ELENI PANAYIOTA PHILIPPOU

SSN _____

Name of Employing Agency ACADEMY FOR ACADEMIC EXCELLENCE

County/District/CDS Code 36750773631207

☒ Multiple Subject

☐ Single Subject - Specify subject(s): _____

☐ Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following 3 methods):

- ☒ Distributed job announcements
- ☒ Contacted college or university placement centers
- ☒ Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- ☐ Advertised in professional journals
- ☒ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Contacted California teacher recruitment centers
- ☐ Advertised in local/national newspapers
- ☐ Other (explain)

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit
3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

☒ **Public School District**

Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

(continued)

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

- ☐ I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature

Elvis Philippon

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature

Title CHIEF EXECUTIVE OFFICER/SUPERINTENDENT

Date



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

Email: credentials@ctc.ca.gov

Website: www.ctc.ca.gov

Basic Skills Requirement Evaluation Worksheet

Applicant Name: _____

This form is designed for use by individuals and LEAs without a Commission-approved program to act as a guide for meeting the Basic Skills Requirement via coursework. Individuals may meet the requirement by providing official transcripts and this completed form as part of their application packet to the Commission. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B- or better, be degree applicable, and be at least 3 semester units (or equivalent quarter units). It is possible to identify two courses for a single area to meet the minimum unit requirement. Qualifying coursework does not include professional development or continuing education units or in-service training or workshops. Qualifying coursework includes the following:

- For reading proficiency: a course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis.
- For writing proficiency: a course in composition, English, rhetoric, written communication, or writing.
- For mathematics proficiency: a course in algebra, geometry, mathematics, quantitative reasoning, or statistics.

A course that does not fall within the indicated areas may still qualify with additional letter of explanation. A letter from the registrar or relevant department chair of the college or university where the course was completed must state that a course passed by the applicant covered reading, writing, or mathematics at the same level as one of the listed courses. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined. The letter must be included with the application packet.

Online recommendations from a Commission-approved preparation program should not use this form but instead must include Form 41-BSR.. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

READING PROFICIENCY (Course(s) in Critical Thinking, Literature, Philosophy, Reading, Rhetoric, or Textual Analysis)	Grade	Qtr	Sem

WRITING PROFICIENCY (Course(s) In Composition, English, Rhetoric, Written Communication, or Writing)	Grade	Qtr	Sem

MATHEMATICS PROFICIENCY (Course(s) in Algebra, Geometry, Mathematics, Quantitative Reasoning, or Statistics)	Grade	Qtr	Sem



Multiple Subject Provisional Internship Permit Evaluation Worksheet

Name: _____ Degree Major: _____

Must have either a degree major in liberal studies or 40 semester units including 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas.

All course work must meet the following criteria:

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a "C" grade or higher ("Pass" and "Credit" grades meet this requirement)

LANGUAGE STUDIES (Literature, Composition, Foreign Language, Language Acquisition, Speech, Linguistics, English)	Grade	Qtr	Sem	LITERATURE (American, Foreign)	Grade	Qtr	Sem
HISTORY				SOCIAL SCIENCE (History, Government, Geography, Economics, Political Science, Sociology, Anthropology, Psychology)			
MATHEMATICS				SCIENCE (Biology, Chemistry, Physics, Geosciences)			
HUMANITIES (Art, Music, Dance, Classics, Comparative Arts, Comparative Literature, Ethics, Logic, Philosophy, Foreign Languages, Ethnic Studies, Linguistics)				VISUAL/PERFORMING ARTS (Art, Music, Dance, Aesthetics, Criticism, Drama, Production)			
PHYSICAL EDUCATION (Physical Fitness and/or Movement Skills, Recreation, Sports)				HUMAN DEVELOPMENT (Intellectual, Social, Physical, Emotional and/or Moral Development During Childhood and Adolescence, Health Science, Nutrition, Psychology)			



Official Academic Transcript

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Arizona State University

Official Transcript

Verified Official Transcript

Verified By:

Date: 01/30/2023 Page 1 of 1

Name: Eleni Panayioti Philippou
Student ID: 1220897730

Rebecca McCoy
RMCCOY@LCER.ORG
USA

Print Date: 01/27/2023
External Degrees
Acad for Academic Excellence
High School Diploma 06/08/2018

Victor Valley College (N)
Assoc Arts 06/01/2021

Transfer Credits
A maximum of 64 transfer semester hours accepted as lower-division credit from two-year institutions.
Transfer Credit from California State University Fullerton

Course Trans	0.000	Transfer Totals:	0.000	16.000	Points	0.000
GPA:						

A maximum of 64 transfer semester hours accepted as lower-division credit from two-year institutions.
Transfer Credit from Victor Valley College

Course Trans	0.000	Transfer Totals:	0.000	48.000	Points	0.000
GPA:						

Degrees Awarded

Degree: Bachelor of Arts
Confer Date: 10/07/2022
Degree GPA: 3.76
Degree Honors: Magna Cum Laude
Plan: Psychology
Concentration: Forensic Psychology
New College of Interdisciplinary Arts and Sciences

Beginning of Undergraduate Record

2020 Fall

Course	Description	Attempted	Earned	Grade	Points
CRJ 309	Criminology	3.000	3.000	A	12.000
MAT 117	College Algebra	3.000	3.000	B	9.000
PSY 350	Social Psychology	3.000	3.000	A	12.000
SBS 300	Careers in Psychology	3.000	3.000	A+	12.999

	Attempted	Earned	Points
Term GPA:	3.83	12.000	12.000
Cum GPA:	3.83	12.000	76.000
			45.999
			45.999

2021 Spring

Course	Description	Attempted	Earned	Grade	Points
CSE 180	Computer Literacy	3.000	3.000	A+	12.999
MAT 170	Precalculus	3.000	3.000	B+	9.999
PSY 366	Abnormal Psychology	3.000	3.000	A+	12.999
REL 321	Religion in America	3.000	3.000	A-	11.001

	Attempted	Earned	Points
Term GPA:	3.92	12.000	12.000
Cum GPA:	3.87	24.000	88.000
			46.998
			92.997

2021 Fall

Course	Description	Attempted	Earned	Grade	Points
COM 316	Gender and Communication	3.000	3.000	B	9.000
PSY 290	Research Methods	4.000	4.000	A-	14.668
PSY 324	Memory and Cognition	3.000	3.000	A	12.000
SOC 352	Social Change	3.000	3.000	B+	9.999

	Attempted	Earned	Points
Term GPA:	3.51	13.000	13.000
Cum GPA:	3.75	37.000	101.000
			45.667
			138.664

2022 Spring

Course	Description	Attempted	Earned	Grade	Points
ASB 350	Anthropology and Art	3.000	3.000	A-	11.001
CRJ 260	Substantive Criminal Law	3.000	3.000	B-	8.001
PSY 323	Sensation and Perception	3.000	3.000	A	12.000
PSY 368	Forensic Psychology	3.000	3.000	A	12.000
PSY 468	Psychology and Law	3.000	3.000	A+	12.999
PSY 474	Correctional Psychology	3.000	3.000	B+	9.999

	Attempted	Earned	Points
Term GPA:	3.67	18.000	18.000
Cum GPA:	3.72	55.000	119.000
			66.000
			204.664

2022 Fall

Course	Description	Attempted	Earned	Grade	Points
ASB 301	Global History of Health	3.000	3.000	A	12.000
CDE 312	Adolescence	3.000	3.000	A+	12.999

	Attempted	Earned	Points
Term GPA:	4.00	6.000	6.000
Cum GPA:	3.76	61.000	125.000
			24.999
			229.663

END OF TRANSCRIPT

Rebecca McCoy

From: Rebecca McCoy
Sent: Wednesday, March 29, 2023 2:49 PM
To: AAE Staff; NSLA Staff
Subject: 2023-2024 Certificated Edjoin Job Postings

Dear LCER Staff,

This email is to announce our 2023/2024 Certificated Job Postings that are currently posted on Edjoin.

For internal staff that may be qualified and interested in any of these postings, you need only submit a letter of interest detailing your qualifications and where you stand with issuance of a teaching credential to HR@LCER.ORG. If anyone has questions regarding credentialing, please reach out to RMCCOY@LCER.ORG 😊 **We highly encourage any of our Certificated Substitutes who have started credentialing programs to apply!**

Or, if you know of someone outside of our organization that may be interested in any of these postings, please forward them the corresponding link so they may apply through Edjoin.

AAE Certificated Edjoin Postings:

[Elementary Teacher Applicant Pool \(Lower Elementary, K-2\) - Academy for Academic Excellence, a Lewis Center School located in Apple Valley at Lewis Center for Educational Research | EDJOIN](#)

[Elementary Teacher Applicant Pool \(Upper Elementary, 3-5\) - Academy for Academic Excellence, a Lewis Center School located in Apple Valley at Lewis Center for Educational Research | EDJOIN](#)

[Chemistry Teacher \(Secondary\) - Academy for Academic Excellence, a Lewis Center School located in Apple Valley at Lewis Center for Educational Research | EDJOIN](#)

[Special Education Teacher \(Education Specialist – Mild Moderate\) - Academy for Academic Excellence, a Lewis Center School located in Apple Valley at Lewis Center for Educational Research | EDJOIN](#)

[Special Education Teacher \(Education Specialist – Moderate/Severe\) - Academy for Academic Excellence, a Lewis Center School located in Apple Valley at Lewis Center for Educational Research | EDJOIN](#)

NSLA Certificated Edjoin Postings:

[Elementary Dual Immersion Teacher \(Spanish/English\) - Norton Science and Language Academy, a Lewis Center School located in San Bernardino at Lewis Center for Educational Research | EDJOIN](#)

[English Language Arts Teacher \(Secondary\) - Norton Science and Language Academy, a Lewis Center School located in San Bernardino at Lewis Center for Educational Research | EDJOIN](#)

[Mathematics Teacher \(Secondary\) - Norton Science and Language Academy, a Lewis Center School located in San Bernardino at Lewis Center for Educational Research | EDJOIN](#)

[Music Teacher \(Secondary\) - Norton Science and Language Academy, a Lewis Center School located in San Bernardino at Lewis Center for Educational Research | EDJOIN](#)

[Physical Education Teacher \(Secondary\) - Norton Science and Language Academy, a Lewis Center School located in San Bernardino at Lewis Center for Educational Research | EDJOIN](#)

(Biological Science, Geoscience and/or Chemistry Teachers:

[Science Teacher \(Secondary\) - Norton Science and Language Academy, a Lewis Center School located in San Bernardino at Lewis Center for Educational Research | EDJOIN](#)

[Social Science Teacher \(Secondary\) - Norton Science and Language Academy, a Lewis Center School located in San Bernardino at Lewis Center for Educational Research | EDJOIN](#)

[Special Education Teacher \(Education Specialist – Mild Moderate\) - Norton Science and Language Academy, a Lewis Center School located in San Bernardino at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Teacher on Assignment \(Dual Immersion Spanish/English\), Rocket Lab Intervention at the NSLA Campus: San Bernardino, CA at Lewis Center for Educational Research | EDJOIN](#)

[2022/2023 Teacher on Assignment - English Language Development \(ELD\) Intervention Teacher at the NSLA Campus: San Bernardino, CA at Lewis Center for Educational Research | EDJOIN](#)

*Rebecca McCoy
Human Resource Administrator
Lewis Center for Educational Research
Academy for Academic Excellence
Norton Science and Language Academy
17500 Mana Rd.
Apple Valley, CA 92307
760-946-5414 Ext. 294*

← Jobs (/emp/jobs)

Elementary Teacher Applicant Pool (Lower Elementary, K-2)

Job #7893908 • Created 5/22/2023 by Rebecca McCoy • Expires 7/30/2023

Edit
(/emp/jobs/7893908/edit)

More Actions ▾

Overview (/emp/jobs/7893908)

Schools (/emp/jobs/7893908/schools)

Matches (/emp/jobs/7

Recommended Schools

Customize Recommendations

Based on number of **qualified candidates** ⓘ at each school.



San Diego State University
San Diego, CA

Qualified candidates here:

25545

Request connection



University of Nevada, Las Vegas
Las Vegas, NV

Qualified candidates here:

16678

Request connection



University of Southern California
Los Angeles, CA

Qualified candidates here:

12170



Southern Utah University
Cedar City, UT

Qualified candidates here:

9512

Request connection

Request connection



Utah Tech University
St. George, UT

Qualified candidates here:
9475

Request connection

Load more

Targeted schools

Post to more schools

Search for a school

☐ Approved (20) ☐ Pending (3)

School	Status	Applications	Comments	Apply Start	Expiration	
Azusa Pacific University	Approved	0	0	3/28/23	7/30/23	≡
Biola University	Approved	0	0	3/28/23	7/30/23	≡
Cal Poly Humboldt	Approved	0	0	3/28/23	7/30/23	≡
California Baptist University	Approved	0	0	3/28/23	7/30/23	≡

California Polytechnic State University – San Luis Obispo	Pending	0	0	3/28/23	7/30/23	≡
California State Polytechnic University- Pomona	Approved	0	0	3/28/23	7/30/23	≡
California State University Chico	Approved	0	0	3/28/23	7/30/23	≡
California State University Los Angeles – Cal State LA	Approved	0	0	3/28/23	7/30/23	≡
California State University, East Bay	Pending	0	0	3/28/23	7/30/23	≡
California State University, Northridge	Pending	0	0	3/28/23	7/30/23	≡

Rebecca McCoy

From: no-reply@edjoinadmin.org
Sent: Tuesday, March 21, 2023 1:23 PM
To: Rebecca McCoy
Subject: Employment Opportunities with Academy for Academic Excellence, A Lewis Center School

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Rebecca Mccoy,

The Academy for Academic Excellence, a Lewis Center School is currently recruiting Elementary Teachers for the 2023/2024 school year. Your profile came up in an EdJoin applicant search for matching similarities between our posting and other jobs that you may have recently applied for.

The Lewis Center For Educational Research operates two public charter schools: Academy for Academic Excellence (AAE) in Apple Valley, CA and Norton Science and Language Academy (NSLA in San Bernardino.

The AAE is a public transitional kindergarten through 12th grade school that is chartered by the Apple Valley Unified School District. The AAE uses teaching techniques and strategies which are tested and refined in a standards-based educational program with a 30 year track record of success. The AAE is looking for hardworking and dedicated employees who want to grow with an amazing team as we prepare our students for their futures.

We set the bar high for our students and staff. If you are looking for a rewarding challenge in your career, we welcome you to follow these links for more information about joining our extraordinary team:

Job Posting Link(s):

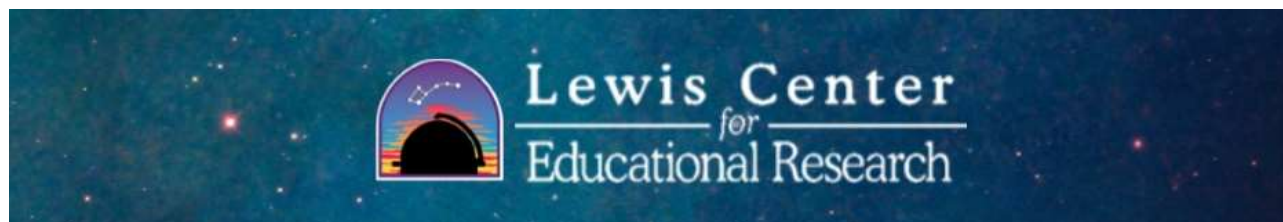
[Elementary Teacher \(Lower Elementary, K-2\) - Academy for Academic Excellence, a Lewis Center School located in Apple Valley at Lewis Center for Educational Research | EDJOIN](#)

[Elementary Teacher \(Upper Elementary, 3-5\) - Academy for Academic Excellence, a Lewis Center School located in Apple Valley at Lewis Center for Educational Research | EDJOIN](#)

Lewis Center For Educational Research: <http://www.lewiscenter.org/> <https://youtu.be/iNM4Qip9eeM>

Academy for Academic Excellence in Apple Valley: <http://aae.lewiscenter.org/>

Elementary Teacher Applicant Pool (Lower Elementary, K-2) - Academy for Academic Excellence, a Lewis Center School located in Apple Valley at Lewis Center for Educational Research



Job Information

Date Posted: 3/14/2023

Application Deadline: 9/14/2023 11:55 PM Pacific

Employment Type: Full Time

Length of Work Year: 2023/2024 - 185 days (Full Year)

Salary: \$58,632.05 - \$125,089.60 / full year (Class I/Step 1 – Class IV/Step 30) Salaried (exempt), transfer in of full-time teaching years of experience.

Number Openings: (At time of posting) Not Specified

Contact: Rebecca McCoy

Email: rmccoy@lcer.org

Phone: 760-946-5414 294

LOCATION: Academy for Academic Excellence: 17500 Mana Rd., Apple Valley, CA 92307

Job Summary

PLEASE CLICK ON "VIEW JOB DESCRIPTION" BUTTON TO REVIEW JOB DESCRIPTION AND APPLICANT REQUIREMENTS.

Additional Benefits:

LCER will transfer in all full-time teaching experience from an accredited K-12 public or private school.

Requirements / Qualifications

This position requires a Multiple Subject Teaching Credential and an English Learner Authorization. If you have questions regarding credentialing requirements please call 760-946-5414 ext. 294.

*All information MUST BE included in the "Professional Reference" section of the application, including email address. If the Lewis Center is unable to reach your references as listed in this application, you may be disqualified from being considered as a candidate.

The following items must be submitted with the application, or the application may not be considered:

- Letter(s) of Recommendation (2 Letters of Recommendation required, no more than 2 years old)
- Resume (Resume must be included)
- Multiple Subject Teaching Credential - General Subjects
- Crosscultural, Language and Academic Development Certificate (Or equivalent (ELA1, ELAM))

AAE Elementary

id	First Name	Last Name
1614996	Stephanie	Powell
559024	Terry	Abernathy
771555	Carles	Abraham
184817	Rebecca	Acosta
619424	Jessica	Addington
419072	Daniel	Agoot
785466	Danette	Aguilar
965539	Blanca	Aguilera
199827	Konan	Ahmed
1321251	M. Susana	Alcala
754821	Lina	Alfaro
866495	Sarah	Alfonso
981973	Toiya	Allen
1551810	Kelley	Alley
1461395	Michelle	Almada
1360395	Abigale	Almerido
726545	Christine	Alvarez
1256368	Ashley	Alzammar
1478978	Francisco	Ambriz
301665	JENNIFER	Andrews
1716641	Craig	Andrews
2512871	Teri	Applebaum
722787	Rebecca	Armstrong
2144232	Kathy	Atencio
1520675	Megan	Babin
406512	Jennifer	Bailey
2150022	Liza	Baker
171025	Theresa	Baker-Beale
776514	Anne	Baldoza
491091	Heather	Banning
707989	Heather	Barnhart
2488997	Taylor	Barraza
1109268	Vanessa	Barrera
355953	Lisa	Beaird
932140	Kimberly	Beard
2514283	Norma	Beckwith
747716	Roel	Beltran
1269102	Carl	Bendroff
1188502	Grisel	Benn
733465	Amber	Beria Devers
243664	Ismael	Berver
2273884	Maude	Best

174620	Stacie	Betancourt
1004087	Joyella	Beuler
1093089	Tamika	Bighead
360394	Thomas	Bingham
2584283	Mark	Bline
1611228	Kelsey	Block
1853952	Ana	Bolanos
1864241	Susan	Bostock
598934	Patricia	Bower
1013707	Shinay	Bowman
738334	Alicia	Brady
1127297	Christy	Bragg
1521155	Victoria	Brands
2499461	Angela	Brumbaugh
929247	Stacy	Bruneau
1426491	Naomi	Brush
1534921	Tessa	Bunch
317959	Tatum	Burns
725650	BRIDGET	BURTON
332898	Tamera	Byer
443243	Danielle	Cabral
1355713	Maria	Caceres
1083096	Paula	Caine
1744845	Krista	Caley
1911599	Synthia	Calvert
942045	Christina	Camacho-Torti
293236	Alma	Camara
2205126	Rosalia	Campos
1420261	Hilda	Campos
631762	Ines	Capetillo
2739214	Jasmin	Carreon
601055	Marcelina	Carrera
829297	Dora	Carrillo
1754558	Cynthia	Carter
637487	Chastity	Castro
339117	Donald	Cayer
2731151	Robin	Cervantes
1319607	Katie	Cheetham
1856317	Tania	Choi Soo
1153680	ELIZABETH	CHRONISTER
627892	Hee	Chung
1180358	Tiffany	Cieadlo
978693	Myra	Citron
769348	Krystal	Clark

1659126	Amanda	Cloutier
31090	Tonya	Coats
846358	Lindsay	Coker
1192341	Carrie	Cole
1291757	Gary	Collier
937809	Kerry	Collins
1968280	Michelle	Collopy
649762	Maria	Contreras
1187194	Sunshine	Contreras
571573	Angela	Coracero
701853	Melvin	Cortez
2585218	Caroline	Cota
622613	Jamar	Cotton
47239	Monica	Coughlin
1111403	Kathy	Cox
1585561	Nichole	Crissup
904839	Brenda	Crump
811748	Starene	Cruse
424064	Laura	Cruz
513586	Kaitlin	Culhane
688175	Deniesha	Culverson
1331025	Bridget	Cunningham
1504123	Vanessa	Cutler
676009	Michelle	Daleiden
1497798	Kristina	Darcy
266492	Sara	Dave
2224883	Rachel	Davidson
2316548	Gregory	Davis
1546967	Marjori	Daza
318411	Duneen	De Bruhl
1397680	Minerva	de Leon
1847126	Rebecca	De Sousa
1156688	Holly	Dejulia Burke
2286301	Gabriela	Delgado
2000095	Ashley	Delk
543247	Claretta	Diaz
1329459	David	Diehl
1352849	Christina	Dillard
818757	Teresa	Do
1755621	Patti	Dodge
693158	Tyler	Dole
2667418	Yuliana	Dover
1802733	Kristi	Drake
988966	Cynthia	Duarte

254219	Josue	Duarte
1984303	Dianne	Duncan
703770	Ali	Dunki-Jacobs
2575296	Cassandra	Dykes
604515	Hilarie	Dyson
999013	Aaron	Eckels
772405	ALLAN	EDPAO
1939555	Alayna	Effinger
364978	Rochelle	Egan
2266535	Heather	Ellis
305036	Evan	Eropkin
1680275	Deisy	Espinoza
2315473	Valerie	Espitia
1541831	Stephanie	Estrada
392070	Renee	Estrada
1460249	Raymond	Fausel
1082161	Celeste	Felix
2366843	Ayleen	Felix
427913	Jill	Fergus
2579179	Rebecca	Figueroa
1279398	Catherine	Flaherty Welton
2103143	Renee	Flores
1585171	Christina	Flores
1341123	Kathleen	Flynn
1071793	Tiffany	Folker
488050	Amy	Foody
2494623	Mark	Forbes
477885	Jami	Fordyce
987411	Elizabeth	Foscaldo
113385	David J.	Fox
1173391	Dayana	Franco
840287	Kimberly	Frenkiel
1151055	Carl	Fudge
722974	Sherrill	Fuller
726583	Amy	Gabay
1536117	Jesus	Galdamez
1140261	Jenny	Galindo
1767735	Rebecca	Gallaher
1289740	Jessica	Gallegos
1755217	Nancy	Galvan
405946	Agustina	Garcia
301340	Juan	Garcia
2002632	Osvaldo	Garcia
1473188	Christina	Garcia

789349	Helen	Garcia
453459	Ambi	Gardner
1989073	Laura	Garner
601323	Jelyn	Gaskell
2014794	Cynthia	Gemel
1745611	Genavieve	Genther
2187722	Jamie	Glover
1287115	Juan Luis	Gonzales
2031345	Marisa	Gonzalez
1110874	Jennifer	Goodale
910140	Gloricel	Grajeda
112905	Kyle	Griffith
381689	Shirley	Griswold
1408269	Sarah	Gruen
775147	Cyndy	Guerrettaz
1665395	VICTORIA	GUZMAN
424892	Alberto	Hananel
191670	Walter Dale	Hand
1383141	Amy	Handal
268646	Paul	Hannosh
1101769	Stefanie	Harbour
1400038	Christalle	Hart
1768124	Jessica	Hauger
862126	Dulcinea	Hearn
1489882	Sally	Hedley
1282217	Darna	Height
1966345	Michael	Helinski
361116	Nicole	Hellings
2011391	Ayisha	Hernandez
2141232	Diana	Hernandez
2159209	Angela	Herr
2416066	Jannelly	Herrera
630986	Charneata	Herron
383749	Sorina	Highfield
1633155	Robert	Hill
2298709	Windy	Hodgson
1210347	Katie	Hollingworth
1197316	Susan	Holstrom
2429560	Ernestine	Hopwood
113290	Susan	Horcajo
990759	John	Horigan III
1271233	Dr. Audrey	Hovannesian
33550	Ricky	Hsin
255530	Isaac	Huang

519106	Angela	Huerta
515210	Janyce	Hustwit
830196	Alma	Ibarra
791063	Linda	Igoe
529660	Andrew	Irvin
1812113	James	Irving
1917436	twanna	jackson
2223088	Lauren	Jackson
441223	Gabrielle	Jackson-Edie
1800260	Joanna	Janeway
1336917	Marvin	Jeglin II
1685810	Jason	Jennings
2550335	Amanda	Jimenez
2153572	Quae	Johnson
1772959	Allison	Johnson
981278	Anita	Johnson
1364881	DeRon	Johnson
881549	Suzanne	Jolgren
1058693	Kimley	Jones
1410898	DR. ANISSA	JONES
193122	Joseph	Jones
168729	Redwood	Jordan
1951958	Sonya	Joyner
1275018	Susie	Keough
1537023	Kathie	Ketcham
694500	Tarra	Khamar
695909	Angela	Khoury
691175	Misty	Kiley
307328	Arthur	Kimball
906239	Chad	Kirschner
775161	Andrea	Kittelson
831740	Janice	Kuri
967847	Donald	Kvashay
1071119	Gabrielle	Ladner-Mejia
1554227	Rodrigo	Landeros
191167	Fredrick	Lanuza
476805	John	Leahy
119405	Jenny	Lee
410367	Heidi	Lee
265067	Cynthia	Lee
1338741	Leanne	Leonard
2532189	Michele	Lew
1779510	Sally	Lewis
753230	Debra	Lewis

379078	Matthew	Leyva
2552959	Gaby	Limon
1408117	Mark	Little
1009405	Stephanie	Lock
1481105	Kris	Loewy
1858051	Caroline	Look
1040404	Tiffany	Lopez
1318528	Mary	Lopez
467287	Itzel	Lopez
626967	Maribel	Lopez-Tyus
1828711	Angelina	Lorenzo-Juan
1151485	Kenneth	Luna
2207104	Ronda	MacDonald
1682117	Ashley	MacGavin
1684782	Rianne	MacInnes
1991241	Tiffany	Madera
248214	Adriana	Magallanes
1800939	Trish	Mai
1189890	Vergine	Makhmudyan
1039933	Christina	Mann
1255411	Robert	Margelin
1777322	Gwen	Marich
1299450	Jennifer	Martin
29191	Eduardo	Martinez
747638	Jacob	Mathis
2445490	Sarah	Matlock
957039	Christyn	Mattingly
1133579	Scott	Matuga
990234	Megan	McClintock
1129922	Joelle	McCoy
452781	Sarah	McCutcheon
471315	Horace	McDuffie
2627093	Ciera	McElveen
1632819	Mary	McHugh
1254539	Sheri	McKechnie
2054504	Michelle	McKinney
544667	David	McMasters
1228392	Sofia	Medina
1535214	Kimberly	Melendez
403639	Glenn	Mengason
1703616	Stephanie	Mera
544708	Maricella	Mesa
1135550	Jamie	Messina
594660	Charlene	Meza-Frye

904028	Andrea (Annie)	Miekosz
747205	Kendra	Mieux
1479304	Aimee	Miller
787600	Dayna	Miranda
960129	Amber	Mirelez
1987144	Katie	Mitchell
2192121	Leslie	Mitchum
1292507	Bernadette	Monson
283400	Linda	Moon
455790	Natalie	Morales
464535	Tracy	Morales
478817	Alisha	Morff
1098921	Tiffiney	Morris
919942	Guiselle	Morrison
446013	Andria	Morrison
118976	Clifford	Moseley
379822	Karleen	Mowery
724994	Robin	Mundschau
1496055	Janet	Munoz
1713428	Shawna	Murawski
2232036	Kami	Murphy
2171634	Jennifer	Naef
918760	Crystal	Nance
331720	Phill	Naranjo
1016584	Janet	Nasir
2150549	Megan	Nason
1147110	Sherry	Nephew
657032	Brandi	Nerio
789879	Brooke	Newett
2231489	Danielle	Newkirk
1983197	Tiffany	Nguyen
855553	Maria	Nguyen
1082698	Tri	Nguyen
1284671	Blanca	Nicks
1538271	Sandra	Nitti
145756	Joseph	Nosik
176662	Donna	O'Neal
2061334	Ivette	Obagi-Tapia
1133471	Diana	Ochoa
413518	Steven	Olmos
781249	Jessica	Olmos
1924631	Briana	Olmsted
320912	Mary	Ong
2216605	Colin	Opseth

746797	Sergei	Orloff
447577	Evelia	Ornelas
382613	Yvonne	Orozco
641630	Elizabeth	Orrell
346986	Diane	Palmer
968095	Nicholas	Parisi
425596	Elise	Parkin
1117409	Cynthia	Parlanti
2335624	Venus	Partida
796127	Tiffani	Patterson
453727	Douglas	Paulson
347038	Scott	Pearson
2183062	Ashley	Peebles
568023	GISELLA	PENA
2619470	Jacqueline	Pendery
1098137	Erica	Perea
508930	Trevor	Persson
421285	Malena	Peterson
702322	Michelle	Pfiffner
1102161	Erika	Pham
1063218	Diana	Pham
912000	Jennifer	Pike
232122	Julie	Plaisance
270288	Jeanette	Pratt
635005	Jennifer	Prince
673836	Sherilene	Quezada
2185413	Claudia	Quintero
186303	Margaret	Quirante
2339861	Kasey	Radici
389250	Ellen	Raynis
1501856	Tiffany	Reckley
2168444	Stephanie	Reimbold
2302120	Hazel	Richardson
1126527	Juan	Ricoy
1290814	Erin	Riley
1485847	Kayla	Robarge
1028018	Norman	Roberts
981794	Larry	Rodgers
379023	Rosalba	Rodriguez
1908647	Sarah	Rodriguez
347839	Pamela	Rodriguez
2159022	Jocelyn	Rodriguez Castro
1085820	Nancy	Romero
2249228	Paula	Roper

379731	Corie	Ross
2176891	Nicole	Royea
613527	Norma	Ruano
1266280	Adin	Rudd
814883	Ibet	Ruiz
2592605	Christine	Sabala
392403	Mary	Sagert
1301041	Daisy	Salazar
796733	Brooke	Salgado
662522	Teresa	Sanchez
465055	Juanita "Nita"	Sandoval
1240682	Carol	Sandoval
1096663	Karen	Schafer
890824	Scott	Schaufele
604853	Kristofor	Schmidt
1406271	Katie	Schnaas
1181636	Amy	Schuler
786415	Charlene	Schumacher
641076	Suzanne	Schwartz
570497	Jibril	Scores
1087864	Sarah	ShaBazz-Ugwumba
1378165	Dana	Shedd
325245	Richard	Shenson
1562657	Erin	Simmons
322608	Dwight	Sinisi
1719758	Kimberly	Skogen
1292140	La ' Anita	Smith
2536710	Hye (Chelsea)	Smith
608067	Miramonee	Smith
699619	Amber	Smith
390315	Sara	Soria
959089	Teevri	Soun
775857	phyllis	spivey
243272	Mandi	Spottsville
323395	Alicia	Stearns
1689641	Ashley	Stephenson
426571	RANDAL	STEPP
1573695	Crystal	Stone
2532435	Michelle	Stone
332256	Laura	Strachan
697058	Jacqueline	Stump
1267051	Natasha	Stumpf
119281	Phillip	Suttner
465129	Kristen	Swanson

2327993	Kathy	Swope
1943455	Clarisse	Sy Su
1599807	Jaime	Talaugon
1522122	Rebecca	Taua'i
1682245	Melissa	Teran-Milton
1354437	Andrew	Thill
2338043	Tiphani	Thomas
1307079	Cortney	Tillery
534655	Deidra	Tineo
1110911	Maria	Torres
172742	Kyra	Toth
556989	Kimberly	Tovar
1047311	Holly	Tremblay
1944120	Loreane	Tucker
2241376	Sonna	Udealor
1822829	Diocelina	Van Belle
1488397	David	Van Norman
998056	Kristen	Vanderpool
464289	Gilberto	Vega
1456878	Whitney	Veley
1348345	Sudha	Venkatesan
1930857	Priscilla	Villa
189616	Steven	Vollmer
406624	Dmitriy	Voloshin
2522504	Jessica	Wagner
790721	Christine	Walker
1565650	Karen	Wang
1095626	Dustin	Ward
1479417	Joseph	Ward
1903921	Loleta	Washington
985198	Charles	Wassif
2507014	Kyrsten	Watt
1275542	Adam	Weeks
1094609	Casey	Weinkauf
1290043	Maria	Wence
185994	Dan	Wexler
715793	Alice	Wheatley
935822	Sara	Wheaton
347760	Danny	Whetton
826581	VICKIE	Whipple
271398	Jonathan	Whitlock
682785	Audry	Wiens
398920	Shayla	Williams
1971944	Theresa	Williams

1325877	Jesabel	Williams
976592	Karolyn	Williams-Nettles
785970	TERESA	WILSON
1206585	John	Wilson
1391082	DAVID	WON
1811981	Sophara	Wrathall
598889	Pamela	Wright
1387005	Janell	Wright
696162	Jennifer	Wright
462726	SUSAN	YAKICH
381080	Melina	Yamarone
512772	Timothy	Yelin
307052	Julie	Young
523122	Kristi	Zampieri
1434146	Diana	Zaragoza
754379	Elizabeth	Zinda Hampton
728323	Robert	Zubia
1536640	Brittany	Zuniga

Rebecca McCoy

From: Omar Palmerin <Omar.Palmerin@sbcss.net>
Sent: Thursday, March 30, 2023 1:46 PM
To: Omar Palmerin
Cc: Recruitment Fair
Subject: Reminder - Educator Recruitment Fair on Saturday, April 1, 2023

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear LEA and IHE Representative(s):

We are excited to remind you that the 2023 Annual Countywide Educator Recruitment Fair is taking place this Saturday, April 1, 2023, from 9:00 a.m. to noon at the Dorothy Inghram Learning Center at 670 E. Carnegie Drive, San Bernardino, CA 92408.

This event is an excellent opportunity for Local Education Agencies (LEAs) and Institutes of Higher Education (IHEs) to connect with prospective educators and showcase their organizations.

We will have breakfast, coffee, and drinks provided for you.

Please arrive at 8:00 a.m. to set up your table to ensure your exhibit runs smoothly. Below is a list of recommended items you should bring:

- Business cards
- Extension cords
- Giveaways or promotional items
- Laptop or tablet (optional)
- Marketing materials (brochures, flyers, etc.)
- Tablecloth and decorations
- Please note that Wi-Fi will be provided at the event.

Please bring your ORI form for fingerprint processes, as we will have an on-site mobile fingerprint. For prices and service questions, please get in touch with **Bio Impressions** at 760.684.9000 or info@bioimpressions.com.

If you have any questions or concerns, please do not hesitate to contact us at 909.386.9561 or omar.palmerin@sbcss.net.

We are excited to see you at the Educator Recruitment Fair.

Thank you to our amazing sponsors, Alliant International University, Grand Canyon University, National University, and SchoolsFirst Federal Credit Union, for contributing to this event!

Thank you,



Transforming lives through education

Omar Palmerin, MA, Office Specialist II

San Bernardino County Superintendent of Schools

760 East Brier Drive • San Bernardino, CA 92408

P: 909.388.5742

<http://www.sbcss.net>

Statement of Confidentiality: The contents of this e-mail message and any attachments are intended solely for the addressee. The information may also be confidential and/or legally privileged. This transmission is sent for the sole purpose of delivery to the intended recipient. If you have received this transmission in error, any use, reproduction, or dissemination of this transmission is strictly prohibited. If you are not the intended recipient, please immediately notify the sender by reply e-mail, send a copy to postmaster@sbcss.net and delete this message and its attachments, if any. E-mail is covered by the Electronic Communications Privacy Act, 18 USC SS 2510-2521 and is legally privileged.

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

Date of meeting: June 12, 2023

Title: Request for approval of Janhely Montoya to serve as a Full-time K-12 Speech Language Pathologist for the Academy for Academic Excellence and Norton Science and Language Academy during the 2023/2024 school year on a Subsequent Variable Term Waiver

Presentation: Consent: Action: X Discussion: Information:

Background: In accordance with the Commission on Teacher Credential requirements The “Employer”, Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed Speech and Language Pathologist and/or intern Speech and Language Pathologist for our Academy for Academic Excellence Charter School, “AAE” and Norton Science and Language Academy “NSLA”. We have accomplished this through the methods of advertising in local/national newspapers, attending job fairs, contacting IHE placement centers, distributing job announcements, and advertising on the internet, however, a fully qualified candidate has not been found.

Fiscal Implications (if any):

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

Recommendation: Approve Janhely Montoya to serve as a Full-time K-12 Speech Language Pathologist for the Academy for Academic Excellence and Norton Science and Language Academy during the 2023/2024 school year on a Subsequent Variable Term Waiver

Submitted by: Rebecca McCoy, HR Administrator

NOTICE OF PUBLIC ANNOUNCEMENT

Notice is hereby given that the Lewis Center for Educational Research Board of Directors (Board), at a regular board meeting on June 12, 2023 at 4:30p.m., will declare its Intent to Hire Janhely Montoya for a Full-time K-12 Speech Language Pathologist on a Variable Term Waiver in the open Itinerant Speech and Language Pathologist position on the Lewis Center for Educational Research - Academy for Academic Excellence Campus ("AAE") and Norton Science and Language Academy Campus ("NSLA") during the 2023/2024 school year. Ms. Montoya will require a Subsequent Variable Term Waiver in order to be legally employed in this position while she works towards her full Speech and Language Pathologist credential. The Intent to Hire will be available for public inspection online at the LCER's website (www.lewiscenter.org) commencing June 5, 2023

If you wish to make a comment on the Intent to Hire, please email your comment to the Secretary at lcerboard@lcer.org. You may also comment on the Intent to Hire during the meeting using the Questions feature of GoToWebinar, which will be moderated during the meeting.

You can register for the meeting by clicking on the following link:

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



Lewis Center for Educational Research

17500 Mana Rd.
Apple Valley, CA 92307
www.lewiscenter.org
(760) 954-5414 ext. 294, 175, 220
HR@lcer.org

Notice of Intent to Employ

This document is to serve as a "Notice of Intent to Employ" **Janhely Montoya**. The intent is to obtain the legal authorization to employ Ms. Montoya as a Full-time K-12 Speech Language Pathologist on a Variable Term Waiver in the open Itinerant Speech and Language Pathologist position on the Lewis Center for Educational Research - Academy for Academic Excellence Campus ("AAE") and Norton Science and Language Academy Campus ("NSLA") during the 2023/2024 school year.

The "Employer", Lewis Center for Educational Research has conducted a diligent search for a suitable Full-time K-12 Speech Language Pathologist for our Academy for AAE and NSLA through the methods of advertising in local/national newspapers, attending job fairs, contacting IHE placement centers, distributing job announcements, and advertising on the internet, however, a fully qualified candidate has not been found.

Janhely Montoya meets all of the requirements as set forth in the Commission on Teacher Credentialing Variable Term Waiver guidebook for a waiver in a Statewide High Incidence area. Further, the Lewis Center Credential Analyst will ensure that the outlined employer duties will be met.

Lisa Lamb, CEO
Lewis Center for Educational Research

5/25/23

Date

Rebecca McCoy, HR Administrator/Credential Analyst
Lewis Center for Educational Research

05/25/2023

Date

Academy for Academic Excellence Board Approval

(To be signed after favorable action)

The Board hereby approves the issuance of a Provisional Internship Permit for the above listed candidate.

Patricia Caldwell, Chairman or Authorized Designee

Date





Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
1900 Capitol Avenue
Sacramento, CA 95811-4213

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

CTC Use Only

CTC Use Only
W Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent** waivers only.

1. EMPLOYING AGENCY (include mailing address)	County/District	Contact Person:
Academy for Academic Excellence, Charter School	CDS Code 36750773631207	REBECCA MCCOY
Norton Science and Language Academy, Charter School	36103630115808	Telephone #: 7609465414
NPS/NPA (list county code _____)		Email: RMCCOY@LCER.ORG

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number: [REDACTED]

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name JANHELY

MONTOYA

First

Middle

Last

Former Name(s) _____

Birth Date [REDACTED]

Applicant's Mailing Address [REDACTED]

Phone# [REDACTED]

Email [REDACTED]

Waiver Title SPEECH AND LANGUAGE PATHOLOGY SERVICES

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment SPEECH AND LANGUAGE PATHOLOGIST K-12

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? ☒ Yes ☐ No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- Is this a subsequent waiver? (see #9 for additional information) ☒ Yes ☐ No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: 44265.3 -Professional Prep for Speech/Lang Pat

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 7/1/2023 to 6/30/2024

Ending date of school term, track, or year: 6/30/2024

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:

a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT

- | | |
|--|--|
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Driver Education and Training |
| <input type="checkbox"/> Clinical or Rehabilitative Services | <input type="checkbox"/> 30-Day Substitute |
| <input checked="" type="checkbox"/> Speech-Language Pathology Services | |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Advertised in local/national newspapers | <input checked="" type="checkbox"/> Contacted IHE placement centers |
| <input type="checkbox"/> Advertised in professional journals | <input checked="" type="checkbox"/> Distributed job announcements |
| <input checked="" type="checkbox"/> Attended job fairs in California | <input checked="" type="checkbox"/> Internet |
| <input type="checkbox"/> Attended recruitment out-of-state | |

Other _____

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- | | |
|---|--|
| <input type="checkbox"/> Administrative Services | <input type="checkbox"/> Multiple Subject Teaching |
| <input type="checkbox"/> Single Subject Teaching (all subject areas) | <input type="checkbox"/> Pupil Personnel Services: Counseling, Psychology, Social Work |
| <input type="checkbox"/> Designated Subjects – except driver education and training | <input type="checkbox"/> Reading Specialist/Certificate |
| <input type="checkbox"/> Teacher Librarian Services | <input type="checkbox"/> Teacher of English Learner Students |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

- ☒ Distributed job announcements
- ☒ Contacted IHE placement centers
- ☐ Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- ☐ Advertised in local/national newspaper
- ☒ Attended job fairs in California
- ☐ Attended recruitment out-of-state
- ☐ Advertised in professional journals

Other _____

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? 0 _____

How many individuals credentialed in the authorization of the waiver request were interviewed? 0 _____

What were the results of those interviews? (Please indicate answers in numbers)

- _____ Applicant(s) withdrew
- _____ Candidate(s) declined job offer
- _____ Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
MS IN SLP AT CSU, SAN MARCOS	06/30/2024
CERT, CREDENTIAL, UNDERGRAD 12+ UNITS	06/30/2025
MASTERS 6 OR MORE UNITS	06/30/2024

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name NANCY MARTINEZ Position SLP

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

☐ Yes ☒ No ☐ Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. **If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.**

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of **allegations of misconduct** or while **allegations of misconduct** were pending?

☐ Yes

☒ No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place?
You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

☐ Yes

☒ No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

☐ Yes

☒ No

d. Are any criminal charges currently pending against you?

☐ Yes

☒ No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprimanded, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

☐ Yes

☒ No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

☐ Yes

☒ No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

☒ I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

☒ **Public School District:** Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months

☐ **County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency:** Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

Signature of Applicant

(Sign full legal name as listed in #2)

Date

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: _____

Title: CHIEF EXECUTIVE OFFICER

Date: _____

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name: [MONTROYA](#)
First Name: JANHELY
Middle Name:

Document Information:

Document Number: W22002027
Document Title: Speech-Language Pathology Services Credential
Term: Waiver
Status: Valid
Issue Date: 10/17/2022
Expiration Date: 6/30/2023
Original Issue Date:
Grade:
Special Grade:
Deceased Flag: ☐

SB1969 (Title 5 §80487):

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> LSH	This Speech-Language Pathology Services Credential in Language, Speech and Hearing authorizes the holder to conduct Language, Speech, and Hearing Assessments and provide Educational Services, provide specific learning disability area services related to speech and language, and special education services to individuals with language and speech impairments across the special education disability areas, to students from birth through age 22 in services across the continuum of program options available found in Section 80048.9.3.	LSH	Language, Speech and Hearing

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
--------------	---------------------	------------------------

Employment Restrictions

Organization 1 Organization County

> CS	ACADEMY FOR ACADEMIC EXCELLENCE (CHARTER)	SAN BERNARDINO COUNTY OFFICE OF EDUCATION
CS	NORTON SCIENCE AND LANGUAGE ACADEMY	SAN BERNARDINO COUNTY OFFICE OF EDUCATION

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

Date of meeting: June 12, 2023

Title: AAE ASB and Student Activities Spending Plans

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

Background:

Per the FCMAT ASB Manual, it is recommended that ASB and student organizations/ clubs that want to carry over more than 20% of the revenue they raised during the previous school year may do so with the consent of the governing board. ASB and other student organizations on campus have requested to carry over more than 20% and have listed in their meeting minutes on why they want to carry over those funds into the next school year. Some of the clubs on campus did not have a year-end balance greater than 20% of the revenue they raised during the 22/23 school year. After reviewing the balances from the previous years and prior to Covid it is apparent that many of the clubs are still working down the balances they earned before Covid. Allowing them to carry over funds to the 23/24 school will give them the opportunity to continue to do so.

Fiscal Implications (if any):

Should not have any impact on the AAE or LCER general fund, only student body funds which are held separately within the organization.

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

Student organizations help give students opportunities to benefit the student body in many different ways. What these organizations do by providing extracurricular activities to students on campus clearly benefits the AAE mission of preparing students for post-secondary success.

Recommendation:

- ASB requests to carry over funds for venue deposit payment for Winter Formal and Prom and Student store supplies for the 23/24 school year.
- GSA club would like to carry over funds for the 23/24 school year.
- Drama Club would like to carry over funds for the 23/24 school year.
- Elementary ASB would like to carry over funds for the 23/24 school year.
- Interact Club would like to carry over funds for the 23/24 school year.
- Art Club would like to carry over funds for the 23/24 school year.
- Christian Club would like to carry over funds for the 23/24 school year.

Submitted by:

Kristen Dolan
AAE ASB Bookkeeper

Club:	Starting Balance for 22/23:	Fiscal Revenue:	20% of Revenue:	Current Balance:
ASB	\$19,425.64	\$63,037.39	\$12,607.47	\$28,779.52
GSA	\$328.00	\$832.60	\$166.52	\$804.52
Drama	\$4,570.17	\$4,956.54	\$991.30	\$3,129.17
SLT	1,824.22	\$16,096.61	\$3,219.32	\$1,224.96
Spain/Paris	\$0	\$0	\$0	\$0
Elementary ASB	2,105.76	\$1,968.62	\$33.72	\$1,698.12
Hosa	\$7,315.18	\$0	\$0	\$7,315.18
Ink on the brain	\$0	\$0	\$0	\$0
Interact MS	\$0	\$0	\$0	\$330.33
Kitty Hawk	\$1,747.00	\$0	\$0	\$1,747
NHS	1,073.55	\$1,728.00	\$245.60	\$139.15
Hype	\$0	\$0	\$0	\$0
Interact	\$580.01	\$2,549.36	\$509.87	\$2,751.50
Pay it Forward	\$457.27	\$0	\$0	\$457.27
Costa Rica	\$0	\$0	\$0	\$0
KSPN	\$0	\$0	\$0	\$0
We are going to college	\$0	\$0	\$0	\$0
Spanish	\$389	\$0	\$0	\$388.77
Art Noveau	\$412.86	\$765	\$207	\$1,032.94
Ambassadors	\$0	\$0.00	\$0.00	\$0.00
Christian	\$139.46	\$300.76	\$60.15	\$440.22
Dance Team	\$1,664.97	\$0	\$0	\$1,664.97
Make a Wish	\$0	\$0	\$0	\$0
2022-2023 school year				

**Lewis Center for Educational Research
STAFF REPORT**

Date: June 12, 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 <u>Objective:</u> Both schools will demonstrate continual increases in student mastery in all areas as reported on the annual California School Dashboard.	<p>AAE:</p> <ol style="list-style-type: none"> Continued walkthroughs - 354 (Cumulative) Hired - Chemistry, Kindergarten, 5th grade, Admin Assistant, 3rd grade Hiring process for middle school science teacher and receptionist Grading policy created and shared with AAE teachers Attendance policy created and shared with Board Principal Cabinet and VP Cabinets meet monthly <ol style="list-style-type: none"> Developing strategies to create student voice on our campus 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 Beginning construction on new Baseball and Soccer fields and TK - 2 Classroom <p>NSLA:</p> <ol style="list-style-type: none"> We have hired and filled all high school teaching positions needed for next year. We have hired and filled all but one middle school position for next year. Secondary teachers are completing their course syllabi. We had a total of 441 students have perfect attendance during their state assessment. Met with middle school and high school students. Principals' Advisory Panel.
1.2 <u>Objective:</u> 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.	<p>AAE:</p> <ol style="list-style-type: none"> AAE administration continues weekly check in with students who are at risk. Use of our Go Guardian and StopIt Programs to identify students who are in need of support. Counselor and Psychologist continue to work with their caseloads to provide support to our students and their SEL needs SEL counselor conducting group and individual counseling for secondary School Psychology continues to support socio-emotional needs at the Tier 3 level <p>NSLA:</p> <ol style="list-style-type: none"> SEL lead Counselor continues to promote <ol style="list-style-type: none"> Wellness Wednesdays for Staff Virtual Wellness Space for Students Lunch Bunch Activities SCUTA (Data Collection Process) continues SEL lessons continue to be taught throughout homerooms. Use of StopIt Programs to identify students who are in need of support. Save One Student mentoring program has started. This is an informal intervention support program where teachers adopt students that may fall through the cracks.

	<p>LCER-Wide Mental Health Supports</p> <ol style="list-style-type: none"> 1. Mental Health teams providing ongoing Suicide Prevention support. 2. Mental Health Team (School Psychologists and Counselors) providing ongoing counseling support to students in crisis at both sites (Behavioral and Socioemotional) 3. DM SELPA, DMCC, and County agencies counseling efforts for SPED and GENED students 4. Care Solace referrals continue to be processed in support of staff, students and families. 5. GoBeacon alerts continue to be processed as needed for NSLA/AEE (suicidal ideations/planning). 6. Ongoing/Weekly case management meetings through MTSS 7. School Psychologists are currently promoting the Mental Health Awareness Month
1.3 <u>Objective:</u> Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.	<p>AEE :</p> <ol style="list-style-type: none"> 1. Teacher Summer PD on Computer Science and use of technology in the classroom 2. High school clubs include eSports and Robotics. 3. After school STEM program continuing through Spring Semester 4. Summer Academy STEM Quest 5. Engineering mentorship has begun with our High School students mentoring our elementary students in STEM related topics. <p>NSLA:</p> <ol style="list-style-type: none"> 1. We are in the initial developing stages of eSports. There is growing interest. 2. Summer Academy will integrate STEM units into their 3 week sessions. 3. We are looking to increase STEM projects for next years STEM Quest.
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>AEE :</p> <ol style="list-style-type: none"> 1. We had an amazing season in sports season <ol style="list-style-type: none"> a. 166 total High School Athletes <ol style="list-style-type: none"> i. 87% made honor roll ii. 82 students GPA of 4.0 or higher iii. 63 students GPA 3.0 - 3.99 b. 2 Cross Valley League Championships c. 2 Cross Valley League Sportsmanship awards d. 48 all league high school selections e. 3 league MVP's f. 2 All - CIF athletes g. 5 Track and Field/XC school records broken h. 9 CIF Playoff Appearances i. 1 CIF State Finalist 2. Principal Cabinet and VP Cabinets meet monthly 3. 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 <p>NSLA:</p> <ol style="list-style-type: none"> 1. Principal's Advisory Panel continues to meet to discuss future plans.

	<ol style="list-style-type: none"> 2. We are already planning new Friday Clubs for next year which include Folklorico, National Honor Society, Destination Imagination, Arts and Crafts. 3. This summer several of our staff members will be attending professional development training on Ethnic Studies. 4. Our 9th and 10th graders attended a field trip to the Cheech Marin Chicano Art Museum. <p>LCER:</p> <ul style="list-style-type: none"> • 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. Partnership and planning meetings are scheduled over the summer with the expectation that the pilot will launch next school year.
Goal 2 - Business/Fiscal: Maintain fiscal stability and seek diversified outside funding that allows us to be innovative.	
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%).	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.
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.	Finance has continued 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 continue our discussions and plan to provide an updated plan for the remaining COVID funds in the fall to meet the needs of our schools now that we are 2+ years into the pandemic. We have also worked on a productive plan to support our students using the categorical funds that we receive and how to maximize our resources with these spent prior to utilizing the general funds available to the schools.
2.3 <u>Objective</u> : Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.	Finance has completed a proposed budget with the school and management support that provides a 5% COLA increase that is in compliance with the projected multi-year feasibility to be able to sustain the compensation with continued growth and operations across the organization.
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's McTeachers' Night was a great success. Together, both sites raised more than \$4100 thanks to the generosity of the Sanchez Family and support from our school communities.</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. The Foundation is currently seeking nominations for distinguished service awards.</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	HR is actively recruiting for the 2023-24 school year for both classified and certificated positions. This includes classified and certificated substitutes for NSLA. HR recently reposted

<p>recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.</p>	<p>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 attended four job fairs in April and May. HR continues to search for additional pathways to hire staff into open positions to include part time - emergency permits, etc. HR has placed "Now Hiring" banners at various locations at Norton and AAE. Also, with the approval of Exec Team, HR and PR Coordinator finalized a Referral Bonus Program 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"> • LCER - 0 • AAE- 2 certificated; 3 classified position • NSLA- 5 certificated positions; 7 classified positions
<p>3.2 <u>Objective</u>: Develop a comprehensive succession plan for key positions.</p>	<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>
<p>3.3 <u>Objective</u>: Invest in professional development for classified and certificated staff, administration, and board members to align with strategic plan and LCAP goals.</p>	<p>Exec team held an all staff meeting with both schools to discuss LCER and school/summer updates. We also discussed state budget updates to include COLA and other changes. We celebrated organization and school wide accomplishments and paid tribute to staff members who are leaving and/or retiring with the organization.</p> <p>Teachers at both sites were provided with voluntary summer enrichment professional development learning opportunities. Each school selected certain courses that the school will pay for.</p> <p>NSLA elementary teachers continue to participate in ongoing GLAD training for designated English Language Development.</p> <p>Both schools continue ongoing Orton Gillingham training for early literacy.</p> <p>Both schools MTSS teams attended the LGBTQIA+ Student Rights in CA Schools that was offered at the local DMSELPA.</p> <p>Executive Team and Finance staff attended several budget workshops including Capitol Advisors 2023 May Revision and Charter School Leadership Update.</p>
<p>3.4 <u>Objective</u>: As measured annually, LCER will increase and/or maintain organizational staff retention rates.</p>	<p>NSLA:</p>

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%

AAE:

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%

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.

4.1 Objective: Board and Executive Team will actively communicate LCER's mission to the community partners that we serve.

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.

Ryan Dorsey 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.

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

	<p>SELPA. Marcelo also collaborates on a daily basis with DM SELPA operations managers to ensure that the IEP process remains in compliance. During the months of April and May, Marcelo participated in a State level training regarding data tracking systems. Marcelo also attended Legal training sessions offered by the offices of YM&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) training in Riverside.</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 via email.</p>
<p>Accomplishments and Highlights</p>	
	<p>During the first week of May, we celebrated Staff Appreciation Week across both campuses where PTO/PTC and admin. provided a variety of treats like tacos, sandwiches, and goodie bags.</p> <p>At AAE, 4th grade had the opportunity to give Mr. Richards a reward for their high attendance during state testing– over 97% attendance.</p> <p>NSLA brought back and celebrated our Multicultural Festival on Cinco de Mayo. Families and staff alike were excited to participate as this was a beloved event that all were happy to bring back. Representatives from the Guatemalan Consulate, Mexican Consulate,</p> <p>The Lewis Center Foundation is promoting the Commemorative Brick Campaign for families and stakeholders to purchase a brick to be placed in front of one of our school gyms.</p> <p>The Lewis Center Foundation's McTeacher's Night was a success</p> <p>Five AAE students won Mojave Desert Air Quality Management District's High Desert Poster Contest! Congratulations to 2nd Graders Paisley Leary, Emma Levotch, Valentina Maldonado, Madelyn Leiva, and 10th Grader, Zoey Diemert.</p> <p>The NSLA GYM is officially complete and we will be ready for an official Grand Opening in Fall of this year! We hope to see our Board members there on this momentous occasion of our High School expansion!</p> <p>This past month, NSLA alumni returned to campus for group photos in celebration of their Senior year's conclusion proving that once a Rocket, always a Rocket!</p> <p>Lewis Center staff participated in the High Desert largest job fair at VVC where they had the opportunity to speak with and assist many AAE alumni in their career path. As mentioned above, once a Knight, always a Knight!</p> <p>The telescope at AVCI's Observatory was recently upgraded by AVUSD. The upgrades include features to include astrophotography.</p>

	<p>AAE recently installed their iconic logo on the A Building visible to all upon entering the campus. Installing this sign was a long-time goal of our founder, Rick Piercy, and was done in his name.</p> <p>LCER and GAVRT staff hosted the late Dr. Mike Klein's family for a visit to learn more about the legacy he helped create through GAVRT. Dr. Klein was a driving force in establishing a strong connection between NASA, JPL, and the Lewis Center during the 90's and late 2000's. Rick and Linda Piercy, Dr. Joe Lazio, and Bob Mcleod were in attendance as well for this warm welcome.</p>
Facilities Projects	<p>AAE:</p> <ol style="list-style-type: none"> 1. Soccer Field - Behind our Technology - A Building 2. Baseball Field - North end of campus 3. Fencing Exterior - Continuing the fencing to enclose the north end of our campus 4. Fencing Interior - Rod iron fencing to separate our campus from the parking lot 5. TK - 2 Classroom being constructed <p>NSLA:</p> <ol style="list-style-type: none"> 1. Shade structure in Kinder area 2. New walker path of travel off campus and other designated concrete areas of need 3. Landscape improvement
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> <p>8th Grade Promotion Ceremony Jun 7, 2023 @6:00pm</p>
LCER Upcoming Dates	<p>Celestial Soiree: Annual Lewis Center Gala - September 30, 2023 @ 6:00 p.m. Hilton Garden Inn, Victorville</p>
Grant Tracking Sheet	<p>See updated Grant Tracking Sheet attached after Board Report</p>

AAE Data

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Secondary Attendance	94.79%	90.97%	92.22%	94.34%	92.39%	93.99%	93.37%	92.42%
Elementary Attendance	93.91%	91.23%	91.59%	95.39%	91.89%	94.16%	93.32%	93.07%
Secondary Enrollment	822	821	825	825	792	792	791	786
Elementary Enrollment	685	685	689	689	676	676	676	673

Total Enrollment	1507	1506	1514	1514	1467	1467	1466	1459
Suspensions	8	10	9	6	10	12	10	11
Walk Thrus (Progressive)	147	155	155	228	307	309	354	413

NSLA Data

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Secondary Attendance	92.09%	93.65%	91.69%	84%	88.85%	91.83%	90.18%	89.37%	90.04%	91.03%
Elementary Attendance	91.77%	93.92%	94.54%	89.94%	91.36%	94.10%	93.05%	93.11%	90.60%	92.20%
Secondary Enrollment	371	449	449	458	455	458	463	460	466	468
Elementary Enrollment	673	672	668	663	661	660	661	653	656	654
Total Enrollment	1111	1121	1117	1121	1116	1118	1124	1113	1122	1122
Suspensions	22	20	24	8	11	5	9	14	26	37
In School Susp	1	3	4	0	2	3	4	6	7	15
Walk Thrus	250	85	95	125		140		156	XXX	XXX

2022-2023 GRANT TRACKING SHEET							
Grant	Purpose/Description	Amount	Due Date	Date Submitted	Awarded?	Award Date	Grant Manager
Heliophysics Citizen Science Investigations	Forecasting Space Weather with GAVRT Space Cont	\$160k per year for 3 years	8/24/22	8/19/22...10/12/22	No	NA	Lisa Lamb
Innovative Approaches to Literacy Grant	Literacy		NA		Yes	8/3/22	Maria Funaki
NASA Roses: HELIOPHYSICS CITIZEN SCIENCE INVESTIGATIONS	Citizen Science	\$300,000.00		9/8/22...11/08/22			Lisa Lamb
NASA Citizen Science Seed Funding Program	MoonDiff citizen science proposal	NA	NA	NA	No	NA	Lisa Lamb
NASA ROSES: Exploring the Inner Corona Using Multiwavelength E	GAVRT Citizen Science			9/8/22	TBD		Lisa Lamb
Kemper Foundation - Read Conmigo Bilingual Educator	Strengthen bilingual skills	\$3,000.00	NA	9/4/22	Yes		Silvia Cruzado
San Manuel Grant	Scholarships	\$5,000.00	4/30/23	3/17/23	TBD		Jisela Corona
US Fish and Wildlife	Rehabilitation of Tui Chub and Habitat	\$15,000.00	9/30/23		TBD		Lisa Lamb
ROSES Solar Patrol Eclipse Proposal	Awarded through JPL	\$148,000.00					Velusamy Thangasamy



May 16, 2023

Victor Uribe, Principal
Norton Science/Language Academy
230 S Waterman Avenue
San Bernardino, CA 92408

Dear Mr. Uribe,

Congratulations and welcome to the CIF Southern Section! At the May 11, 2023 Executive Committee Meeting, your school was approved for full membership in the CIF Southern Section beginning with the 2023-2024 school year.

The New Member School Orientation Meeting is scheduled for Friday, August 11, 2023, beginning at 9:00 a.m. in our offices. This is a **mandatory** meeting for principals and athletic directors so that instructions regarding the rules and regulations of our organization, in addition to the use of our cifsshome.org portal, can be reviewed. After the training, a member of our administrative staff will be available to you to answer any additional questions you may have. Please RSVP to Sharon Hodge, my Executive Assistant, at sharonh@cifss.org, as to the names and positions of those from your school that will be attending this meeting.

The CIF Southern Section expects all member schools to comply with the principles of Pursuing Victory with Honor, to extend participation to males and females, to meet all contractual obligations, and abide by the rules as set forth in the bylaws.

We look forward to working with you in helping you achieve these goals.

Sincerely,

Rob Wigod
Commissioner of Athletics

RW/sjh



The High Desert Partnership in Academic Excellence Foundation, Inc.
Check/Voucher Register - Board Report - 10K
From 4/26/2023 Through 5/30/2023

Effective D...	Check Nu...	Vendor Name	Check Amount	Transaction Description
4/27/2023	49211	R & S Flooring Solutions	19,125.00	PO 2223-1283-NSLA
4/27/2023	49215	Sport Supply Group, Inc.	15,896.25	PO 2223-1123-AAE
4/28/2023	144		326,172.51	Group: Payroll; Pay Date: 4/28/2023
4/28/2023	145		306,417.42	Group: 11mo Payroll; Pay Date: 4/28/2023
4/28/2023	49235	Employment Develop...	24,913.46	2023 QTR 1 State Unemployment Acct 942-6189-8
5/2/2023	49236	American Express	34,464.80	Acct 3796-546760-72009
5/2/2023	49237	SBCSS	52,336.61	NSAA PERS contributions for April 2023
5/2/2023		SBCSS	117,206.72	LCER/AEE - PERS contributions for April 2023
5/2/2023	49238	SBCSS	140,300.15	NSAA STRS contributions for April 2023
5/2/2023		SBCSS	192,333.21	LCER/AEE - STRS contributions for April 2023
5/2/2023	49251	SchoolsFirst Federal C...	12,520.63	Employee TSA contributions - April 20223
5/4/2023	49260	Bazan Landscape Serv...	28,965.00	PO 2223-1139-NSLA
5/4/2023	49261	Revolution Foods, PBC	82,878.30	AAE & NSLA Cafe- March 2023
5/4/2023	49275	Data Recognition Corp	56,385.25	PO 2223-1276-NSLA
5/4/2023	49286	Kimley-Horn & Associa...	15,840.00	Project #194206001 NSLA Parking Analysis
5/10/2023	49337	Carpets By Duane	10,053.78	Proposal 396
5/15/2023	146		309,933.68	Group: Payroll; Pay Date: 5/15/2023
5/15/2023	147		301,893.09	Group: 11mo Payroll; Pay Date: 5/15/2023
5/17/2023	49397	San Bernardino City S...	69,814.00	Police Services NSLA
5/17/2023	49400	School Specialty	11,221.77	PO 2223-1149-NSLA
5/17/2023	49401	SchoolsFirst Federal C...	12,520.63	Employee TSA contributions - May 15 2023
5/17/2023	49404	SISC	259,289.20	Health Coverage for May 2023
5/22/2023	49444	Amazon Capital Services	10,693.20	PO 2223-1097-NSLA
5/23/2023	49445	Collegeboard Institutions	23,450.00	College Baord AP
5/26/2023	49476	Elrod Fence	20,884.00	PO 2223-1495-AAE
5/30/2023	148		319,095.35	Group: Payroll; Pay Date: 5/30/2023
5/30/2023	149		293,026.34	Group: 11mo Payroll; Pay Date: 5/30/2023
Report Total			3,067,630.35	

All Funds - Budget Comparison 2021/22 to 2022/23

2021-2022

Note - Revenue Reported is % of Budgeted Revenue Earned

	Total Budget \$ - Revised	Current Period		Percent Remaining
		Actual thru April	Remaining Budget	
Revenue		Annual Budgeted Revenue		
Revenue	37,081,283	30,901,069	6,180,214	16.67%
Expense				
Certificated Salaries	12,985,633	9,680,365	3,305,268	25.45%
Classified Salaries	5,004,461	3,321,263	1,683,198	33.63%
Benefits	6,590,649	4,837,224	1,753,425	26.60%
Books and Supplies	4,259,816	2,245,893	2,013,923	47.28%
Services & Other	6,729,180	4,880,177	1,849,003	27.48%
Capital Outlay	1,010,361	1,601,967	(591,606)	-58.55%
Other Outgo	0	117,665	(117,665)	N/A
Share of LCER	0	0	0	N/A
Total Expense	36,580,100	26,684,552	9,895,548	27.05%
Add (Subtract) to Reserves	501,183	4,216,517	(3,715,334)	
Total Revenue	37,081,283	30,901,069	6,180,214	83.33%
Total Expense	36,580,100	26,684,552	9,895,548	72.95%
Add (Subtract) to Reserves	501,183	4,216,517	-3,715,334	

2022-2023

Note - Revenue Reported is % of Budgeted Revenue Earned

	Total Budget \$ - Original	Current Period		Percent Remaining
		Actual thru April	Remaining Budget	
Revenue		Annual Budgeted Revenue		
Revenue	35,887,566	32,625,342	3,262,224	9.09%
Expense				
Certificated Salaries	13,137,383	11,213,138	1,924,245	14.65%
Classified Salaries	5,392,240	4,012,928	1,379,312	25.58%
Benefits	7,600,577	6,002,325	1,598,252	21.03%
Books and Supplies	2,414,293	2,789,073	(374,780)	-15.52%
Services & Other	6,225,061	5,427,536	797,525	12.81%
Capital Outlay	360,000	506,664	(146,664)	-40.74%
Other Outgo	0	51,425	(51,425)	N/A
Share of LCER	0	0	0	N/A
Total Expense	35,129,554	30,003,089	5,126,465	14.59%
Add (Subtract) to Reserves	758,012	2,622,253	(1,864,241)	
Total Revenue	35,887,566	32,625,342	3,262,224	90.91%
Total Expense	35,129,554	30,003,089	5,126,465	85.41%
Add (Subtract) to Reserves	758,012	2,622,253	-1,864,241	

AAE - Budget Comparison 2021/22 to 2022/23

2021-2022

Note - Revenue Reported is % of Budgeted Revenue Earned

	Total Budget \$ - Revised	Current Period		Percent Remaining
		Actual thru April	Remaining Budget	
Revenue		Annual Budgeted Revenue		
Revenue	18,515,432	13,339,042	5,176,390	27.96%
Expense				
Certificated Salaries	6,909,149	5,223,479	1,685,670	24.40%
Classified Salaries	1,975,125	1,255,524	719,601	36.43%
Benefits	3,164,726	2,327,500	837,226	26.45%
Books and Supplies	1,883,523	994,425	889,098	47.20%
Services & Other	1,962,964	1,488,144	474,820	24.19%
Capital Outlay	885,511	349,369	536,142	60.55%
Other Outgo	0	27,770	(27,770)	N/A
Share of LCER	1,637,799	1,364,833	272,967	16.67%
Total Expense	18,418,797	13,031,043	5,387,754	29.25%
Add (Subtract) to Reserves	96,635	307,999	(211,364)	
Total Revenue	18,515,432	13,339,042	5,176,390	72.04%
Total Expense	18,418,797	13,031,043	5,387,754	70.75%
Add (Subtract) to Reserves	96,635	307,999	-211,364	

2022-2023

Note - Revenue Reported is % of Budgeted Revenue Earned

	Total Budget \$ - Original	Current Period		Percent Remaining
		Actual thru April	Remaining Budget	
Revenue		Annual Budgeted Revenue		
Revenue	17,718,586	16,032,036	1,686,550	9.52%
Expense				
Certificated Salaries	6,710,492	5,767,347	943,145	14.05%
Classified Salaries	2,030,721	1,462,752	567,969	27.97%
Benefits	3,504,536	2,815,406	689,130	19.66%
Books and Supplies	1,162,144	1,245,878	(83,734)	-7.21%
Services & Other	1,714,171	1,592,694	121,477	7.09%
Capital Outlay	300,000	243,115	56,885	18.96%
Other Outgo	0	43,169	(43,169)	N/A
Share of LCER	2,348,646	1,957,205	391,441	16.67%
Total Expense	17,770,710	15,127,565	2,643,145	14.87%
Add (Subtract) to Reserves	(52,124)	904,470	(956,594)	
Total Revenue	17,718,586	16,032,036	1,686,550	90.48%
Total Expense	17,770,710	15,127,565	2,643,145	85.13%
Add (Subtract) to Reserves	-52,124	904,470	-956,594	

NSLA - Budget Comparison 2021/22 to 2022/23

2021-2022

Note - Revenue Reported is % of Budgeted Revenue Earned

	Total Budget \$ - Revised	Current Period		Percent Remaining
		Actual thru April	Remaining Budget	
Revenue		Annual Budgeted Revenue		
Revenue	17,941,028	11,528,394	6,412,634	35.74%
Expense				
Certificated Salaries	5,366,913	3,870,132	1,496,781	27.89%
Classified Salaries	1,568,657	877,329	691,328	44.07%
Benefits	2,441,558	1,689,965	751,593	30.78%
Books and Supplies	2,321,668	1,163,178	1,158,490	49.90%
Services & Other	4,320,211	2,961,344	1,358,867	31.45%
Capital Outlay	100,000	1,237,747	(1,137,747)	-1137.75%
Other Outgo	0	7,091	0	N/A
Share of LCER	1,399,930	1,166,608	233,322	16.67%
Total Expense	17,518,937	12,973,394	4,552,634	25.99%
Add (Subtract) to Reserves	422,091	(1,445,000)	1,859,999	
Total Revenue	17,941,028	11,528,394	6,412,634	64.26%
Total Expense	17,518,937	12,973,394	4,552,634	74.05%
Add (Subtract) to Reserves	422,091	-1,445,000	1,859,999	

2022-2023

Note - Revenue Reported is % of Budgeted Revenue Earned

	Total Budget \$ - Original	Current Period		Percent Remaining
		Actual thru April	Remaining Budget	
Revenue		Annual Budgeted Revenue		
Revenue	17,587,872	16,161,062	1,426,810	8.11%
Expense				
Certificated Salaries	5,625,666	4,730,612	895,054	15.91%
Classified Salaries	1,749,107	1,134,352	614,755	35.15%
Benefits	2,939,984	2,170,355	769,629	26.18%
Books and Supplies	1,166,824	1,366,679	(199,855)	-17.13%
Services & Other	3,993,243	3,382,606	610,637	15.29%
Capital Outlay	40,000	247,598	(207,598)	-519.00%
Other Outgo	0	8,256	(8,256)	N/A
Share of LCER	2,015,575	1,679,646	335,929	16.67%
Total Expense	17,530,399	14,720,103	2,810,296	16.03%
Add (Subtract) to Reserves	57,473	1,440,959	(1,383,486)	
Total Revenue	17,587,872	16,161,062	1,426,810	91.89%
Total Expense	17,530,399	14,720,103	2,810,296	83.97%
Add (Subtract) to Reserves	57,473	1,440,959	-1,383,486	

LCER - Budget Comparison 2021/22 to 2022/23

2021-2022

Note - Revenue Reported is % of Budgeted Revenue Earned

	Total Budget \$ - Revised	Current Period		Percent Remaining
		Actual thru April	Remaining Budget	
Revenue		Annual Budgeted Revenue		
Revenue	624,823	60,071	564,752	90.39%
Expense				
Certificated Salaries	709,571	586,754	122,817	17.31%
Classified Salaries	1,460,679	1,188,410	272,269	18.64%
Benefits	984,365	819,759	164,606	16.72%
Books and Supplies	54,625	88,290	(33,665)	-61.63%
Services & Other	446,005	430,689	15,316	3.43%
Capital Outlay	24,850	14,850	10,000	40.24%
Other Outgo	0	82,804	(82,804)	N/A
Share of LCER	(3,037,729)	(2,531,441)	(506,288)	
Total Expense	642,366	680,115	(37,749)	-5.88%
Add (Subtract) to Reserves	(17,543)	(620,044)	602,501	
Total Revenue	624,823	60,071	564,752	9.61%
Total Expense	642,366	680,115	-37,749	105.88%
Add (Subtract) to Reserves	-17,543	-620,044	602,501	

2022-2023

Note - Revenue Reported is % of Budgeted Revenue Earned

	Total Budget \$ - Original	Current Period		Percent Remaining
		Actual thru April	Remaining Budget	
Revenue		Annual Budgeted Revenue		
Revenue	581,108	432,244	148,864	25.62%
Expense				
Certificated Salaries	801,225	715,179	86,046	10.74%
Classified Salaries	1,612,412	1,415,824	196,588	12.19%
Benefits	1,156,057	1,016,565	139,492	12.07%
Books and Supplies	85,325	176,516	(91,191)	-106.87%
Services & Other	517,647	452,236	65,411	12.64%
Capital Outlay	20,000	15,951	4,049	20.25%
Other Outgo	0	0	0	N/A
Share of LCER	(4,364,221)	(3,636,851)	(727,370)	16.67%
Total Expense	(171,555)	155,420	(326,975)	190.59%
Add (Subtract) to Reserves	752,663	276,824	475,839	
Total Revenue	581,108	432,244	148,864	74.38%
Total Expense	-171,555	155,420	-326,975	-90.59%
Add (Subtract) to Reserves	752,663	276,824	475,839	

Foundation Savings - 4100005285

2022-23

As of 4/30/23

Description	Beginning Balance	Debit	Credit	Interest	Ending Balance
AAE Capital Campaign	\$85,427.27	\$243.25		285.02	\$85,469.04
NSLA Capital Campaign	\$69,008.19	\$69,578.24	\$300.00	230.73	(\$39.32)
Davis Scholarship Endowment	\$14,046.45			40.72	\$14,087.17
Global Exchange Programs	\$13,009.31			40.72	\$13,050.03
HiDAS Endowment	\$64,105.98	\$1,568.28		217.16	\$62,754.86
Scholarships	\$28,849.61	\$500.00	\$8,061.26	95.01	\$36,505.88
Unrestricted	\$132,642.62	\$7,930.74	\$1,749.84	447.89	\$126,909.61
TOTAL					\$338,737.26

Restricted Scholarship Funds					
AAE Ambassadors Scholarship	\$0.00				\$0.00
AAE PTC Scholarship	\$0.00				\$0.00
AAE Staff Scholarship	\$0.00		\$265.88		\$265.88
Bud Biggs Memorial Scholarship	\$0.00		\$2,295.38		\$2,295.38
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
Total Unrestricted Scholarship Funds					\$19,659.62

Restricted AAE Capital Campaign Funds					
High Desert Turtle and Tortoise Club	\$2,500.00				\$2,500.00
AAE Gym Weight Room	\$2,150.00				\$2,150.00
Watertower, Gristmill, Shade Structures	\$25,060.39				\$25,060.39
AAE Shade Fundraiser	\$10,900.36				\$10,900.36
Total Unrestricted AAE Capital Campaign					\$44,858.29

LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
April 1 - April 30, 2023

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance **\$7,743.54**

Revenue

HiDAS Club Funds - \$1,300 Mt. Wilson, \$75 Dues	\$1,375.00
Donation to Unrestricted	\$40.00
Donations to Bud Biggs Scholarship	\$96.80
Donations to AAE Logo on A Building	\$1,068.45
Online donation to AAE Staff Scholarship	\$9.92
Online donation to Unrestricted	\$9.92
Interest	\$ 0.18
<i>Total</i>	<u>\$2,600.27</u>

Expenditure

Visa	\$ 13.99
HiDAS Club - Mt. Wilson Full Night Viewing 5/21/23	\$ 1,700.00
Continental Signs - Deposit for AAE Logo on A Building	\$ 2,191.98
Transfer to Savings - \$295.38 Biggs Scholarship, \$9.92 AAE Staff Scholarship	\$ 305.30
<i>Total</i>	<u>\$ 4,211.27</u>

Ending Balance *Total* **\$6,132.54**

(HiDAS Club Balance within Checking: \$3,621.00)

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning 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>\$ 338,292.92</u></u>

Revenue

Donation to Bud Biggs Scholarship	\$295.38
Donations to AAE Staff Scholarship	\$9.92
Interest	\$ 139.04
<i>Total</i>	<u>\$444.34</u>

Expenditure

Total \$ -

Ending Balance

Restricted Funds - AAE Capital Campaign	\$ 85,469.04
Restricted Funds - NSLA Capital Campaign	\$ (39.32)
Restricted Funds - Davis Endowment	\$ 14,087.17
Restricted Funds - Global Exchange Programs	\$ 13,050.03
Restricted Funds - HiDAS Endowment	\$ 62,754.86
Restricted Funds - Scholarships	\$ 36,505.88
Unrestricted Funds	\$ 126,909.61
<i>Total</i>	<u><u>\$ 338,737.26</u></u>

Total Checking and Savings **\$344,869.80**

**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
Pat Caldwell	Present	Present	Present	Present	Present							100%
Yolanda Carlos	Present	Present	Present	Present	Present							100%
Marisol Sanchez	Present	Present	Present	Present	Present							100%
David Rib	Present	Present	Present	Present	Absent							80%
Jessica Rodriguez	Present	Present	Present	Present	Absent							80%
Pat Schlosser	Absent	Present	Present	Present	Present							80%
Omari Onyango	Present	Absent	Present	Present	Absent							60%
Sharon Page	Present	Absent	Present	Absent	Present							60%

	Special Meetings		
	June 1		
David Rib			
Jessica Rodriguez			
Marisol Sanchez			
Omari Onyango			
Pat Caldwell			
Pat Schlosser			
Sharon Page			
Yolanda Carlos			

LCER Board Give and Get
Fiscal Year 2022/2023

Member	Give	Get	In-kind	Total
Pat Caldwell	\$ 103			\$ 103
Yolanda Carlos	\$ 200			\$ 200
Omari Onyango				\$ -
Sharon Page				\$ -
Jessica Rodriguez				\$ -
Marisol Sanchez	\$ 103			\$ 103
David Rib		\$ 3,000		\$ 3,000
Pat Schlosser				\$ -
				\$ -
Total	\$ 405	\$ 3,000	\$ -	\$ 3,405

Lewis Center Foundation Board Give and Get
Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total
				\$ -
Buck Goodspeed	\$ 200			\$ 200
Vianey Gonzalez				\$ -
Ambar Martinez				\$ -
Jessica Rodriguez				\$ -
Marisol Sanchez				\$ -
Genesis Varags				\$ -
Total	\$ 200	\$ -	\$ -	\$ 200

Total Combined Boards	\$ 605	\$ 3,000	\$ -	\$ 3,605
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Lewis Center for Educational Research Board

Agenda Item Cover Sheet

Date of meeting: June 12, 2023

Title: AAE Federal Cash Management Report

Presentation: X Consent: Action: Discussion: Information:

Background:

Federal statutes require the California Department of Education (CDE) to implement cash management practices that minimize the time elapsing between the receipt and disbursement of funds by recipients of formula based federal grants awarded by the CDE. The Federal Cash Management Data Collection (CMDC) system was implemented to provide the CDE with necessary data to comply with this requirement.

Through this system, School districts, county offices of education, and direct funded charter schools awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.

Fiscal Implications (if any):

By submitting during the designated reporting period, CDE will apportion funds appropriately

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

Supports the additional programs that are directly funded through the awarded grants.

Recommendation:

Informative, no recommendation.

Submitted by: Amber Watson, Finance Administrator


[Logoff](#)

Federal Cash Management Data Collection

Data Collection

Fiscal Year 2022-23, CMDC Report 4

Academy for Academic Excellence (CDS Code: 36750773631207)

Reporting started on Monday, April 10, 2023 12:01 AM. The deadline is Sunday, April 30, 2023 11:59 PM.

[Instructions for reporting federal cash management data](#)

Required entries are indicated by an asterisk (*).

Data Collection

Title I, Part A

Resource Code: 3010

*Cash Balance:

Title II, Part A

Resource Code: 4035

*Cash Balance:

Title III, Immigrant

Resource Code: 4201

*Cash Balance:

Title IV, Part A

Resource Code: 4127

*Cash Balance:

Submission

☒ By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812 and CFR 200.415).

The submission box must be checked.

First Name: Amber

Last Name: Watson

Title: Finance Administrator

E-mail: awatson@lcer.org

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Testing Production Database

Lewis Center for Educational Research Board

Agenda Item Cover Sheet

Date of meeting: June 12, 2023

Title: NSLA Federal Cash Management Report

Presentation: X Consent: Action: Discussion: Information:

Background:

Federal statutes require the California Department of Education (CDE) to implement cash management practices that minimize the time elapsing between the receipt and disbursement of funds by recipients of formula based federal grants awarded by the CDE. The Federal Cash Management Data Collection (CMDC) system was implemented to provide the CDE with necessary data to comply with this requirement.

Through this system, School districts, county offices of education, and direct funded charter schools awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.

Fiscal Implications (if any):

By submitting during the designated reporting period, CDE will apportion funds appropriately

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

Supports the additional programs that are directly funded through the awarded grants.

Recommendation:

Informative, no recommendation.

Submitted by: Amber Watson, Finance Administrator


[Logoff](#)

Federal Cash Management Data Collection

Data Collection

Fiscal Year 2022-23, CMDC Report 4

Norton Science and Language Academy (CDS Code: 36103630115808)

Reporting started on Monday, April 10, 2023 12:01 AM. The deadline is Sunday, April 30, 2023 11:59 PM.

[Instructions for reporting federal cash management data](#)

Required entries are indicated by an asterisk (*).

Data Collection

Title I, Part A

Resource Code: 3010

*Cash Balance:

Title II, Part A

Resource Code: 4035

*Cash Balance:

Title III, Immigrant

Resource Code: 4201

*Cash Balance:

Title III, LEP

Resource Code: 4203

*Cash Balance:

Title IV, Part A

Resource Code: 4127

*Cash Balance:

Submission

☐ By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812 and CFR 200.415).

The submission box must be checked.

First Name: Amber

Last Name: Watson

Title: Finance Administrator

E-mail: awatson@lcer.org

Questions: Sheng Her | FederalCashManagement@cde.ca.gov | 916-324-4533

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Testing Production Database