



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

Regular Board Meeting Agenda

05/18/2026 - 04:30 PM

Meeting at: 17500 Mana Rd. Apple Valley, CA (Multipurpose Room);

230 S. Waterman Ave. San Bernardino, CA (Multipurpose Room)

Additional Locations: 737 W Citrus St. Colton, CA; 4110 Berryman Ave. Los Angeles, CA;

AGENDA

[Join Meeting or](#)

Dial In: (562) 247-8422 Access Code: 368-951-363

1. OPENING ITEMS

- .01 Call to Order and Pledge of Allegiance
- .02 Roll Call
- .03 Adoption of the Agenda

2. APPROVAL OF MINUTES

- .01 Approval of the Minutes of the Regular Board Meeting Held April 20, 2026 - (pg. 4)

3. RECOGNITIONS / SPECIAL PRESENTATIONS

- .01 LCER Ambassador's Student Update
- .02 NSLA Principal's School Update
- .03 AAE Principal's School Update

4. 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 lcboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.

5. PUBLIC HEARING

- .01 Public Hearing on AAE Local Control Funding Formula (LCFF) Budget Overview for Parents, 2026-27 Local Control and Accountability Plan (LCAP), 2026 Annual Update and Local Indicators – (pg. 7)
- .02 Public Hearing on NSLA Local Control Funding Formula (LCFF) Budget Overview for Parents, 2026-27 Local Control and Accountability Plan (LCAP), 2026 Annual Update and Local Indicators – (pg. 80)
- .03 Public Hearing on AAE 2026-2027 CL-500: Declaration of Need – (pg. 166)
- .04 Public Hearing on NSLA 2026-2027 CL-500 Declaration of Need – (pg. 172)

6. CONSENT ITEMS

- .01 Approve 2026-27 LCER Board Meeting Dates – (pg. 178)
- .02 Approve 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 2026/27 School Years – (pg. 179)
- .03 Approve Memorandum of Understanding Between the Lewis Center for Educational Research, Norton Science and Language Academy of San Bernardino, CA and San Bernardino Community College District for San Bernardino Valley College – (pg. 187)

- .04 Approve Overnight Fieldtrip to USA Varsity Drum Major Camp on July 31, 2026 – August 1, 2026 in Sacramento, CA – (pg. 191)

7. DISCUSSION/ACTION ITEMS

- .01 Lewis Center Foundation Board Update – Marisol Sanchez, Foundation Board Chairman
- .02 Discuss AAE Local Control Funding Formula (LCFF) Budget Overview for Parents, 2026-27 Local Control and Accountability Plan (LCAP), 2026 Annual Update and Local Indicators – (pg. 7)
- .03 Discuss NSLA Local Control Funding Formula (LCFF) Budget Overview for Parents, 2026-27 Local Control and Accountability Plan (LCAP), 2026 Annual Update and Local Indicators – (pg. 80)
- .04 Discuss Climate Survey Data Presentation
- .05 Discuss AAE and NSLA Senior Graduations
- .06 Approve AAE 2026-2027 CL-500: Declaration of Need – (pg. 166)
- .07 Approve NSLA 2026-2027 CL-500: Declaration of Need – (pg. 172)
- .08 Discuss Special Meeting and LCER Budget Workshop on May 28, 2026 at NSLA
- .09 Discuss Clear Plan for NSLA 5th Grade Promotion
- .10 Discuss Future Processes and Discussions Involving Parent Input, Stakeholder Engagements, and Concepts of Moving Targets
- .11 Discuss Pending Updates to LCER Articles of Incorporation and Bylaws

8. INFORMATION INCLUDED IN PACKET

- .01 President/CEO Report – (pg. 193)
- .02 Grant Tracking Report – (pg. 207)
- .03 LCER Financial Reports
- Checks Over \$10K – (pg. 208)
 - Budget Comparisons – (pg. 209)
 - Lewis Center Foundation Financial Reports – (pg. 210)
- .04 AAE and NSLA Federal Cash Management Data Submission – (pg. 213)
- .05 LCER Board Attendance Log – (pg. 217)
- .06 LCER Board/Lewis Center Foundation Give & Get – (pg. 218)
- .07 NSLA Williams Monitoring Process – Third Quarterly Report – (pg. 219)

9. BOARD POLICIES / ADMINISTRATIVE REGULATIONS

- .01 Approval of Revision to Board Policy BP 6183 Home and Hospital Instruction (Second Reading) – (pg. 223)
- .02 Approval of Adoption of Board Policy BP 5141.8 Students; Behavior Health Referrals (Second Reading) – (pg. 225)
- .03 Approval to Revise Board Policy 5145.13 Students; Response to Immigration Enforcement – (pg. 229)
- .04 Approval to Retire Administrative Regulation AR 5145.13 Students; Response to Immigration Enforcement – (pg. 239)
- .05 Approval to Retire Board Policy BP 3515.7 Video Surveillance Security System – (pg. 243)
- .06 Approval of Adoption of Board Policy BP 3515 Business; Campus Security – (pg. 246)
- .07 Approval to Retire Board Policy BP 7515 Security – (pg. 248)
- .08 Approval to Retire Administrative Regulation AR 7515 Security Incidents and Key Control - (pg. 249)
- .09 Approval to Revise Administrative Regulation AR 3314.3 Credit Card Usage – (pg. 250)
- .10 Approval to Revise Board Policy BP 3400 Management of Organization Assets/Accounts – (pg. 252)

10. FUTURE AGENDA ITEMS

11. BOARD/STAFF COMMENTS

12. ADJOURN

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.



MINUTES

1. OPENING ITEMS

- .01 Call to Order and Pledge of Allegiance – 4:30pm
- .02 Roll Call - LCER Board Members Present: Amber Hom (remotely), Dr. Steve Levin (remotely), Marisol Sanchez, Pat Schlosser, and Lucy Tello. LCER Board Members Absent: Yolanda Carlos, Michael Razo
- .03 Adoption of the Agenda – Adopted as presented

2. APPROVAL OF MINUTES

- .01 Approval of the Minutes of the Regular Board Meeting Held March 16, 2026 - On a motion by Patrick Schlosser, seconded by Dr. Steven Levin, vote 5-0, the LCER Board of Directors approved agenda item 2.01 by roll call vote.

3. RECOGNITIONS / SPECIAL PRESENTATIONS

- .01 LCER Ambassador’s Student Update – AAE Student Ambassadors Ellianna De La Rosa, Haylee Berg, and Elena Acuna updated the Board on recent sports, fundraisers, prom, and upcoming events. Ambassador’s updates included a trip to Sacramento, Legislative Power Lunch with the Hispanic Chamber of Commerce, and Ignite with the Greater High Desert Chamber of Commerce. ROTC participated in Leadership Camp at Barstow Logistics Base and have done selections for next year’s positions. Other events included senior events, Key Club’s staff vs student basketball game, and STEM participated in an ARISS contact with the International Space Station. NSLA Student Ambassadors David Ruiz and Leobardo Morales updated the Board on ASB events, Ambassadors, iReady celebrations, ELPAC testing completion, Poetry Out Loud, and Changemaker Hub with World Savvy. Additional updates on sports including baseball, softball, and Esports. Leobardo was accepted into a KVCR internship program where he is working on a documentary over the span of ten weeks.
- .02 Destination Imagination Presentation – Mike Schneider, Olivia Schneider, and Caysin Gonzales updated the Board on the Destination Imagination program and benefits learned from it. Students shared their experiences and skills gained. Certificates of recognition were awarded to the participants and their team managers.
- .03 AAE SRLA Presentation – Jennifer Cortez (coach) and Kiara Riley (team captain) presented to the Board on the SRLA program history with AAE students and their accomplishments. She discussed all of the sponsorships and scholarships that the program provides to students across Los Angeles and surrounding communities. Ms. Riley shared her own experience and support that she had received from her family and friends. Photos were displayed showing an upside down “AAE” and the story behind the tradition was shared.
- .04 AAE Principal’s School Update – Principal Richards updated the Board with data on enrollment, attendance, behavior, interventions, and PLC training. State testing will begin and good conversations are taking place with students to help prepare them. AP testing and AP research are taking place this week. NHS students spent the weekend beautifying the campus and gained community service hours. Staffing needs and interviews are taking place, along with other end of the year activities.
- .05 NSLA Principal’s School Update – Principal Agosto updated the Board on finishing the year strong. Attendance, behavior, enrollment, and academic data was reported. Attendance recovery opportunities continue. A continued partnership with Loma Linda will allow staff to speak to students about the dangers of vaping. LCAP data is being awaited. iReady scores and growth data was shared. State testing will begin. Mrs. Agosto praised the TK team for their expertise and planning.

- 4. PUBLIC COMMENTS – One community member addressed the Board regarding agenda item 6.02, NSLA’s 5th grade promotion.

5. CONSENT ITEMS

- .01 Approve AAE and NSLA Calendar for 2027-2028 School Year

On a motion by Patrick Schlosser, seconded by Dr. Steven Levin, vote 5-0, the LCER Board of Directors approved the consent agenda.

6. DISCUSSION/ACTION ITEMS

- .01 Lewis Center Foundation Board Update – Marisol Sanchez, Foundation Board Chairman, announced the upcoming gala will be held on September 12, 2026, with a Casino Royale theme, at the Mitten Building in Redlands. Nominations for Distinguished Service Awards are now being accepted. Donations for scholarships are being accepted, and the committee will meet the first week of May to make their selections.
- .02 NSLA 5th Grade Promotion Process; Stakeholders Involvement and Parent Engagement – Principal Agosto shared a summary regarding the consideration to revise the fifth-grade promotion process, driven by a decline in academic, attendance, and behavioral data at the elementary level. She explained that she sought to mirror the successful secondary grade model where stricter guidelines were implemented, resulting in increased positive behavior and attendance. It was discussed to move that model slowly into elementary. Principal Agosto noted that the promotion rollout plan was not yet finalized when a parent inquired at a Cafecito meeting. This accelerated the timeline, contributing to misinformation. Administration met with the 5th grade team, who expressed the same concerns surrounding attendance and behavioral concerns. Principal Agosto emphasized that parent concerns raised at the previous board meeting were being taken into serious consideration. Board members provided discussion on process and engagement. Dr. Levin highlighted the importance of separating the process from the content. He noted that effective communication must be two-way, timely, and involve all stakeholders. He observed that while the administration appeared to have a plan to meet these criteria, the timing was compromised, leading to the perception that a final decision had been made without parent input. Communicating forward, having a plan with future meeting dates including clear opportunities for input is necessary. Mr. Schlosser acknowledged the goals but emphasized the necessity of providing advance communication of changes and targets, ideally from the first day of school, so students and families have clear expectations. Principal Agosto reiterated that attendance expectations were communicated early on. Informing parents vs parent involvement was discussed. Mrs. Tello shared that she sought clarity at March's Cafecito but left feeling dismissed, stating that families did not feel valued or meaningfully heard. Frustration continued around clarity and timely communication and that the proposed changes felt rushed and punitive given the late timing. Clarification and next steps were discussed and included a meeting scheduled within the week to include the fifth-grade teachers and parent representatives. A future agenda item to review the final plan and discuss how parent input specifically influenced the outcome.
- .03 NSLA Current Bonds Status and Potential Phase 3 Construction – Mr. Gruber shared construction needs, bond information, and draft level proposals. At NSLA, existing spaces are currently being occupied, and additional space is needed for student programs. At AAE, new science labs are desired, but current budget does not allow for completion. Special Education classrooms and an additional restroom are needed. Desired outcomes were shared for both sites. Mr. Schlosser followed up on the current debt terms. John Pham shared his presentation and reviewed existing bonds, financing options, general terms, pros and cons. Clarification was asked on the investment grade for AAE. Mr. Pham explained how it acts as a credit score for investments, and that it is at the highest rating that a charter school can receive. The team will work closely with Mr. Pham when considering these upcoming projects and their feasibility. The Executive team will be mindful and not overextend themselves. Next steps included communication at the upcoming All Staff Meeting and bringing all stakeholders into the conversation.
- .04 Discussion and Update on Student Governing Board and Foundation Board Member Positions – Dr. Lamb expanded on conversations including student board members. Input was collected from other student leadership groups. Next steps include planning a meeting to speak with ASB about the opportunity. A draft Basic Application form was shared with the Board to gather input. Process suggestions discussed. Student leadership perspective was shared. Governing Board student role was discussed further along with their responsibilities. The board commented that the questions presented on the Basic Application were very thoughtful.
- .05 Bud Biggs Legacy Scholarship – Donations are being accepted from the Board, and they are encouraged to raise enough funds to donate an additional scholarship to an NSLA student. Mitsubishi Cement has historically donated to sustain this scholarship. The history of Bud Biggs and information on his legacy scholarship was shared.

7. INFORMATION INCLUDED IN PACKET

- .01 President/CEO Report
- .02 Grant Tracking Report
- .03 LCER Financial Reports

- Checks Over \$10K
- Budget Comparisons
- Lewis Center Foundation Financial Reports

.04 LCER Board Attendance Log

.05 LCER Board/Lewis Center Foundation Give & Get

8. BOARD POLICIES / ADMINISTRATIVE REGULATIONS

- .01 Approval of Revision to Board Policy BP 6183 Home and Hospital Instruction – Revisions were reviewed. Additional clarifications are needed and will be brought back in May for approval.
- .02 Discussion of Adoption of Board Policy BP 5141.8 Students; Behavior Health Referrals – Newly drafted policy included suggestions provided by the district’s attorneys. It needs additional language and will be brought back in May for approval.
- .03 Discussion and Approval of Revision to Board Policy BP 5144 Discipline; Suspension/Expulsion – Revisions were reviewed.

On a motion by Patrick Schlosser, seconded by Amber Hom, vote 5-0, the LCER Board of Directors approved the first read of Board Policies/Administrative Regulations Agenda items 8.01-8.03 and will be brought back at the next meeting for a second read and final approval.

9. FUTURE AGENDA ITEMS

- .01 Clear plan for future processes and discussions when parent input can influence changes, including stakeholder engagements and concepts of moving targets.

10. BOARD/STAFF COMMENTS – Dr. Lamb commented on the Budget Planning Workshop is scheduled for May 28, 2026. Three board members are unavailable to attend and will need to confirm attendance to determine to move forward with a quorum. Senior Awards Ceremonies will be on May 31st for AAE and June 9th for NSLA. AAE’s Senior Commencement will be on June 12th, and NSLA’s on June 11th. All Staff meetings will be held on May 20th at NSLA and June 3rd for AAE. A DoodlePoll for CKH training dates in September will be sent to the Board. Dr. Lamb participated in a listening session with the State Board of Education around differentiated assistance and felt honored to be part of that group.

11. ADJOURN – Vice Chairman Sanchez adjourned the meeting at 7:29 p.m.

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

NOTICE OF PUBLIC HEARING

Notice is hereby given that the Lewis Center for Educational Research Board of Directors (Board), at its regular meeting on May 18, 2026 at 4:30 p.m., will conduct a public hearing to seek stakeholder input regarding the specific actions and expenditures proposed to be included in the AAE and NSLA Local Control and Accountability Plan (LCAP) annual updates.

Community members and stakeholders may comment on the plan during the public hearing, email their comment to the Secretary at lcerboard@lcer.org, or use the Questions feature of GoToWebinar, which will be moderated during the hearing.

You can register for the meeting by clicking on the following link:

<https://register.gotowebinar.com/rt/5511069376677256799>

A draft of AAE and NSLA Local Control and Accountability Plan (LCAP) annual updates will be available for public inspection online in the May 18, 2026 Board Packet on the LCER’s website (www.lewiscenter.org) commencing May 12, 2026.

2026-27 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 ext 301
Coming School Year:	2026-27
Current School Year:	2025-26

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

Projected General Fund Revenue for the 2026-27 School Year	Amount Whole Numbers
Total LCFF Funds	\$19,233,532
LCFF Supplemental & Concentration Grants	\$1,294,913
All Other State Funds	\$3,176,435
All Local Funds	\$165,000
All federal funds	\$996,872
Total Projected Revenue	\$23,571,839

Total Budgeted Expenditures for the 2026-27 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$23,235,252
Total Budgeted Expenditures in the LCAP	\$3,321,275
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,451,170
Expenditures not in the LCAP	\$19,913,977

Expenditures for High Needs Students in the 2025-26 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,082,712
Actual Expenditures for High Needs Students in LCAP	\$2,154,711

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2026-27 Difference in Projected Funds and Budgeted Expenditures	\$1,156,257
2025-26 Difference in Budgeted and Actual Expenditures	\$71,999

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The expenditures not in our LCAP are our base teaching and support staff salaries, facilities costs, management agreement costs, and general supply costs.



LCFF Budget Overview for Parents

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

CDS Code: 36750773630837

School Year: 2026-27

LEA contact information:

Chet Richards

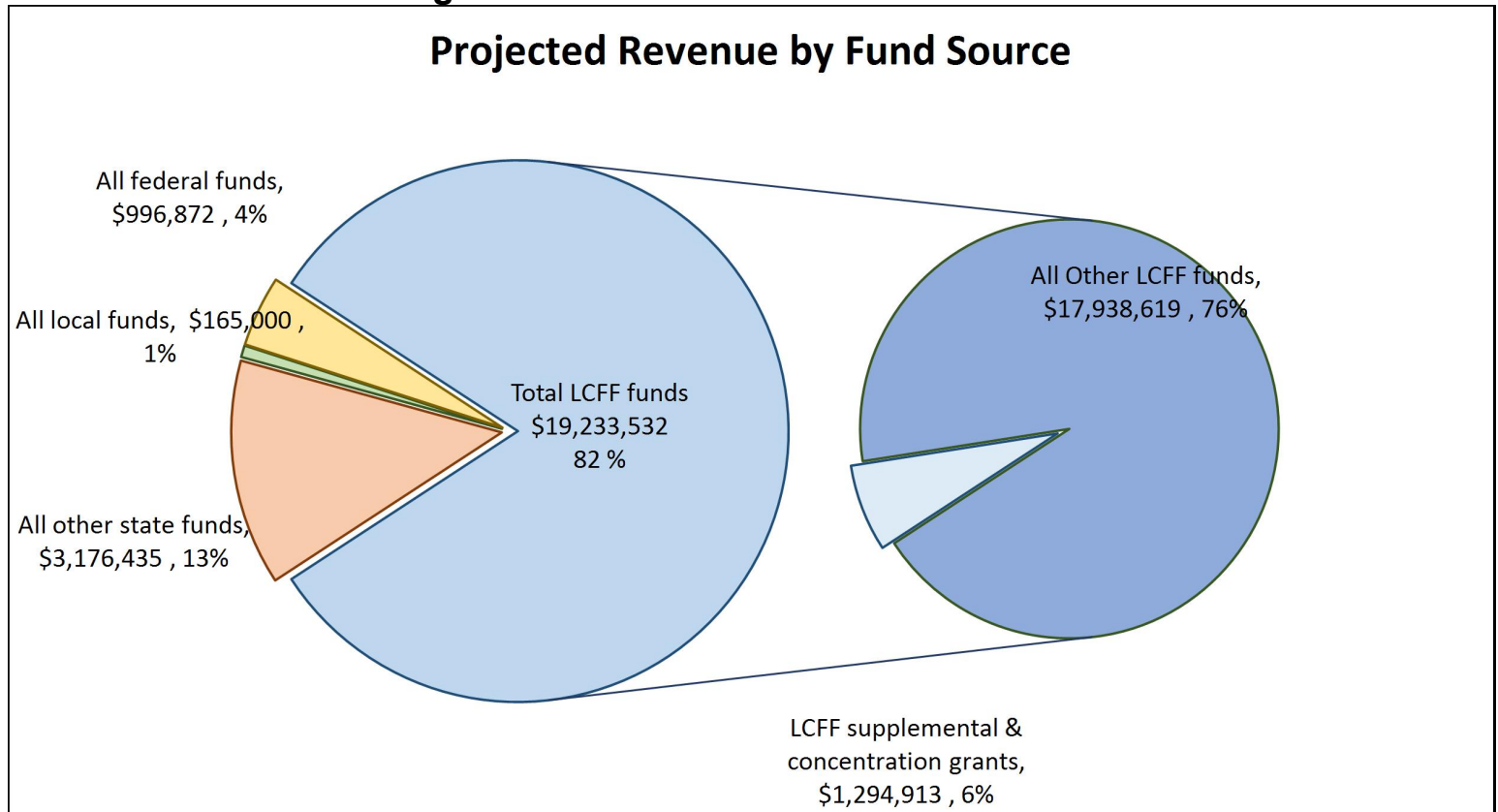
Principal

crichards@lcer.org

760-946-5414 ext 301

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 2026-27 School Year

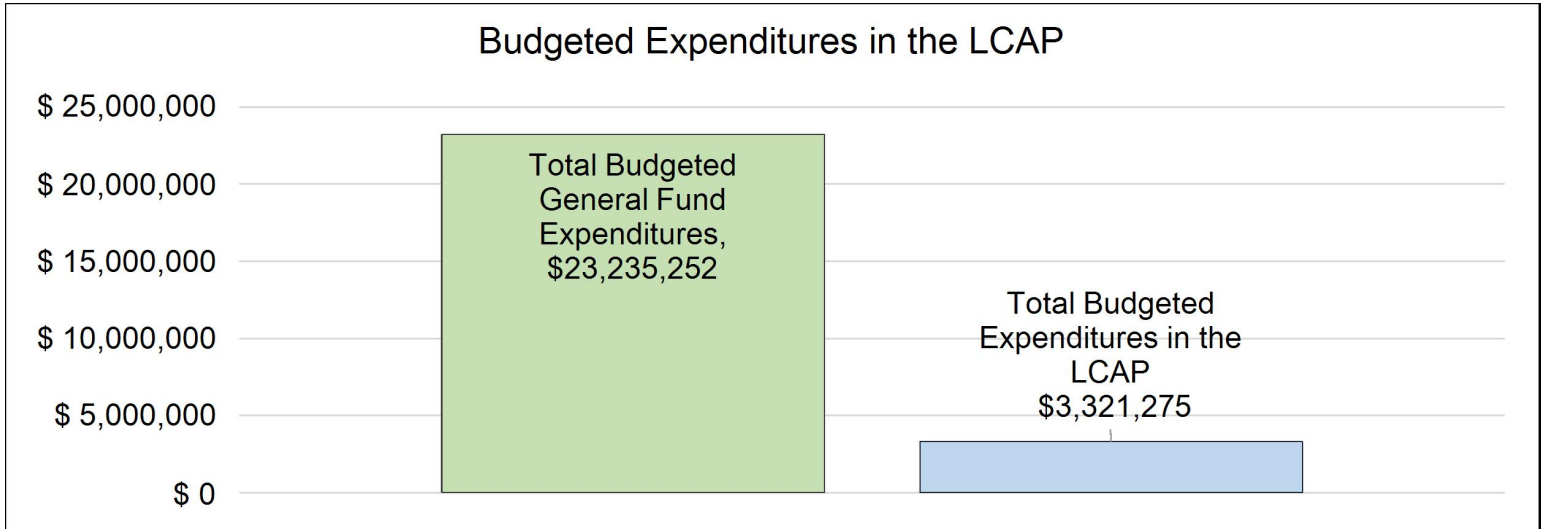


This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$23,571,839, of which \$19,233,532 is Local Control Funding Formula (LCFF), \$3,176,435 is other state funds, \$165,000 is local funds, and \$996,872 is federal funds. Of the \$19,233,532 in LCFF Funds, \$1,294,913 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 2026-27. 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 \$23,235,252 for the 2026-27 school year. Of that amount, \$3,321,275 is tied to actions/services in the LCAP and \$19,913,977 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

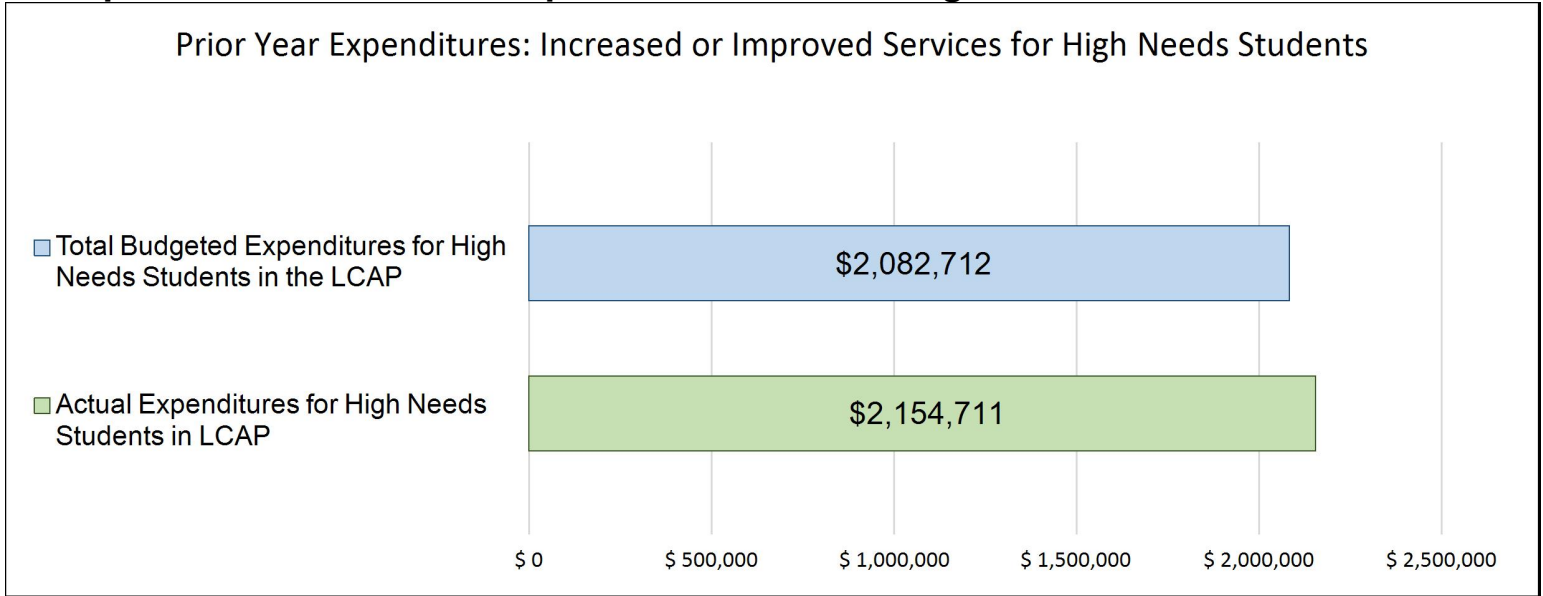
The expenditures not in our LCAP are our base teaching and support staff salaries, facilities costs, management agreement costs, and general supply costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Academy for Academic Excellence is projecting it will receive \$1,294,913 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 \$2,451,170 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 2025-26



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 2025-26, Academy for Academic Excellence's LCAP budgeted \$2,082,712 for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent \$2,154,711 for actions to increase or improve services for high needs students in 2025-26.



LCFF Budget Overview for Parents

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

CDS Code: 36750773630837

School Year: 2026-27

LEA contact information:

Chet Richards

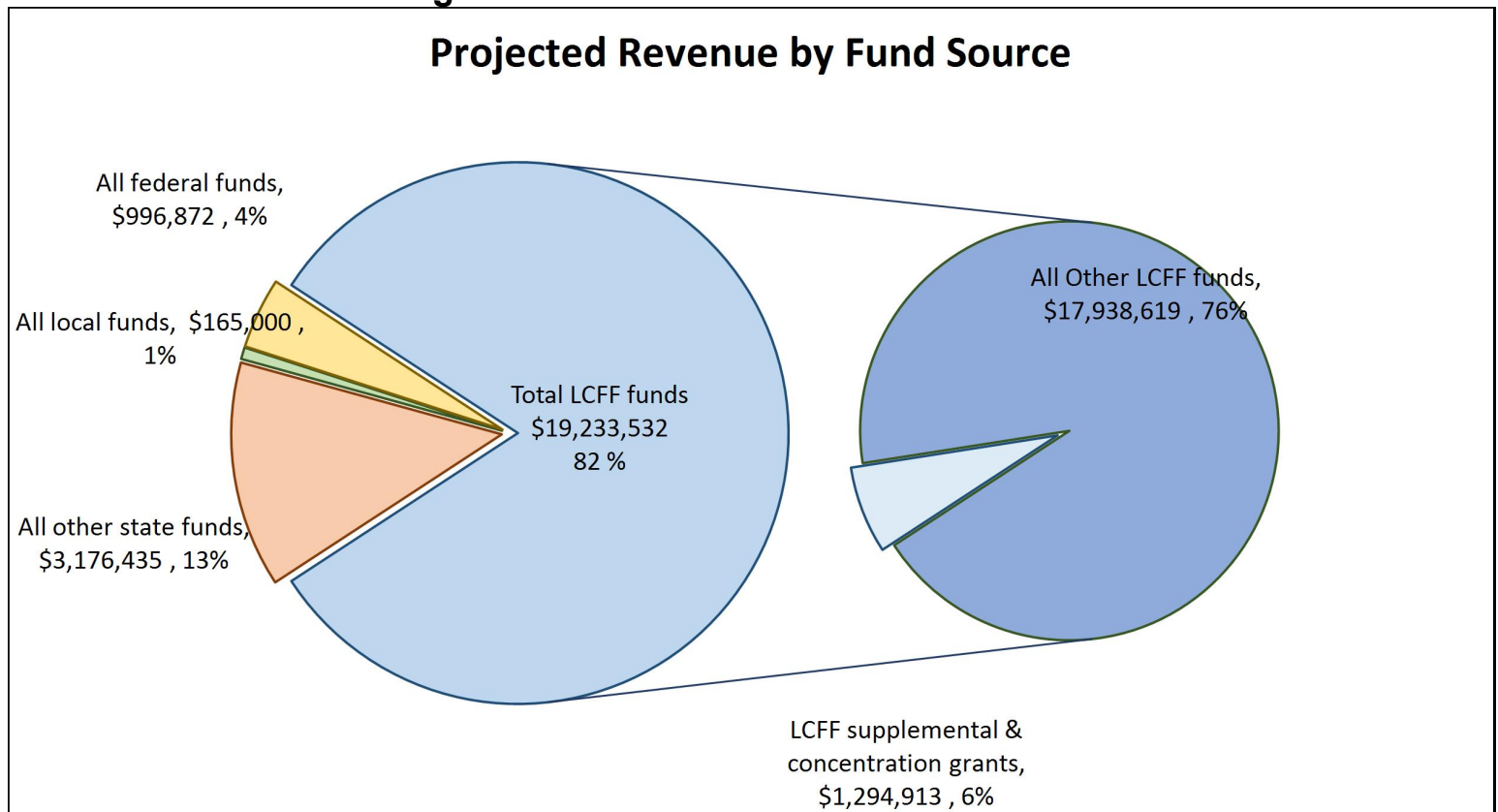
Principal

crichards@lcer.org

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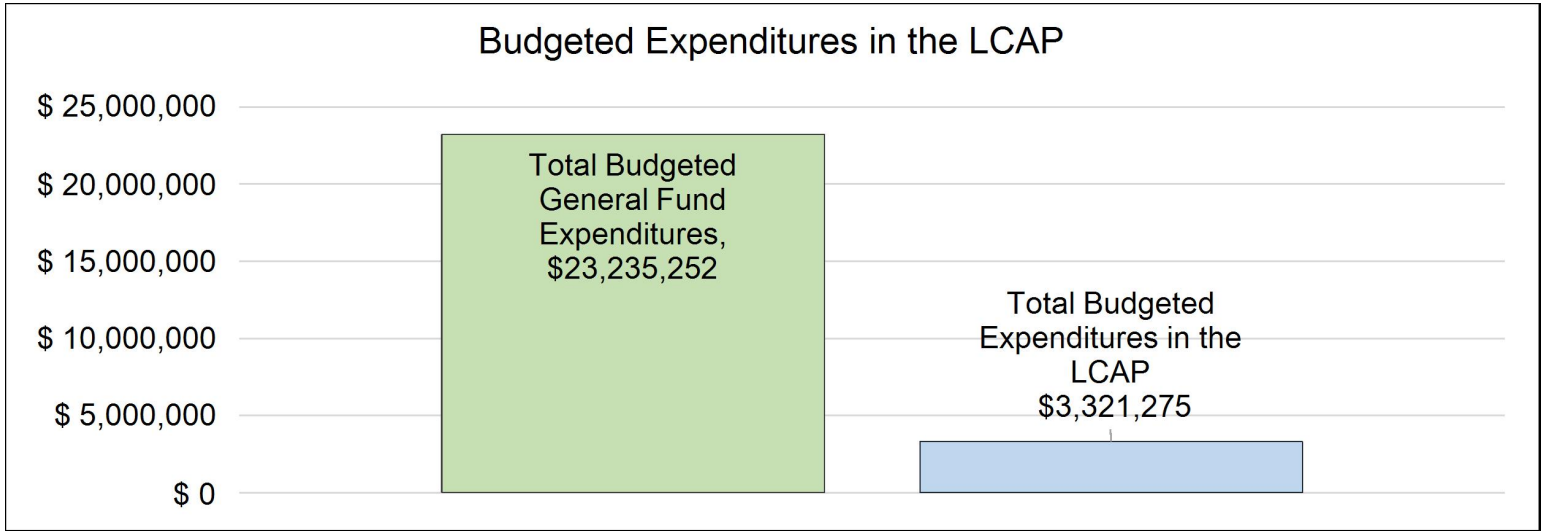


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This chart provides a quick summary of how much Academy for Academic Excellence plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

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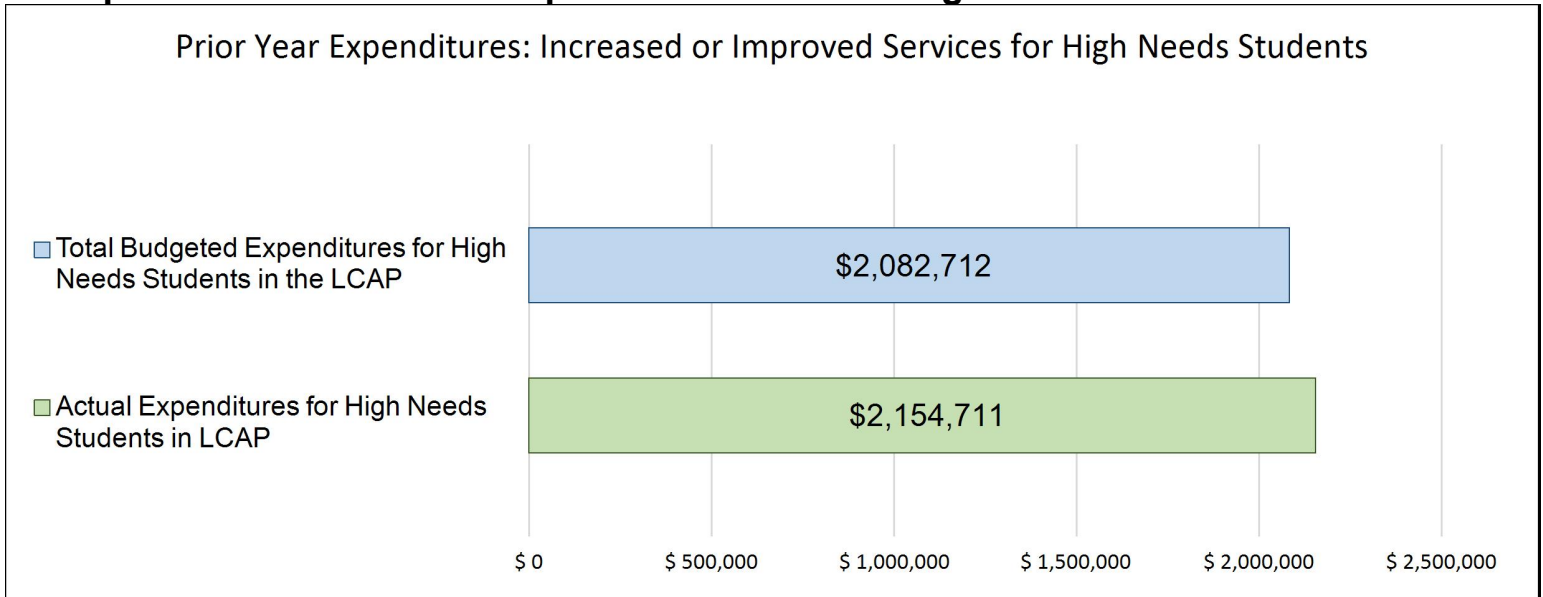
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Local Control and Accountability Plan

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 ext 301

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 1,498 students on a 150-acre parcel of land that includes parts of the Mojave River. The demographic breakdown of the 1,498 student population is 2.7% African American, 0.3% American Indian or Alaska Native, 1.8% Asian, 1.7% Filipino, 49.4% Hispanic, 38.0% White, and 6.2% Two or More Races. Students qualifying as unduplicated are Socioeconomically Disadvantaged 36.2%, English Learners 3.5%, Students with Disabilities 12.5%, Homeless Youth 0.5%, and Foster Youth 0.1%.

AAE is dedicated to preparing students for college, ensuring they achieve excellence in their learning endeavors. Through a commitment to academic rigor, pertinent content, and teacher-led research, we have cultivated numerous exemplary practices that benefit both students and faculty alike. Graduates of our program emerge as adept communicators, equipped with robust critical thinking abilities, and embodying a sense of civic responsibility within their school and community. Upholding stringent academic and behavioral standards, we prioritize not only the mastery of subject matter but also the cultivation of a comprehensive understanding of various disciplines. At the heart of our educational philosophy lies a profound emphasis on fostering strong connections among parents, students, and our institution.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

AAE conducted a comprehensive needs assessment to guide the development of the 2026-2027 LCAP and SPSA. This process included an analysis of student performance data as well as input from educational partners, allowing us to identify key strengths and areas for growth and to better align resources in support of continuous improvement.

The California Dashboard reflected steady growth in most indicators, confirming that actions put in place over the last year, have been beneficial and should be continued for the 2026-2027 school year.

Academically, the Indicators show all students are making improvements and closing the gap to a positive increase in DFS (Distance from Standard). ELA: All students improved from 8.6 to 17.3 above standard, ELs (English Learners) from -21.3 to -13.8, SED (Socioeconomically Disadvantaged) from -14.8 to -4.3, and SwD (Students with Disabilities) from -89.1 to -64.8. Math: All students improved from -24.4 to -12.7, ELs from -59.9 to -34.6, SED from -45.9 to -37.9, and slight growth for SwD from -108.2 to -105.9. ELPI (English Learner Progress) maintained from 38%, making progress to 37.8%, and LTEL (Long Term English Learners) from 31.6%, making progress to 45.5%. The added supports indicated in the LCAP actions for our EL students have shown some gains, more at the secondary level than in the elementary. We will continue to review the supports for our English Learners and add any necessary actions to continue growth.

AAE's graduation rate continues to rise, with 100% of seniors earning their diplomas in 2025. We are proud to have sustained this accomplishment over multiple years and remain committed to maintaining a 100% graduation rate. We also saw improvement in the College/Career Indicator (CCI), with 66.7% of seniors identified as prepared, an increase of 6.7 percentage points from the prior year. While this reflects positive progress, CCI remains an area of focus for continued growth. Findings from the needs assessment highlighted key areas for improvement within CCI, including math achievement, course coding practices, and the expansion of CTE (Career and Technical Education) pathways. Additionally, we identified a need to strengthen both staff and student understanding of what it means to be college and career ready.

Chronic Absenteeism shows a significant decline for all students from 13.5% to 8.6%. The majority of student groups also followed this pattern. ELs from 14.6% to 9.8%, SED from 17% to 11%, and SwD from 19.1% to 11.3%. The attendance incentives and engagement actions put in place have contributed to these gains. Suspension still shows an area that needs some support. Our most significant increases were with SwD from 1.7% to 4.9% and African American students from 4.7% to 11.6%. We continue to have supports in place for all students to adjust their behavior for the safety of themselves and others, and will note additional actions in this LCAP for continuous improvement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	<p>We engaged our parents to participate through a variety of channels, including regular communication, targeted outreach efforts, and opportunities for involvement in school activities and decision-making processes. This included our School Site Council meetings and community Family Voices.</p> <p>Dates for 2025-2026: Parents & Pastries: 8/29, 9/26, 10/31, 11/21, 12/12, 1/30, 2/27, 3/20, 4/24, 5/29 SSC/ELAC: 10/28, 12/9, 1/12, 2/10, 3/10, 4/28, 5/26 Family Voices: 12/4 Parent Climate Survey: 4/2026 Daily/Weekly Social Media Posts</p>
Students	<p>We engaged students to participate through a variety of channels, including regular Principal and Vice Principal Cabinet Meetings, climate surveys, LCER Ambassadors, and ASB Meetings.</p> <p>Dates for 2025-2026: Principal/Vice Principal Cabinet: 8/21, 9/18, 10/16, 11/13, 1/15, 2/5, 4/16, 4/30, 5/21, 6/4 Climate Surveys: 4/2026 LCER Ambassadors: Weekly on Tuesdays ASB: 8/14, 8/21, 8/28, 9/4, 9/11, 9/18, 9/27, 11/6, 12/13, 12/19, 1/22, 1/29, 2/5, 2/12, 2/26, 3/3, 3/19, 3/21, 4/7, 4/9, 4/25, 5/7, 5/9, 5/14</p>

Educational Partner(s)	Process for Engagement
Staff	<p>We engaged our staff, both classified and certificated, in the LCAP process by facilitating open communication channels, providing opportunities for input and feedback, and actively involving them in collaborative planning and decision-making meetings. This included, but was not limited to, monthly Staff Meetings, monthly PLC meetings, and ALT meetings.</p> <p>Dates for 2025-2026: Staff Climate Survey: 5/2026 Staff Meetings: 8/5, 8/27, 9/10, 10/15, 11/5, 12/10, 12/20, 1/21, 2/11, 3/11, 4/15, 5/13, 5/20, 6/12 PLC Meetings: 8/20, 9/3, 9/17, 10/1, 10/22, 11/12, 11/19, 12/3, 1/14, 2/4, 2/18, 3/4, 4/8, 4/29, 5/6 ALT Meetings: 8/11, 8/14, 8/28, 9/11, 9/25, 10/16, 10/30, 11/13, 12/4, 12/18, 1/15, 1/29, 2/26, 3/12, 4/9, 4/23, 5/7, 5/21 Weekly CSO (Character Safety Officers) Meetings: 8/6, 8/13, 8/20, 8/27, 9/3, 9/10, 9/17, 9/24, 10/1, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17, 1/14, 1/21, 1/28, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/18, 4/8, 4/14, 4/22, 4/29, 5/6, 5/13, 5/20, 5/27, 6/3, and 6/10</p>
Community	<p>We organized regular community forums and family voice meetings to gather input and feedback from community members. We currently conduct Parents and Pastries meetings that are held monthly in person and online. These meetings are also recorded and shared out through facebook. These events provided a platform for open discussion, where community partners could express their opinions, share ideas, and contribute to decision-making processes.</p> <p>Dates for 2025-2026: Back to School Night: 8/13/25 Fall Festival: 10/24/25</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted Local Control and Accountability Plan (LCAP) was significantly influenced by the valuable feedback provided by our educational partners through various forums including the School Site Council, Parents & Pastries monthly parent meetings, Family Voice, surveys, and board meeting comments. Through collaborative discussions and input from these educational partners, we were able to gain valuable insights into the needs and priorities of our school community. Their feedback informed the development of the LCAP goals and strategies,

ensuring that they are reflective of the diverse perspectives and voices within our school community. By incorporating the input of our educational partners, we have created a comprehensive and inclusive plan that is designed to address the unique needs of our students and promote their academic success and well-being.

All goals and actions were identified through these educational partner forums. While all families agreed that there is still room for improvement in academics (Goal 1), concerns about facilities, particularly restrooms, and school safety (Goal 3) topped the list. Students also expressed their concerns about facilities and safety through surveys and forums. The actions outlined in both goals address these areas for improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Prepare all students for post-secondary success. Improve student proficiency in core subject areas (English language arts, mathematics, science, and social studies) by implementing targeted instructional strategies, providing differentiated support, and fostering a culture of high expectations and academic excellence across all grade levels (TK - 12)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We are committed to implementing an action plan to improve student proficiency in core subject areas because we believe that academic excellence is the foundation for lifelong success. By focusing on enhancing proficiency in subjects such as English language arts, mathematics, science, and social studies, we are equipping our students with the essential knowledge and skills needed to excel academically, pursue higher education opportunities, and thrive in their future careers. Additionally, improving student proficiency in core subjects is essential for promoting equity and ensuring that all students, regardless of background or circumstance, have access to a high-quality education that prepares them for success in an increasingly competitive and rapidly changing world. Through targeted interventions, differentiated instruction, and ongoing assessment, we are dedicated to empowering every student to achieve their full potential and become lifelong learners who are prepared to contribute positively to society.

The data used to develop this goal provided a clear view of how students were performing across subject areas. Using the California Dashboard from 2023, we were able to see that some student groups were not demonstrating proficiency in ELA or math. This data also showed that specific groups faced challenges: For Math, English Learners were 78.2 points DFS, Socioeconomically Disadvantaged were 56.1 points DFS, and Students with Disabilities were 114.6 points DFS. In ELA, English Learners were 46 points DFS, Socioeconomically Disadvantaged were 16.8 points DFS, and Students with Disabilities were 90.6 points DFS. More recent data from iReady Reading and Math diagnostics showed 58% of students at grade level in reading and 48% of students at grade level in math. These data points reveal that there is a great need for continued intervention and best instructional practices.

Feedback from our educational partners supports the school's goal to improve in all academic areas. Both data and engagement have resulted in the metrics below to ensure that the school is accountable to its educational partners for improving in the areas of ELA and Mathematics, thus ensuring student success throughout their school years and beyond graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Distance from Standard (DFS) in Math	2023 CA Dashboard: All -29 DFS EL -78.2 DFS SED -56.1 DFS SWD -114.6 DFS	2024 CA Dashboard: All -24.4 DFS EL -59.9 DFS SED -45.9 DFS SWD -108.2 DFS	2025 CA Dashboard: All -12.7 DFS EL -34.6 DFS SED -37.9 DFS SWD -105.9 DFS	All -19 DFS EL -68 DFS SED -46 DFS SWD -100 DFS	CA Dashboard All +16.3 DFS EL +43.6 DFS SED +18.2 DFS SWD +8.7 DFS
1.2	CAASPP Distance from Standard (DFS) in English Language Arts	2023 CA Dashboard: EL -46 DFS SED -16.8 DFS SWD -90.6 DFS	2024 CA Dashboard: EL -21.3 DFS SED -14.8 SWD -89.1	2025 CA Dashboard: EL -13.8 DFS SED -4.3 DFS SWD -64.8 DFS	EL -36 DFS SED -7 DFS SWD -85 DFS	CA Dashboard EL +32.2 DFS SED +12.5 DFS SWD +25.8 DFS
1.3	iReady End of Year Diagnostic Performance - Math Local Assessment	48% of students on or above grade level 37% of students one grade level below 16% of students two or more grade levels below as identified by the EOY assessment 2024.	51% of students on or above grade level 34% of students one grade level below 15% of students two or more grade levels below as identified by the EOY assessment 2025.	52.2% of students on or above grade level 31.9% of students one grade level below 15.8% of students two or more grade levels below as identified by the EOY assessment 2026.	58% of students on or above grade level 32% of students one grade level below 10% of students two or more grade levels below	+4.2% of students on or above grade level -5.1% of students one grade level below -0.2% of students two or more grade levels below
1.4	iReady End of Year Diagnostic Performance	58% of students on or above grade level	60% of students on or above grade level	59.3% of students on or above grade level	68% of students on or above grade level	+1.3% of students on or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	- Reading Local Assessment	25% of students one grade level below 17% of students two or more grade levels below as identified by the EOY assessment 2024.	24% of students one grade level below 16% of students two or more grade levels below as identified by the EOY assessment 2025.	25.7% of students one grade level below 15% of students two or more grade levels below as identified by the EOY assessment 2026.	20% of students one grade level below 12% of students two or more grade levels below	+0.7% of students one grade level below -2% of students two or more grade levels below
1.5	Running Record Proficiency in grades 1-2 as of T2 results. Local Assessment	Running Record proficiency in grades 1-2 as of T2 2024 1st grade - 35% proficiency 2nd grade - 41.2% proficiency	Running Record proficiency in grades 1-2 as of T2 2025 1st grade - 76.3% proficiency 2nd grade - 61.5% proficiency	Running Record proficiency in grades 1-2 as of T2 2026 1st grade - 55.7% proficiency 2nd grade - 77.6% proficiency	Running Record proficiency in grades 1-2 as of T2 1st grade - 55% proficiency 2nd grade - 61% proficiency	1st grade - +20.7% proficiency 2nd grade +36.4% proficiency
1.6	English Learner Progress Indicator	2023 CA Dashboard 42.3% of EL population are making progress towards English Language proficiency	2024 CA Dashboard 38% of EL population are making progress towards English Language proficiency 31% LTEL population are making progress	2025 CA Dashboard 37.8% of EL population are making progress towards English Language proficiency 45.5% LTEL population are making progress	50% of our EL and LTEL populations making progress towards English Language proficiency	-4.5% difference in proficiency for EL

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were successfully implemented across targeted areas. Action 1.1 included Academic Intervention through our Knights Lab in K-5 and our Math Success courses in middle and high schools. Action 1.2 provided multiple data measures to monitor student progress. Action 1.3 provided supplemental curriculum for all grades in the areas of Science, Math, and ELA as well as ensuring that all students have 1-to-1 computer and wifi access to these programs. Action 1.4 provided additional curriculum for our English Learners to improve access across grade-level content instruction. Action 1.5 provided PD for all educators for best instruction. Action 1.6 ensured that we have the personnel necessary to support in all aspects of education.

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.

All planned expenditures were fully exhausted for the 2025-2026 school year. There was an overage for action 1.3 due to the need to purchase Chromebooks for students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions put in place for the 2025-2026 school year have produced effective outcomes. The focus of actions 1.1 through 1.6 relates to academic improvement. According to the identified metrics, there have been positive gains in the areas of ELA, Math, and reading.

With the addition of Intervention Personnel (Action 1.1), Data Analysis (Action 1.2), Supplemental Support Curriculum (Action 1.3), ELD Curriculum (Action 1.4) Professional Development (Action 1.5), and Support Personnel (Action 1.6), students have made positive gains, moving closer to closing the gap. In the area of ELA, identified subgroups made the following gains on the CA Dashboard: English Learners increased by 7.5 points, Socioeconomically Disadvantaged increased by 10.4 points, and Students with Disabilities gained 24.3 points. In the area of Math, both overall and identified subgroups made the following gains on the CA Dashboard: Overall, students increased by 11.7 points, English Learners increased by 25.2 points, Socioeconomically Disadvantaged increased by 8.0 points, and Students with Disabilities maintained its indicator level, increasing by 2.3 points.

We also saw similar results with iReady Diagnostic performance in Reading and Math proficiency. In Reading, students who are at or above grade level (proficient) increased by 1.3% from our baseline, and in Math, students who are at or above grade level (proficient) increased by 4.2% from our baseline. We are approaching our iReady goals set for Year 3, but slower than we'd envisioned, which will need to be addressed in actions for the 2026-2027 school year.

For our primary grades, we are seeing a phenomenal improvement in reading, bringing us back to pre-pandemic levels. 1st Graders improved in proficiency by 20.7% from our baseline, and 2nd Graders by 36.4% from our baseline. In both grade levels, we have already surpassed our Target 3 goals.

Our English Learners maintained their level on the English Learner Progress Indicator from 2024, but we are still not at the goal level of 50% set for Year 3. We discovered that English Language Development (ELD) instruction implemented could be improved, especially at the elementary levels. This year, the secondary ELD has implemented a new curriculum that includes professional development, and our elementary teachers are using ELD through the newly adopted ELA curriculum and have been provided specific training to use the curriculum. We also added a bilingual paraprofessional to specifically support our elementary EL students.

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

No substantial changes to the metrics or goals are planned for the Academy for Academic Excellence at this time. However, there will be some additional spending within actions to further support growth for specific student groups. For Action 1.1, we are adding a new position, Coordinator of Student Support Services, to meet the needs of our growing SWD population, currently at 14% for the 2025-2026 school year. To help support the adoption of Math curriculum and continue to improve our math scores, teachers in grades 6-12 will receive embedded, on-site coaching from each publisher throughout the school year. This includes modeling, observation, and feedback. Extra professional development time will be added to differentiate instruction with the new curriculum to meet the needs of our students who need extra support. AAE will continue to monitor the implementation of the LCAP/SPSA through regular data analysis cycles, as it becomes available. School administration teams, PLC (Professional Learning Communities), and school leadership teams will continue to review diagnostic assessments, grades, formative/summative assessments, and student feedback.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Intervention Personnel	The school will implement evidence-based reading and math intervention programs intending to benefit all student with emphasis on student groups who are performing below standard in the areas of ELA and math as measured in M1.1, M1.2, M1.3, M1.4, and M1.5.	\$518,171.00	Yes
1.2	Assessment and Data Analysis	Data supports students in their learning as teaching staff analyze for trends and patterns, assess teaching strategies, and monitor progress. Additionally, feedback from data empowers students to take ownership of	\$32,386.00	Yes

Action #	Title	Description	Total Funds	Contributing
		their learning. Data is necessary to facilitate continuous improvement for all students and the programs the school implements.		
1.3	Academic Support Curriculum	The school will implement supplemental research-based curriculum to support adopted ELA and math curricula to help close the gaps in learning for identified student groups.	\$41,394.00	Yes
1.4	ELD Support & Curriculum	To ensure that all students have equitable opportunities to succeed academically and reach their full potential, supports need to be in place. These supports in language acquisition promote content comprehension, vocabulary development, cultural relevance, and language support across disciplines, contributing to long-term academic success.	\$47,602.00	Yes
1.5	Academic Professional Development	The school will implement ongoing professional development for teachers on instructional best practices in the areas of reading and math.	\$109,619.00	Yes
1.6	Support Personnel	All school staff contribute to student learning by providing emotional support, academic support, specialized services, health and wellness, family and community engagement, and responding to crises and emergencies. Their efforts create a supportive and inclusive learning environment where all students can thrive academically, socially, and emotionally.	\$1,438,945.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Through an engaging and well-being experience, the school will foster a welcoming and inclusive school culture that ensures all students feel valued, respected, and supported. This includes implementing initiatives to increase cultural competency among staff and students, promoting social-emotional learning, and enhancing opportunities for community engagement and collaboration to create a positive and supportive learning environment for all TK-12 students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education. To achieve this mission, we must provide opportunities to meet their individual needs and help them thrive academically, socially, and emotionally. Courses, clubs, and activities should involve integrated learning experiences that promote global-mindedness, critical thinking, and a re-defined use of technology. Providing those opportunities to our students has always been a fundamental part of AAE.

We are excited to offer these opportunities during the 2024-2025 school year. Students will expand their learning and apply their knowledge through field trips at every grade level and enrichment courses. The creation and implementation of CTE courses that apply real-life learning opportunities will be additions to our coursework to work towards this goal. Students will also be provided 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. AAE also provides a credit recovery program that students can complete independently to recover credits if they require support in meeting their graduation requirements.

Data from Goal 1 along with student and parent feedback was used to design this goal. Both families and students have requested field trips, enrichment courses, dual enrollment, and CTE courses in forums and surveys over the 2023-2024 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Career and College Indicator	2023 CA Dashboard 65.9% of students are prepared	2024 CA Dashboard 49.2% of students are prepared	2025 CA Dashboard 66.7% of students are prepared	70% of students are prepared	+0.8% of students are prepared
2.2	Graduation Rate	2023 CA Dashboard 98.9% of students graduate	2024 CA Dashboard 98.3% of students graduate	2025 CA Dashboard 100% of students graduate	Maintain graduation rate of 99%	+1.1% of students graduate
2.3	Student Climate Survey	2023-2024 Student Climate Survey Students help decide what happens at their school - 51.95% Teachers and other adults listen to ideas about the school - 52.55% Students have multiple opportunities outside of school to get involved - 83.72%	2024-2025 Student Climate Survey Students help decide what happens at their school - 55.14% Teachers and other adults listen to ideas about the school - 60.88% Students have multiple opportunities outside of school to get involved - 90.85%	2025-2026 Student Climate Survey Students help decide what happens at their school - 67% Teachers and other adults listen to ideas about the school - 72% Students have multiple opportunities outside of school to get involved - 92%	Students help decide what happens at their school - 61% Teachers and other adults listen to ideas about the school - 62% Students have multiple opportunities outside of school to get involved - 85%	Students help decide what happens at their school +15.05% Teachers and other adults listen to ideas about the school +19.45% Students have multiple opportunities outside of school to get involved +8.28%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were successfully implemented across targeted areas. Action 2.1 provided enrichment opportunities across grade levels to increase relevancy of academic learning. Action 2.2 offered career opportunities supporting CTE courses and college courses.

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.

All planned expenditures were fully exhausted for the 2025-2026 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The student climate survey showed an increase in each indicator, demonstrating that the actions put in place have helped make improvements in student perception of the school. We will be continuing these actions to continue this upward trajectory.

The measures implemented for the 2025-2026 school year have led to positive results overall. We are still closely watching the College and Career Indicator (CCI) and working to make improvements. In 2025, the indicator showed an increase of 6.7%, with an overall 66.7% of students showing prepared, moving us in the right direction of our 70% goal for Year 3. Several factors have helped us achieve this increase. One factor we discovered through analysis was the need to better understand the CCI calculation and how our students could achieve this in many different ways. The administration has worked closely with staff to relay this information, and we are also having more informed conversations with our high school students when they are creating and reviewing their 4-year plans. We are also recognizing qualifying students at graduation, honoring them with cords. We are extremely proud of 100% graduation rate, surpassing our Year 3 goal.

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

No substantial changes to the metrics or goals are planned for the Academy for Academic Excellence at this time. AAE will continue to monitor the implementation of the LCAP/SPSA through regular data analysis cycles, as it becomes available. School administration teams, PLC (Professional Learning Communities), and school leadership teams will continue to review CCI data, student and family feedback, and student progress towards graduation to ensure Goal 2 with Actions 2.1 and 2.2 are fully implemented as planned.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Enrichment	The school provides enrichment classes and field trips to all students with hands-on experiences, real-world application of knowledge, exposure to diversity, opportunities for critical thinking and problem-solving, stimulation of curiosity, development of social skills, and deeper cultural and historical understanding. These opportunities allow students to apply their in-class learning and improve their understanding.	\$201,873.00	Yes
2.2	College and Career Opportunities	It is essential to provide students with the unlimited possibilities beyond graduation. These opportunities such as college visits, dual enrollment, CTE courses, and AP courses, create an equitable and inclusive future for all students.	\$228,130.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Implement comprehensive strategies to ensure a safe and secure learning environment for all TK-12 students. This includes enhancing campus security measures, providing training on conflict resolution and restorative practices, and promoting positive behavior interventions to foster a culture of respect, responsibility, and accountability throughout the school community.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Ensuring a safe and secure learning environment for all TK-12 students is paramount to our school's mission and values. By implementing comprehensive strategies, we aim to create an atmosphere where students can thrive academically, socially, and emotionally without fear or distraction. We believe that every student deserves to learn in an environment that fosters a sense of safety, respect, and belonging. By prioritizing safety, we are not only fulfilling our duty to protect our students but also nurturing a positive school culture that promotes student well-being and academic success. Our commitment to comprehensive safety measures reflects our dedication to providing the highest quality education and ensuring that all students have the opportunity to reach their full potential in a secure and supportive learning environment.

The data used to develop this goal provided a clear view of how students perceive their school and the behaviors that affect their educational experience. The California School Dashboard also provided data regarding suspensions, which have continued to increase and perform in red for all student groups.

Feedback from our educational partners supports the school's goal to improve behaviors and security across the school grounds. Both data and engagement have resulted in the metrics below to ensure that the school is accountable to its educational partners for improving the school environment and culture facilitating academic success and well-being for its students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate	CA 2023 Dashboard All - 5.4% SED - 7.2% African American - 17.6% Hispanic - 6.3% Asian - 4.9%	CA 2024 Dashboard All - 1.8% SED - 3% African American - 4.7% Hispanic - 1.9% Asian - 4.9%	CA 2025 Dashboard All - 3.2% SED - 4.1% African American - 11.6% Hispanic - 2.5% Asian - 4.9%	All - 3.5% SED - 5% African American - 10% Hispanic - 5% Asian - 3%	All -2.2% SED -3.1% African American - 6.0% Hispanic -3.8% Asian 0%
3.2	Student Climate Survey	2023-2024 Student Climate Survey (4 areas of focus) Feel safe at school - 75.29% Clear rules and consequences for behaviors - 70.36% Students treat each other well - 49.03% Cleanliness of the school - 39.61%	2024-2025 Student Climate Survey (4 areas of focus) Feel safe at school - 84.91% Clear rules and consequences for behaviors - 79.10% Students treat each other well - 60% Cleanliness of the school - 52.98%	2025-2026 Student Climate Survey (4 areas of focus) Feel safe at school - 90% Clear rules and consequences for behaviors - 83% Students treat each other well - 74% Cleanliness of the school - 71%	Feel safe at school - 80% Clear rules and consequences for behaviors - 75% Students treat each other well - 59% Cleanliness of the school - 50%	Feel safe at school +14.71% Clear rules and consequences for behaviors +12.64% Students treat each other well +24.97% Cleanliness of the school +31.39%
3.3	Chronic Absenteeism	2023 CA Dashboard All - 19.9% EL - 18.9% SWD - 24.1% SED - 26.5%	2024 CA Dashboard All - 13.5% EL - 14.6% SWD - 19.1% SED - 9.4%	2025 CA Dashboard All - 8.6% EL - 9.8% SWD - 11.3% SED - 11%	All - 9% EL - 9% SWD - 12% SED - 13%	All -11.3% EL -9.1% SWD -12.8% SED -15.5%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were successfully implemented across targeted areas. Actions 3.1 and 3.2 provides safety measures both in personnel and technology. Action 3.3 provides Capturing Kids Hearts (CKH) professional development available to teachers and classified staff, both for those who need continued training and those new to CKH.

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.

All planned expenditures were fully exhausted for the 2025-2026 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented for the 2025-2026 school year have produced effective outcomes. The focus of actions 3.1, 3.2, and 3.3 is the overall well-being of students, including safety and inclusivity.

With the addition of safety personnel and technology safety, actions 3.1 and 3.2, we have seen a considerable improvement in student perception of safety, increasing 5.09% from last year. For action item 3.3, ensuring a positive school climate, we have seen an improvement in the Chronic Absenteeism indicator, which has declined by 4.9% from the prior year, with an overall indicator moving to green. There have been consistent improvements in subgroups as well, EL's, Hispanic, Two or More Races, SED, SWD, and White, all saw declines in chronic absenteeism.

An area that needs improvement is the Suspension Indicator. The California Dashboard shows an increase of 1.4% from the prior year, moving the indicator to orange. Funds have been allocated to continue the ALC (Academic Learning Center) program and to add a more intensive SEL (Social Emotional Learning) program, Navigate 360. This evidence-based program provides a combination of mental health, safety, and academic success curriculum. Students will have weekly lessons and discussions within the classroom. Students in ALC will receive intervention lessons specific to the behavior needing improvement.

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

No substantial changes to the metrics or goals are planned for the Academy for Academic Excellence at this time. There will be the addition of Navigate 360 in Action 3.1. AAE will continue to monitor the implementation of the LCAP/SPSA through regular data analysis cycles, as it becomes available. School administration teams, PLC (Professional Learning Communities), and school leadership teams will continue to review behavior data, student and family feedback, and student progress throughout the school year to ensure successful implementation of Goal 3 with Actions 3.1, 3.2, and 3.3.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing Physical and Personnel Security Measures	Enhancing physical and personnel security measures benefits students by ensuring their safety and security, providing peace of mind, improving attendance, fostering a positive learning environment, reducing bullying and violence, enhancing emergency preparedness, and building parental confidence. By prioritizing the well-being of students, the school can create an environment where all students can thrive academically, socially, and emotionally.	\$563,202.00	Yes
3.2	Administrative Athletic Director	The Administrative Athletic Director position has been developed to focus on supporting our administrative team in the area of behavior and attendance intervention in conjunction with the management of the athletic needs of our school. This position coordinates and manages all athletic administrative responsibilities including the scheduling of sporting events, coordination of officiating, management of coaching staff, and the coordination of the facilities to accommodate our athletic department. In addition, this role will oversee the intervention and support of our students in the areas of behavior and attendance. Supervising the Student Attendance Review Team, supporting our supervision and character development of our student population.	\$93,639.00	Yes
3.3	Positive School Climate	Capturing Kids' Hearts is beneficial to the student body because it creates a positive school climate, improves student-teacher relationships, enhances social-emotional skills, increases engagement and motivation, reduces discipline issues, enhances academic achievement, and prepares students for success beyond school.	\$46,314.00	No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,294,913	\$0

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
6.913%	0.000%	\$0.00	6.913%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Academic Intervention Personnel</p> <p>Need: The California Dashboard reported student groups EL and SWD performing in yellow for ELA and yellow for math.</p> <p>Scope:</p>	Various interventions will provide identified students with the skills in reading and math to access grade level standards. Targeted interventions to meet the specific needs of identified subgroups.	M1.1, M1.2, M1.3, M1.4, and M1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.2	<p>Action: Assessment and Data Analysis</p> <p>Need: The California Dashboard reported student groups EL and SWD performing in yellow for ELA and yellow for math.</p> <p>Scope: LEA-wide Schoolwide</p>	To monitor student progress in the identified subgroups, tools need to be in place through the student information system and specialized data monitoring programs. These programs provide students with the feedback necessary to help in making improvements in the learning.	M1.1, M1.2, M1.3, M1.4, and M1.5
1.3	<p>Action: Academic Support Curriculum</p> <p>Need: The California Dashboard reported student groups EL and SWD performing in yellow for ELA and yellow for math.</p> <p>Scope: LEA-wide Schoolwide</p>	Students who are not at grade level when entering the beginning of the current school year will need additional instruction in prior grade standards. Supplemental tools will assist students in closing these gaps and access current grade level standards. These tools specifically benefit identified subgroups.	M1.1, M1.2, M1.3, M1.4, and M1.5
1.4	<p>Action: ELD Support & Curriculum</p> <p>Need: The California School Dashboard shows EL progress at 38%. CAASPP data shows EL students are performing below standard in the areas of math and ELA.</p>	The supports to help EL students access the adopted curriculum, also assists all other students and subgroups.	M1.1 and M1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide Schoolwide</p>		
<p>1.5</p>	<p>Action: Academic Professional Development</p> <p>Need: The California Dashboard reported student groups EL and SWD performing in yellow for ELA and yellow for math.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>With changes in the math framework, hiring new teachers, and additional advanced programs, there is a need to ensure teaching staff has the tools to meet the needs of our identified low-performing student groups.</p>	<p>M1.1, M1.2, M1.3, M1.4, and M1.5</p>
<p>1.6</p>	<p>Action: Support Personnel</p> <p>Need: The California Dashboard reported student groups EL and SWD performing in yellow for ELA and yellow for math.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Identified student groups often need extra support in areas both in the classroom and outside. Whether it's academic, emotional, health, or any other need, there are staff to provide these supports.</p>	<p>M1.1, M1.2, M1.3, M1.4, and M1.5</p>
<p>2.1</p>	<p>Action: Academic Enrichment</p> <p>Need:</p>	<p>Identified student groups show there is a need for experiences outside the classroom to better apply and understand the learning they have received. Enrichment courses and field trips help to provide these opportunities.</p>	<p>M1.1, M1.2, M1.3, M1.4, M1.5, M2.1, and 2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Academic data from both Goal 1 for ELA and Math along with parent and student feedback have demonstrated a need for additional learning outside of the classroom.</p> <p>Scope: LEA-wide Schoolwide</p>		
<p>2.2</p>	<p>Action: College and Career Opportunities</p> <p>Need: Feedback from families and students demonstrates a need for continuing college and career efforts along with the addition of CTE courses.</p> <p>Scope:</p>	<p>All students will benefit from college and career actions, especially those from identified subgroups. Many students need guidance on planning their education beyond graduation. Families also need guidance on planning for their child's further education including the opportunities available to afford further education.</p>	<p>M2.1, M2.2, and M2.3</p>
<p>3.1</p>	<p>Action: Enhancing Physical and Personnel Security Measures</p> <p>Need: The California School Dashboard reported orange for the Suspension Rate indicator, increasing 1.4% from last year, demonstrating a need for continued efforts to support behaviors.</p> <p>Scope:</p>	<p>The safety measures put in place will benefit all students with specific attention to specific subgroups identified by the Suspension Indicator.</p>	<p>M3.1 and M3.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
3.2	<p>Action: Administrative Athletic Director</p> <p>Need: California School Dashboard reported the chronic absenteeism indicator as green, declining 4.9%. All subgroups have shown improvement in this area.</p> <p>Scope: LEA-wide Schoolwide</p>	To continue this increase in attendance, the school will continue to maintain a positive climate for all students to ensure they are present and emotionally ready to learn.	M3.3
3.3	<p>Action: Positive School Climate</p> <p>Need: California School Dashboard reported the chronic absenteeism indicator as green, declining 4.9%. All subgroups have shown improvement in this area.</p> <p>Scope: LEA-wide Schoolwide</p>	All students need continued additional supports, to build relationships both with their peers and school staff. These supports will assist students in being successful academically and socially.	M3.1, M3.2, and M3.3

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

N/A

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18,732,460	1,294,913	6.913%	0.000%	6.913%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,451,170.00	\$610,509.00	\$0.00	\$259,596.00	\$3,321,275.00	\$3,058,476.00	\$262,799.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Intervention Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$518,171.00	\$0.00	\$308,501.00			\$209,670.00	\$518,171.00	12.586%
1	1.2	Assessment and Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$32,386.00	\$32,386.00				\$32,386.00	1.321%
1	1.3	Academic Support Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$41,394.00	\$41,394.00				\$41,394.00	1.689%
1	1.4	ELD Support & Curriculum	English Learners	Yes	LEA-wide Schoolwide	English Learners			\$43,012.00	\$4,590.00	\$41,765.00			\$5,837.00	\$47,602.00	1.704%
1	1.5	Academic Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$49,248.00	\$60,371.00	\$78,126.00			\$31,493.00	\$109,619.00	3.187%
1	1.6	Support Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$1,438,945.00	\$0.00	\$1,084,058.00	\$354,887.00			\$1,438,945.00	44.226%
2	2.1	Academic Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$181,873.00	\$20,000.00	\$161,785.00	\$40,088.00			\$201,873.00	6.600%
2	2.2	College and Career Opportunities	All	No			All Schools		\$215,534.00	\$12,596.00		\$215,534.00		\$12,596.00	\$228,130.00	0.000%
3	3.1	Enhancing Physical and Personnel Security Measures	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$512,490.00	\$50,712.00	\$563,202.00				\$563,202.00	22.977%
3	3.2	Administrative Athletic Director	English Learners Foster Youth	Yes	LEA-wide	English Learners			\$93,639.00	\$0.00	\$93,639.00				\$93,639.00	3.820%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		Schoolwide	Foster Youth Low Income										
3	3.3	Positive School Climate	All English Learners Foster Youth Low Income	No Yes	LEA- wide Schoolwide	English Learners Foster Youth Low Income			\$5,564.00	\$40,750.00	\$46,314.00				\$46,314.00	1.889%

2026-27 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
18,732,460	1,294,913	6.913%	0.000%	6.913%	\$2,451,170.00	99.999%	113.084 %	Total:	\$2,451,170.00
								LEA-wide Total:	\$2,451,170.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,451,170.00

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	Academic Intervention Personnel	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$308,501.00	12.586%
1	1.2	Assessment and Data Analysis	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$32,386.00	1.321%
1	1.3	Academic Support Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$41,394.00	1.689%
1	1.4	ELD Support & Curriculum	Yes	LEA-wide Schoolwide	English Learners		\$41,765.00	1.704%
1	1.5	Academic Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$78,126.00	3.187%
1	1.6	Support Personnel	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$1,084,058.00	44.226%
2	2.1	Academic Enrichment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$161,785.00	6.600%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Enhancing Physical and Personnel Security Measures	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$563,202.00	22.977%
3	3.2	Administrative Athletic Director	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$93,639.00	3.820%
3	3.3	Positive School Climate	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$46,314.00	1.889%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,835,383.00	\$2,959,702.48

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	Academic Intervention Personnel	Yes	\$454,788.00	\$480,017.00
1	1.2	Assessment and Data Analysis	Yes	\$29,451.00	\$29,793.00
1	1.3	Academic Support Curriculum	Yes	\$213,194.00	\$321,958.00
1	1.4	ELD Support & Curriculum	Yes	\$48,614.00	\$43,431.00
1	1.5	Academic Professional Development	Yes	\$128,917.00	\$99,550.00
1	1.6	Support Personnel	Yes	\$827,014.00	\$823,301.00
2	2.1	Academic Enrichment	Yes	\$213,342.00	\$211,010.00
2	2.2	College and Career Opportunities	No	\$235,304.00	\$215,629.00
3	3.1	Enhancing Physical and Personnel Security Measures	Yes	\$543,220.00	\$589,299.00
3	3.2	Administrative Athletic Director	Yes	\$87,406.00	\$87,406.00
3	3.3	Positive School Climate	No	\$54,133.00	\$58,308.48

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)

2025-26 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)
\$1,258,852.00	\$2,082,712.00	\$2,154,711.00	(\$71,999.00)	100.000%	100.000%	0.000%

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	Academic Intervention Personnel	Yes	\$203,612.00	\$205,058.00	9.776%	9.514%
1	1.2	Assessment and Data Analysis	Yes	\$9,626.00	\$9,968.00	0.462%	0.463%
1	1.3	Academic Support Curriculum	Yes	\$154,319.00	\$198,898.00	7.409%	9.233%
1	1.4	ELD Support & Curriculum	Yes	\$43,814.00	\$38,631.00	2.103%	1.793%
1	1.5	Academic Professional Development	Yes	\$38,824.00	\$34,457.00	1.865%	1.600%
1	1.6	Support Personnel	Yes	\$827,014.00	\$813,573.00	39.708%	37.750%
2	2.1	Academic Enrichment	Yes	\$174,877.00	\$177,421.00	8.3990%	8.233%
3	3.1	Enhancing Physical and Personnel Security Measures	Yes	\$543,220.00	\$589,299.00	26.082%	27.358%
3	3.2	Administrative Athletic Director	Yes	\$87,406.00	\$87,406.00	4.196%	4.056%

2025-26 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)
15,186,685.00	\$1,258,852.00	0.00%	8.289%	\$2,154,711.00	100.000%	114.188%	\$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA’s 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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
November 2024

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Lewis Center for Educational Research
CDS Code:	36-10363-0115808
LEA Contact Information:	Name: Erika Agosto Position: Principal Email: eagosto@lcer.org Phone: 909-386-2300
Coming School Year:	2026-27
Current School Year:	2025-26

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

Projected General Fund Revenue for the 2026-27 School Year	Amount Whole Numbers
Total LCFF Funds	\$19,844,846
LCFF Supplemental & Concentration Grants	\$4,779,215
All Other State Funds	\$5,130,770
All Local Funds	\$167,500
All federal funds	\$1,569,654
Total Projected Revenue	\$26,712,770

Total Budgeted Expenditures for the 2026-27 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$26,117,425
Total Budgeted Expenditures in the LCAP	\$8,011,242
Total Budgeted Expenditures for High Needs Students in the LCAP	\$5,209,565
Expenditures not in the LCAP	\$18,106,183

Expenditures for High Needs Students in the 2025-26 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$5,123,863
Actual Expenditures for High Needs Students in LCAP	\$4,595,268

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2026-27 Difference in Projected Funds and Budgeted Expenditures	\$430,350
2025-26 Difference in Budgeted and Actual Expenditures	\$528,595

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The expenditures not in our LCAP are our base teaching and support staff salaries, facilities costs, management agreement costs, and general supply costs.

<p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-26.</p>	<p>Our high need students received the same impact as expected in the original budget in the 2025-2026 LCAP. Due to a loss of enrolled students, resulting in less students to support created a lower level of support and financial obligation. We also received a late resignation of our secondary TOA that created a large budgeted expense in our LCAP. With the lower student body, the school administration decided to redirect support for student intervention. support student learning and outcomes to meet the student needs. We also attempted to fill a second Speech Language Pathologist position to support the growing need on campus. However, with not being able to fill this hard-to-fill position, we contracted with a virtual company, ELuma, to provide quality therapy to our students who are identified through their IEP. The additional difference is due to the impact of</p>
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LCFF Budget Overview for Parents

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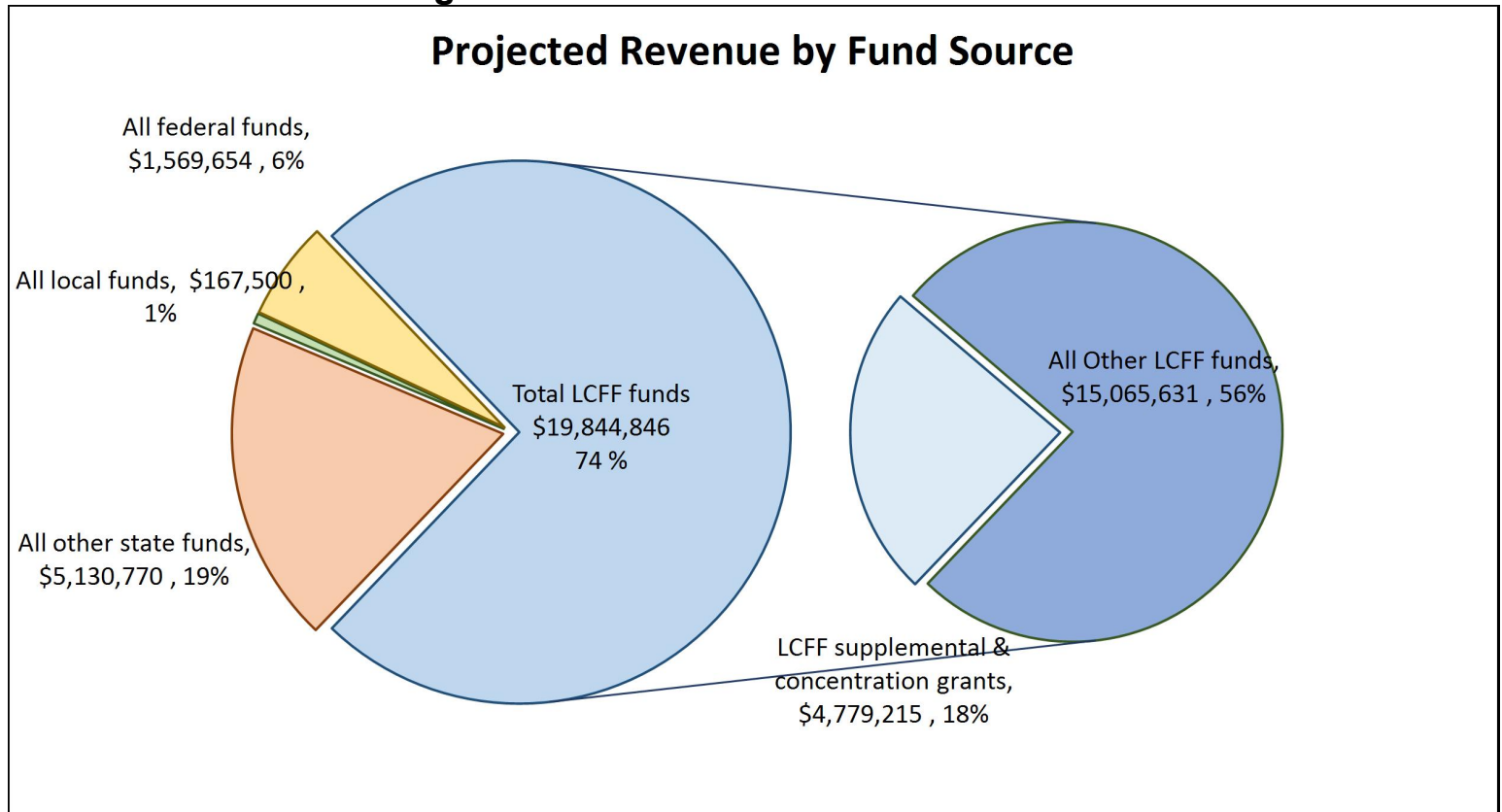
Principal

eagosto@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 2026-27 School Year

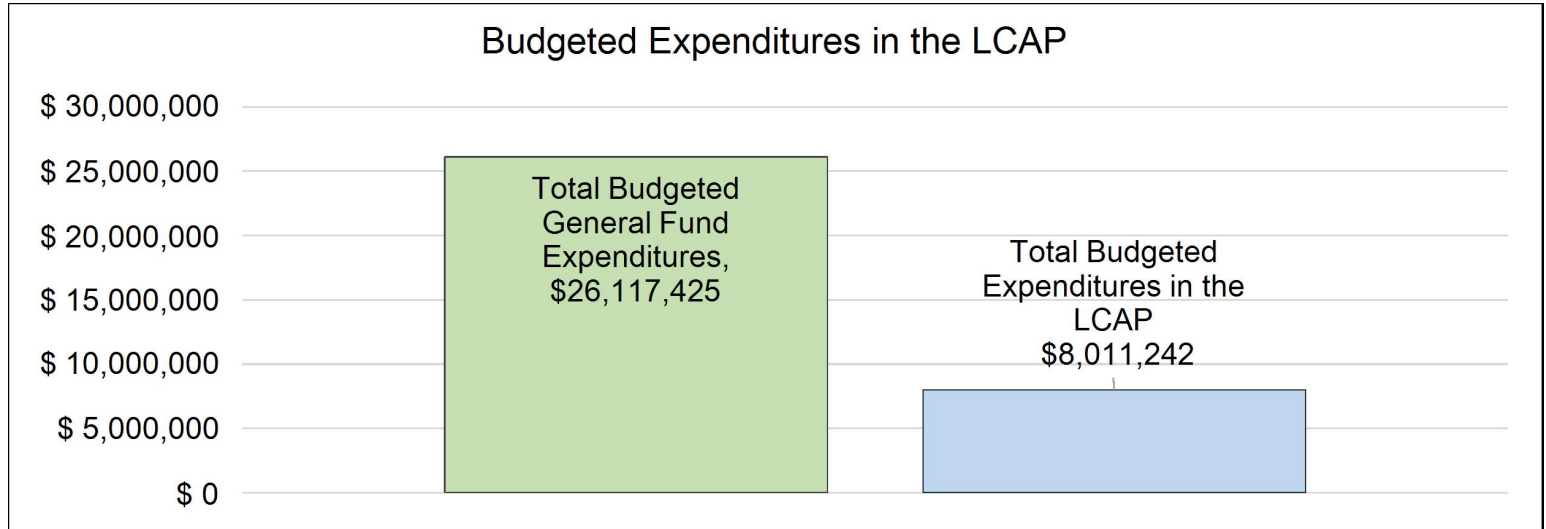


This chart shows the total general purpose revenue Lewis Center for Educational Research expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lewis Center for Educational Research is \$26,712,770, of which \$19,844,846 is Local Control Funding Formula (LCFF), \$5,130,770 is other state funds, \$167,500 is local funds, and \$1,569,654 is federal funds. Of the \$19,844,846 in LCFF Funds, \$4,779,215 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lewis Center for Educational Research plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

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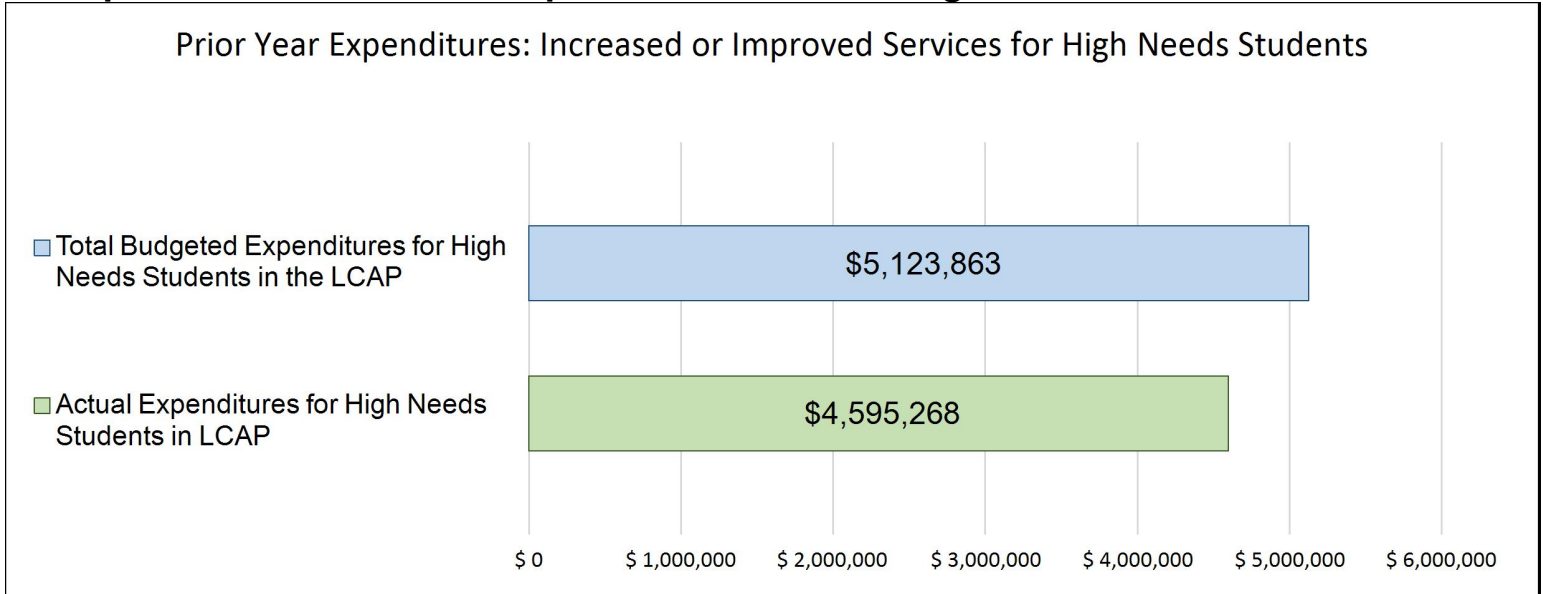
The expenditures not in our LCAP are our base teaching and support staff salaries, facilities costs, management agreement costs, and general supply costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Lewis Center for Educational Research is projecting it will receive \$4,779,215 based on the enrollment of foster youth, English learner, and low-income students. Lewis Center for Educational Research must describe how it intends to increase or improve services for high needs students in the LCAP. Lewis Center for Educational Research plans to spend \$5,209,565 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Lewis Center for Educational Research's LCAP budgeted \$5,123,863 for planned actions to increase or improve services for high needs students. Lewis Center for Educational Research actually spent \$4,595,268 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$528,595 had the following impact on Lewis Center for Educational Research's ability to increase or improve services for high needs students:

Our high need students received the same impact as expected in the original budget in the 2025-2026 LCAP. Due to a loss of enrolled students, resulting in less students to support created a lower level of support and financial obligation. We also received a late resignation of our secondary TOA that created a large budgeted expense in our LCAP. With the lower student body, the school administration decided to redirect support for student intervention. support student learning and outcomes to meet the student needs. We also attempted to fill a second Speech Language Pathologist position to support the growing need on campus. However, with not being able to fill this hard-to-fill position, we contracted with a virtual company, ELuma, to provide quality therapy to our students who are identified through their IEP. The additional difference is due to the impact of



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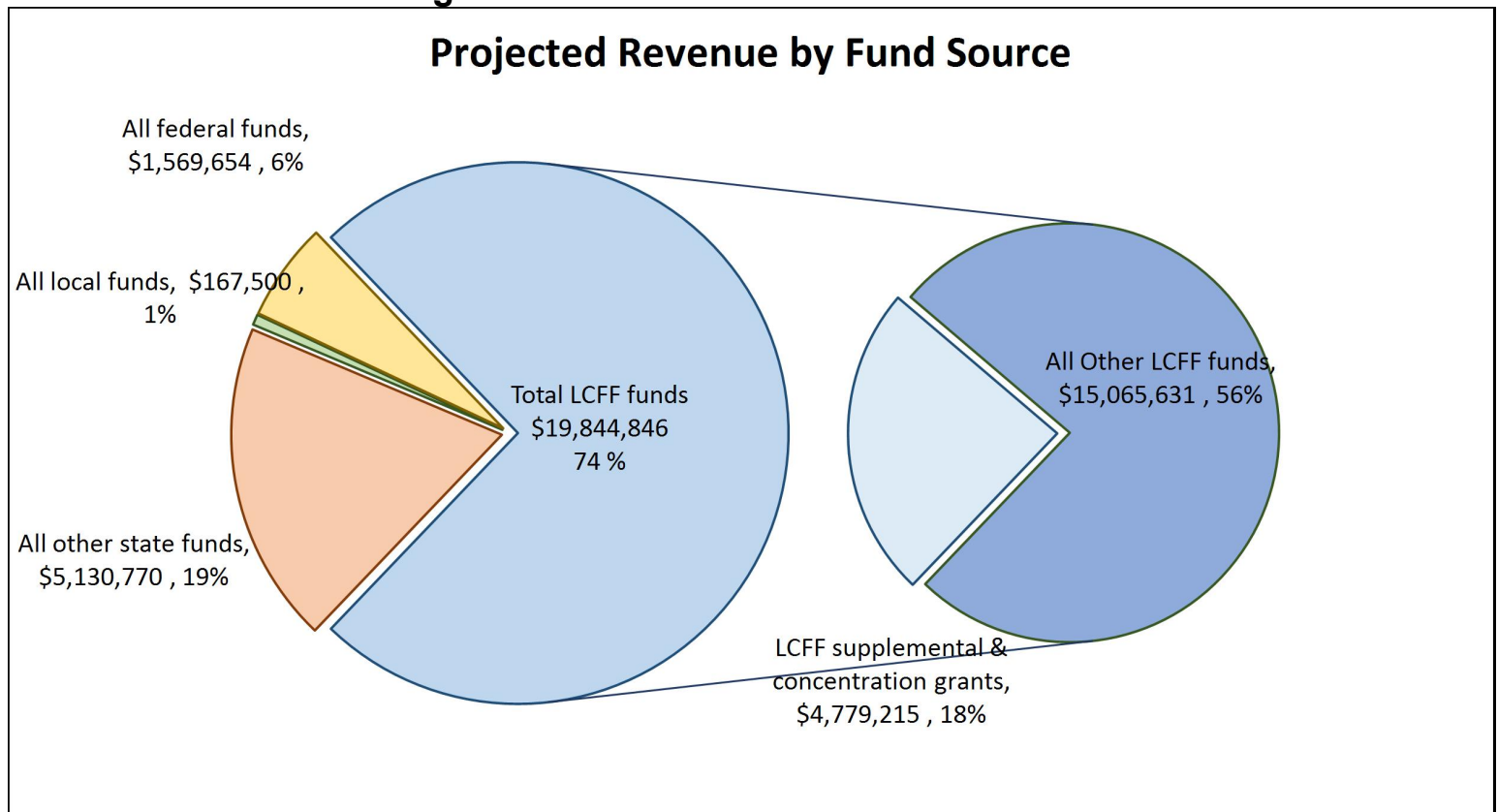
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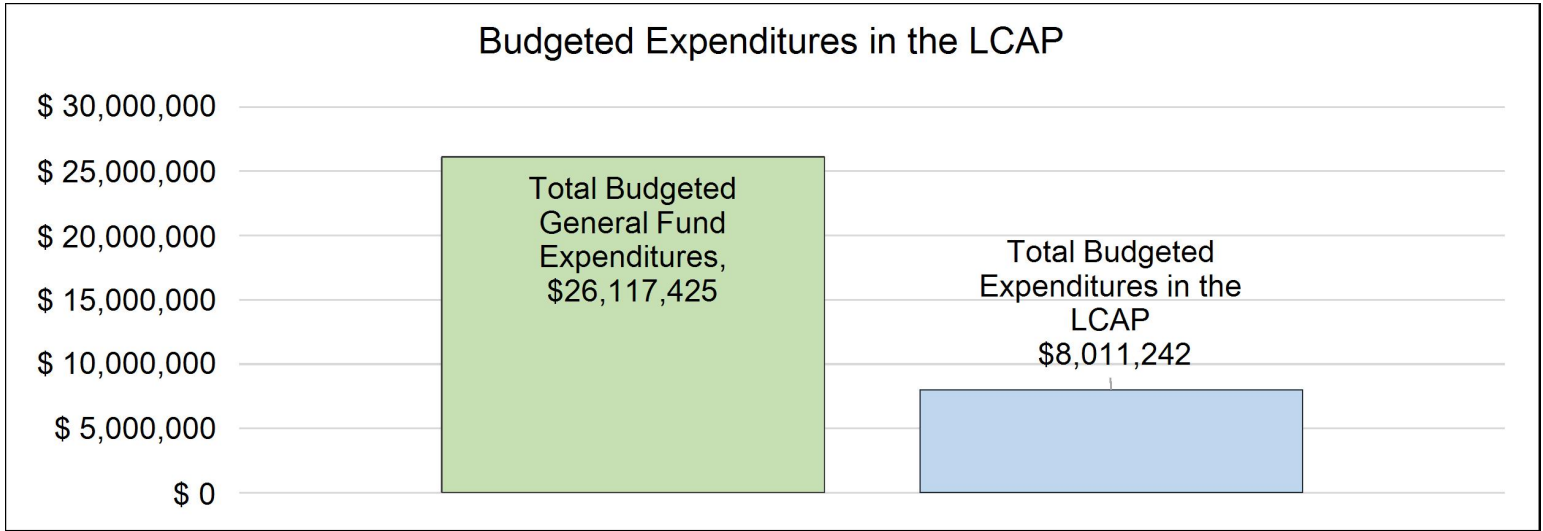


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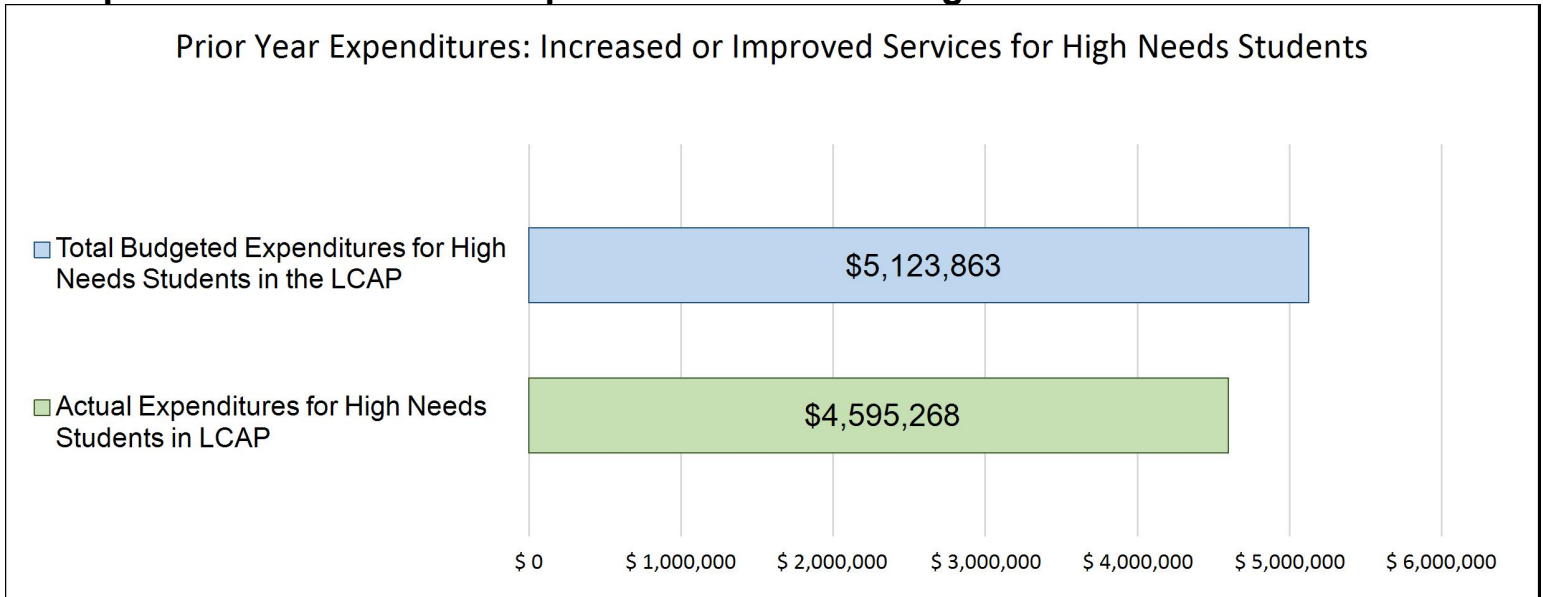
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Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lewis Center for Educational Research	Erika Agosto Principal	eagosto@lcer.org 909-386-2300

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Norton Science and Language Academy (NSLA) is an independent, direct-funded charter school first authorized in 2008 by the San Bernardino County Superintendent of Schools. NSLA is 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. Our central location allows us to continue serving our downtown San Bernardino community, which makes up 78% of our student population.

NSLA currently serves a TK-12 population of approximately 1,250. The most recent demographic breakdown identified by Data Quest for 2025-2026 is 2.5% African American, 0.1% American Indian or Alaska Native, 0.1% Filipino, 0.6% Asian, 93.8% Hispanic, 1.1% Two or More Races, and 1.9% White. Students qualifying as unduplicated are low-income (73.8%), English learners (29.3%), homeless youth (5.4%), and foster (0.4%). Students with disabilities account for 16.8% of the population.

NSLA provides a Dual Immersion Program that supports the charter's educational goals. Spanish is the primary language of instruction in the first years of school, with 80% 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 3rd grade. All students receive a high-quality instructional program centered on academic success in Spanish and English. The program's goal is for all students to become biliterate 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 employs research-proven 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 experience increased learning opportunities.

NSLA has strong partnerships with local community businesses and organizations. These partnerships include NASA and the Jet Propulsion Laboratory (JPL) as well as other leading science organizations that enhance the science offerings to students. Our partnerships also include regular communication with the local Child Development Center / Headstart to ensure smooth pre-school to school transition.

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 due to our safe and rigorous bilingual, biliterate, and multicultural education.

VISION

NSLA is a Dual Immersion Program School which supports our charter educational goals, including teaching Science every day starting in Kindergarten. Our goal is for all students to be able 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, and 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

NSLA conducted a comprehensive needs assessment to guide the development of the 2026-2027 LCAP and SPSA. This process included an analysis of student performance data as well as input from educational partners, allowing us to identify key strengths and areas for growth and to better align resources in support of continuous improvement.

During the 2024–2025 school year, NSLA experienced significant success, with increases across all California Dashboard indicators. As a result of this progress, NSLA no longer qualifies for Technical (Differentiated) Assistance or Comprehensive School Improvement.

The California Dashboard reflected steady growth in all indicators, confirming that actions put in place last year have been beneficial and should be continued for the 2026-2027 school year. Academically, the Indicators show all students are making improvements and closing the gap to a positive increase in DFS (Distance from Standard). ELA: All students improved from -56 to -29.4, ELs (English Learners) from -88.6 to -59.6, SED (Socioeconomically Disadvantaged) from -64.9 to -35, and SwD (Students with Disabilities) from -124.4 to -76.7. Math: All students improved from -102.2 to -73.5, EL's from -125.9 to -94.4, SED from -112.7 to -83.8, and SwD from -160.4 to -104.3. ELPI (English Learning Progress) improved from 23.5%, making progress to 50.2%, and LTEL (Long Term English Learners) from 29%, making progress to 51.50%.

2025 marked our first graduating class, with 100% of students graduating with their diplomas. The Graduation Rate baseline has been set at 100%, and we continue to strive for this goal. This is also the first year we have had the College/Career Indicator, which showed 36.7% of students were prepared for college. Our ELs and LTELs performed the lowest in this area, mainly due to lower CAASPP ELA and Math scores. While both groups have shown growth in both areas, we still have work to continue this upward trend. We are confident that with the interventions and ELD (English Language Development) we have in place, we'll see an increase overall and in both of these groups.

School climate indicators have also shown an overall improvement on the California Dashboard. Chronic Absenteeism showed a reduction for the majority of groups. All students decreased from 23.4% to 19.2%, Homeless from 41.2% to 20.8%, SED from 24.4% to 19.5%, SwD from 28.9% to 21.3%, and ELs from 20.3% to 18.5%. The attendance incentives and engagement actions put in place have contributed to these gains in attendance. Suspension has also shown a decline for most groups. All students decreased from 6.6% to 5.0%, African American students from 14.6% to 6.8%, LTELs from 11.9% to 7.6%, and SwD from 8.9% to 5.0%. A few groups, White students, Homeless, and ELs, showed a slight increase in 2024-2025. Actions within the current LCAP have helped support all students, including these specific groups, and we are seeing positive results for the 2025-2026 school year. We will continue to improve these supports and add additional supporting actions to next year's LCAP.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The work we implemented last year to make improvements was successful, based on the current California Dashboard, which has led to NSLA being identified as a middle-performing track for Charter Schools, thus exiting the school from Differentiated Assistance. The areas of focus this past year have been all students in Mathematics, Chronic Absenteeism, and English Learner Progress. As mentioned in the Annual Performance Reflection, all three areas of focus showed improvement for the 2024-2025 school year.

Comprehensive Support and Improvement

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

Schools Identified

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

Norton Science and Language Academy.

Support for Identified Schools

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

Due to the positive growth on the California Dashboard Indicators, NSLA no longer qualifies for Comprehensive Support and Improvement. The actions put in place over the last two years have produced this improvement and will continue for the 2026-2027 school year to further growth for all students.

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	<p>We engage our parents to participate through a variety of channels, including regular communication, targeted outreach efforts, and opportunities for involvement in school activities and decision-making processes. This include, but are not limited to, our Family Voices forums, School Site Council, and English Learner Advisory Committee.</p> <p>Dates in 2025-2026: Family Voices: 9/24, 1/21 SSC: 10/30, 11/20, 1/12, 2/26, 3/9, 4/27, 5/11 Cafecito/ELAC: 9/10, 10/15, 11/12, 1/14, 2/18, 3/11, 4/22, 5/20 Back to School Night: Elementary 8/12, Secondary 8/14</p>
Students	<p>We engage students to participate through a variety of channels, including regular Principal Advisory Meetings, LCER Ambassadors, and High School, Middle School, and Elementary ASB Meetings.</p> <p>Dates in 2025-2026: Principal Advisory Meetings: 9/17, 10/15, 2/18, 4/7 (HS), 4/13 (MS) LCER Ambassadors: Weekly on Wednesdays ASB: Twice weekly</p>
Staff	<p>We engage our staff (classified, certificated, and administrative) in the LCAP process by facilitating open communication channels, providing opportunities for input and feedback, and actively involving them in collaborative planning and decision-making meetings. This include,</p>

Educational Partner(s)	Process for Engagement
	<p>but are not limited to, monthly Staff Meetings and Academic Leadership Team meetings.</p> <p>Dates in 2025-2026: Staff Meetings: TK-12 meetings happen at least once a month on Wednesdays ALT: 8/13, 9/22, 9/30, 10/21, 11/4, 12/2, 1/20, 2/3,2/17, 3/3, 4/7, 4/21, 5/5, 5/19</p>
Community	<p>We organized regular community forums to gather input and feedback from community members. These events provided a platform for open discussion, where community partners could express their opinions, share ideas, and contribute to decision-making processes.</p> <p>Dates in 2025-2026: Noche de las estrellas: cancelled Fall Festival: 10/3 Día de los Muertos: 10/31 Multicultural Festival: 5/1</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted Local Control and Accountability Plan (LCAP) was significantly influenced by the valuable feedback provided by our educational partners, including the School Site Council, Cafecito parent meetings, English Learner Advisory Committee (ELAC), and Family Voices. Through collaborative discussions and input from these educational partners, we were able to gain valuable insights into the needs and priorities of our school community. Their feedback informed the development of the LCAP goals and strategies, ensuring they reflect the diverse perspectives and voices within our school community. One specific area addressed in the LCAP, based on the feedback provided, is the addition of a Security Resource Officer in Goal 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student proficiency in core subject areas (English language arts, mathematics, science, and social studies) by implementing targeted instructional strategies, providing differentiated support, and fostering a culture of high expectations and academic excellence across all grade levels (TK-12).	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We are committed to implementing an action plan to improve student proficiency in core subject areas because we believe that academic excellence is the foundation for lifelong success. By focusing on enhancing proficiency in subjects such as English language arts, mathematics, science, and social studies, we are equipping our students with the essential knowledge and skills needed to excel academically, pursue higher education opportunities, and thrive in their future careers. Additionally, improving student proficiency in core subjects is essential for promoting equity and ensuring that all students, regardless of background or circumstance, have access to a high-quality education that prepares them for success in an increasingly competitive and rapidly changing world. Through targeted interventions, differentiated instruction, and ongoing assessment, we are dedicated to empowering every student to achieve their full potential and become lifelong learners who are prepared to contribute positively to society.

The data used to develop this goal provided a clear view of how students were performing across subject areas. Using the California Dashboard from 2023, we were able to see that students were not demonstrating proficiency in ELA or math, 72.3 points distance from standard (DFS) and 101.1 points DFS, respectively. This data also showed that specific groups faced challenges: For ELA, English Learners were 100.8 points DFS, Socioeconomically Disadvantaged were 79.1 points DFS, and Students with Disabilities were 120.2 points DFS. In Mathematics, English Learners were 127.5 points DFS, Socioeconomically Disadvantaged were 106.6 points DFS, and Students with Disabilities were 150 points DFS. More recent data from iReady Reading and Math diagnostics showed 27% of students at grade level in reading and 17% of students at grade level in math. These data points reveal that there is a great need for continued intervention and best instructional practices.

Feedback from our educational partners supports the school's goal to improve in all academic areas. Partners also expressed their desire for continued emphasis on dual immersion which is achieved through proficiency in reading, speaking, writing, and listening in both target languages. Both this goal and LCAP goal 2 address proficiency in both target languages.

Both data and engagement have resulted in the metrics below to ensure that the school is accountable to its educational partners for improving in the areas of ELA and Mathematics, thus ensuring student success throughout their school years and beyond graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts (ELA) Distance from Standard (DFS)	2023 CA Dashboard: All -72.3 DFS EL -100.8 DFS SED -79.1 DFS SWD -120.2 DFS	2024 CA Dashboard: All -56 DFS EL -88.6 DFS SED -64.9 DFS SWD -124.4 DFS	2025 CA Dashboard: All -29.4 DFS EL -59.6 DFS SED -35 DFS SWD -76.6 DFS	All -62.3 DFS EL -90.8 DFS SED -64.1 DFS SWD -110.2 DFS	All +42.9DFS EL +41.2 DFS SED +44.1 DFS SWD +43.6DFS
1.2	CAASPP Mathematics Distance from Standard (DFS)	2023 CA Dashboard: All -101.1 DFS EL -127.5 DFS SED -106.6 DFS SWD -150 DFS	2024 CA Dashboard: All -102.2 DFS EL -125.9 DFS SED -112.7 DFS SWD -160.4 DFS	2025 CA Dashboard: All -73.5 DFS EL -94.4 DFS SED -83.8 DFS SWD -104.3 DFS	All -91.1 DFS EL -117.5 DFS SED -96.6 DFS SWD -140 DFS	All +27.6 DFS EL +33.1 DFS SED +22.8 DFS SWD +45.7 DFS
1.3	iReady End of Year (EOY) Diagnostic Performance - Reading Local Assessment Grades 3-11	Reading: 27% of students on or above grade level 23% of students one grade level below 49% of students are two or more grade levels below as demonstrated in the EOY 2024 assessments	Reading: 33% of students on or above grade level 22% of students one grade level below 45% of students are two or more grade levels below	Reading: 35.5% of students on or above grade level 26.1% of students one grade level below 38.5% of students are two or more grade levels below	Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below	+8.5% of students on or above grade level +3.1% of students one grade level below -10.5% of students are two or more grade levels below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			as demonstrated in the EOY 2025 assessments	as demonstrated in the EOY 2026 assessments		
1.4	iReady End of Year (EOY) Diagnostic Performance - Math Local Assessment Grades 3-11	Math: 17% of students on or above grade level 26% of students one grade level below 56% of students are two or more grade levels below as demonstrated in the EOY 2024 assessments	Math: 24% of students on or above grade level 29% of students one grade level below 47% of students are two or more grade levels below as demonstrated in the EOY 2025 assessments	Math: 26.1% of students on or above grade level 29% of students one grade level below 44.9% of students are two or more grade levels below as demonstrated in the EOY 2026 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	+9.1% of students on or above grade level +3.0% of students one grade level below -11.1% of students are two or more grade levels below

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were successfully implemented across targeted areas. Actions 1.1 through 1.7 all work together to support the overall education of our students. Action 1.1 ensures the success of our intervention programs including the Rocket Lab, Middle School intervention, and Teacher on Assignment. Action 1.2 provides professional development for instructional strategies and latest research. Action 1.3 adds research-based supplemental curriculum and the necessary technology to support these programs. Action 1.4 allows students to experience education outside of the classroom and facilitates the relevancy of classroom learning. Action 1.5 provides counseling for student mental health as well as college preparation. Action 1.6 provides the necessary assessment and data platforms to monitor progress and adjust instruction as needed. Action 1.7 puts the personnel in place to be sure students are provided every opportunity to learn.

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.

Most planned action items were fully expended for the 2025-2026 school year. Action 1.1 budgeted for two Teacher on Assignment positions. We were only able to fill one of those positions. For action 1.4 the difference is mainly due to field trips. While the school still engaged in field

trips, the cost was not as much as expected and our high school grade levels did not take a field trip this year. For action 1.5, the budget was designed to support two full-time SLPs, but we were only able to fill one position and had to rely on virtual SLP support, which was less of an expense.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All actions were fully implemented in the 2025-2026 school year. We saw growth in ELA and Math on the California Dashboard Indicators and iReady. The ELA and Math Indicators show that we have surpassed our Year 3 goals, moving closer to proficiency. None of our subgroups were in red on the Dashboard, which is an excellent representation of the actions implemented during the 2024-2025 school year. Students demonstrated that they are closing the gap to a positive increase in DFS (Distance from Standard). ELA: All students improved from -56 to -29.4, ELs (English Learners) from -88.6 to -59.6, SED (Socioeconomically Disadvantaged) from -64.9 to -35, and SwD (Students with Disabilities) from -124.4 to -76.7. Math: All students improved from -102.2 to -73.5, EL's from -125.9 to -94.4, SED from -112.7 to -83.8, and SwD from -160.4 to -104.3.

Data from our iReady Reading and Math from the spring of 2026 supports that we should see the same growth on the Dashboard for the 2026 school year. Students in Reading are moving closer to proficiency, being on grade level or above, with an 8.5% increase from the original baseline. In math, we are seeing similar results with a 9.1% increase from baseline. Each year shows continued growth since 2023. Both verified data sources, the California Dashboard and iReady, demonstrate that the actions we've put in place are effective.

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

No substantial changes to the metrics or goals are planned for Norton Science and Language Academy at this time. However, there will be some additional spending within actions to further support growth for specific student groups. For Action 1.1, we are adding a new position, Coordinator of Student Support Services, to meet the needs of our growing SWD population, currently at 17% for the 2025-2026 school year. To help support the adoption of new Math curriculum and continue to improve our math scores, teachers in K-12 will receive embedded, on-site coaching from each publisher throughout the school year. This includes modeling, observation, and feedback. Extra PD time will be added to differentiate instruction with the new curriculum to meet the needs of our students who need extra support. NSLA will continue to monitor the implementation of the LCAP/SPSA through regular data analysis cycles, as it becomes available. School administration teams, PLC, and school leadership teams will continue to review diagnostic assessments, grades, formative/summative assessments, and student feedback to ensure successful implementation of Goal 1 with Actions 1-7.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Interventions Personnel	The school will implement evidence-based reading and math intervention programs intending to benefit all student with emphasis on student groups who are performing below standard in the areas of ELA and math as measured in M1.1, M1.2, M1.3, and M1.4.	\$760,942.00	Yes
1.2	Academic Professional Development	The school will implement ongoing professional development for teachers on instructional best practices in the areas of reading and math.	\$153,483.00	Yes
1.3	Academic Support Curriculum	The school will implement supplemental research-based curriculum to support adopted ELA and math curricula to help close the gaps in learning for identified student groups.	\$52,883.00	Yes
1.4	Academic Enrichment	The school provides enrichment classes, academic growth incentives including field trips to all students with hands-on experiences, real-world application of knowledge, exposure to diversity, opportunities for critical thinking and problem-solving, stimulation of curiosity, development of social skills, and deeper cultural and historical understanding. These opportunities allow students to apply their in-class learning and improve their understanding.	\$330,708.00	Yes
1.5	Mental Health and Academic Services	The school will provide services to promote student mental health and assist in academic planning to influence cognitive functioning, emotional regulation, motivation, social relationships, problem-solving skills, physical health, and long-term outcomes for students.	\$654,565.00	Yes
1.6	Assessment and Data Analysis	Data supports students in their learning as teaching staff analyze for trends and patterns, assess teaching strategies, and monitor progress. Additionally, feedback from data empowers students to take ownership of their learning. Data is necessary to facilitate continuous improvement for all students and the programs the school implements.	\$68,678.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Support Personnel	All school staff contribute to student learning by providing emotional support, academic support, specialized services, health and wellness, family and community engagement, and responding to crises and emergencies. Their efforts create a supportive and inclusive learning environment where all students can thrive academically, socially, and emotionally.	\$1,125,778.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Expand and enhance dual language immersion and global language programs across all grade levels (TK-12) to promote bilingualism, biliteracy, and cross-cultural competence among students. This includes increasing language proficiency, providing professional development for educators, and fostering partnerships with cultural institutions and language communities to enrich language learning experiences.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our Local Education Agency (LEA) is prioritizing the development and enhancement of our Dual Language Immersion and Global Languages programs because we recognize the immense value of bilingualism and cross-cultural competency in today's increasingly interconnected world. By offering Dual Language Immersion and Global Languages programs, we are providing our students with the opportunity to become proficient in multiple languages while gaining a deep appreciation for diverse cultures and perspectives. These programs not only promote academic excellence and cognitive development but also foster empathy, understanding, and respect for cultural diversity. Additionally, bilingualism and cross-cultural competency are highly sought-after skills in the global workforce, opening up doors to a wide range of career opportunities and enhancing students' competitiveness in the global marketplace. Through our commitment to Dual Language Immersion and Global Languages education, we are empowering our students to become global citizens who are prepared to thrive in a multicultural and multilingual world.

Data in the areas of English and Spanish demonstrated that dual language students are approaching proficiency but continued work needs to be done to ensure bilingualism and biliteracy upon completion of 12th grade. The data used to develop this goal provided a clear view of how students were performing across all four areas: speaking, listening, reading, and writing. Using the California Dashboard from 2023, the English Language Proficiency Indicator (ELPI) increased in overall English Learner performance on the English Language Proficiency Assessments of California (ELPAC) by 10.2% from 2022 with an overall rate of 46.9% making progress in English proficiency. Las Links, an assessment created by Data Recognition Corporation, assesses all four areas in both languages. Students scored highest in speaking,

64.9% in Spanish and 71.2% in English, and the lowest in writing, 15.6% in Spanish and 23% in English. These data points reveal that there is a great need for continued work in literacy especially as it relates to learning in both target languages.

As mentioned in goal 1, feedback from our educational partners expressed the desire for continued emphasis on dual immersion which is achieved through proficiency in reading, speaking, writing, and listening in both target languages.

Both data and engagement have resulted in the metrics below to ensure that the school is accountable to its educational partners for improving bilingualism and biliteracy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage making progress toward English language proficiency (ELPI)	2023 CA Dashboard EL 46.9% LTEL (Baseline est. in yr. 1)	2024 CA Dashboard EL 23.5% LTEL 29%	2025 CA Dashboard EL 50.2% LTEL 51.5%	EL 57% LTEL 55%	EL +3.3% LTEL +22.5%
2.2	iReady Reading proficiency for English Learners	EOY 2024 iReady Reading Proficiency 8.2% on or above grade level 19% one grade level below 72.8% two or more grade levels below	EOY 2025 iReady Reading Proficiency 11.4% on or above grade level 20.7% one grade level below 67.9% two or more grade levels below	EOY 2026 iReady Reading Proficiency 15.5% on or above grade level 26.0% one grade level below 58.5% two or more grade levels below	13% on or above grade level 29% one grade level below 58% two or more grade levels below	+7.3% on or above grade level +7% one grade level below -14.3% two or more grade levels below
2.3	Seal of Biliteracy Pathway recognition in grades K, 5, 8, and 12.	2023 Recognition K - 46% 5th - 43% 8th - 16.3% 12th (Baseline est. in yr. 1)	2024 Recognition K - 65% 5th - 47% 8th - 8% 12th - Baseline in 2025	2025 Recognition K - 51% 5th - 55% 8th - 36% 12th - 31%	K - 56% 5th - 53% 8th - 28% 12th - 25%	K +5% 5th +12% 8th +19.7% 12th +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	LAS Links End of Year (EOY) Proficiency Results for SLA	EOY 2024 Spanish Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 64.9% proficient Listening - 49% proficient Reading - 18.6% proficient Writing - 15.6% proficient	EOY 2025 Spanish Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 74.8% proficient Listening - 59.9% proficient Reading - 30.9% proficient Writing - 29.6% proficient	EOY 2026 Spanish Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 69.57% proficient Listening - 36.93% proficient Reading - 17.86% proficient Writing - 23.84% proficient	Spanish Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 75% proficient Listening - 59% proficient Reading - 28% proficient Writing - 25% proficient	Speaking +4.67% proficient Listening -12.07% proficient Reading -0.74% proficient Writing +8.24% proficient
2.5	LAS Links End of Year (EOY) Proficiency Results for ELA	EOY 2024 English Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 71.2% proficient Listening - 48.3% proficient Reading - 30.6% proficient Writing - 23% proficient	EOY 2025 English Language Arts Proficiency for dual language learners in four assessed areas: Speaking -78.9% proficient Listening - 59.1% proficient Reading - 38.4% proficient Writing - 29.5% proficient	EOY 2026 English Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 43.07% proficient Listening - 30.09% proficient Reading - 19.34% proficient Writing - 14.54% proficient	English Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 81% proficient Listening - 48% proficient Reading - 40% proficient Writing - 33% proficient	Speaking -28.3% proficient Listening -18.21% proficient Reading -11.26% proficient Writing -8.46% proficient

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were successfully implemented across targeted areas. Actions 2.1 through 2.4 support the access for our English Learners to all instruction. Action 2.1 and 2.2 support language acquisition along with the professional development necessary to implement these programs. Action 2.3 facilitates the engagement of families and community supports. Action 2.4 provides assessments data to monitor English acquisition.

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.

Most planned action items were fully expended for the 2025-2026 school year. Action 2.3 was budgeted mainly for our exchange with Chile. The overall cost was a fraction of this, which led to the difference in budgeted and expended. For action 2.4, the budget was intended new DRA kits, which were purchased the prior year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions were fully implemented during the past two years. English Learners have made considerable progress in language development according to the iReady Reading results from 2025 to 2026. EL students on grade level increased 7.3%, and students one grade level below increased by 7%, thus lowering the percentage of EL students two or more grade levels below by 14.3% from the baseline. Las Links for Spanish Language Arts (SLA) showed mixed results with gains in Speaking 4.67% and Writing 8.24%, and decreases in Listening -12.07% and Reading -0.74% from the baseline. Proficiency in Las Links showed a decline in ELA proficiency from the baseline in all measured areas: Speaking 28.3%, Listening 18.21%, Reading 11.26%, and Writing 8.46%. These results were interesting when compared to the gains in both iReady reading and the ELA CAASPP performance for English Learners. Further analysis from teacher and student feedback mentioned students not taking the test seriously and feeling over-tested. We will begin reviewing alternate assessments to Las Links during the 2026-2027 school year within PLC (Professional Learning Communities) and soliciting student feedback, as our purchase contract expires at the end of 2027.

The actions implemented also show improvement for the Seal of Biliteracy Pathway award and the California Dashboard indicator for English Language Progress (ELPI). We saw a 42.7% increase in students achieving the Biliteracy Pathway awards, with all grade level benchmarks showing improvement. The ELPI showed a 25.8% increase from the prior year, and with continued changes in implementation of the ELPAC for the 2025-2026 school year, we hope to see an even greater increase in students making growth.

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

All action items will continue for the 2026-2027 school year. There will be additional money identified to finance the PSAT 8/9 for all English Learners participating in AVID Excel. This data is vital for AVID students to provide an early, actionable baseline of academic skills, allowing

both educators and students to identify areas of strength and growth. It supports AVID’s mission by forecasting readiness for high school and advanced AP coursework, while offering personalized, digital practice to build college-readiness benchmarks. NSLA will continue to monitor the implementation of the LCAP/SPSA through regular data analysis cycles, as it becomes available. School administration teams, PLC (Professional Learning Communities), and school leadership teams will continue to review diagnostic assessments, grades, formative/summative assessments, and student feedback to ensure successful implementation of Goal 2 and Action items 1-4.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum Development and Alignment	To ensure that all students have equitable opportunities to succeed academically and reach their full potential, supports need to be in place. These supports in language acquisition promote content comprehension, vocabulary development, cultural relevance, and language support across disciplines, contributing to long-term academic success.	\$74,324.00	Yes
2.2	Professional Development and Training	The school will implement ongoing professional development for teachers to gain an understanding of language acquisition and dual language education through research-based practices. Teachers will glean insight into lesson development to support dual language and better serve students in the classroom.	\$42,000.00	Yes
2.3	Student, Family and Community Engagement	Engagement of the school's families and community is essential for student achievement and well-being. Families are the first to provide student learning and as students continue through school, they help to promote a positive attitude towards education and facilitate a supportive learning environment.	\$31,000.00	No
2.4	Assessment and Data Analysis	To monitor growth in bilingualism and biliteracy, data needs to be generated for the specific areas, reading, writing, speaking, and listening,	\$0.00	

Action #	Title	Description	Total Funds	Contributing
		in both languages. Feedback from data will empower students to take ownership of their learning, guiding them to improve.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a welcoming and inclusive school culture that ensures all students feel valued, respected, and supported. This includes implementing initiatives to increase cultural competency among staff and students, promoting social-emotional learning, and enhancing opportunities for community engagement and collaboration to create a positive and supportive learning environment for all TK-12 students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

NSLA is prioritizing positive school culture because we recognize its profound impact on student success, well-being, and overall school effectiveness. A positive school culture fosters a sense of belonging, respect, and support among students, staff, and families, creating an environment where everyone feels valued and empowered to thrive. By cultivating a culture of positivity, collaboration, and mutual respect, we are not only enhancing student engagement, motivation, and academic achievement but also promoting social-emotional development and mental health. Additionally, a positive school culture strengthens relationships, builds trust, and fosters a sense of community ownership and investment in the success of our school. Through intentional efforts to nurture a positive school culture, we are laying the foundation for a vibrant and inclusive learning community where all students can reach their full potential.

As the high school expands to include all grade levels, including 12th grade for the 2024-2025 school year, the school must develop a program that caters to the needs of every student as they progress toward graduation. Establishing a welcoming environment that embraces diversity and fosters equity is crucial in nurturing this environment. To fully engage with this culture, students must actively participate in school activities and feel empowered to voice their opinions. Educational partners have highlighted the importance of incorporating more cultural events that celebrate diversity and offering a diverse range of courses to support students in pursuing their desired career paths.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism	2023 CA Dashboard All - 20.4% EL - 16.8% SWD - 28.3% SED - 21.6% White - 25.8%	2024 CA Dashboard All - 23.4% EL - 20.3% SWD - 28.9% SED - 24.4% White - 16.7%	2025 CA Dashboard All - 19.2% EL - 18.5% SWD - 21.3% SED - 19.5% White - 24%	All - 10% EL - 8% SWD - 14% SED - 11% White - 13%	All -1.2% EL +1.7% SWD -7.0% SED -2.1% White -1.8%
3.2	Student Climate Survey	2023-2024 Student Climate Survey Students help decide what happens at their school - 53.74% Teachers treat students with respect - 81.22% Adults at my school treat students equally - 64.79%	2024-2025 Student Climate Survey Students help decide what happens at their school - 54.36% Teachers treat students with respect - 84.51% Adults at my school treat students equally - 65.6%	2025-2026 Student Climate Survey Students help decide what happens at their school - 74% Teachers treat students with respect - 90% Adults at my school treat students equally - 76%	Students help decide what happens at their school - 63% Teachers treat students with respect - 85% Adults at my school treat students equally - 70%	Students help decide what happens at their school +20.26% Teachers treat students with respect +8.78% Adults at my school treat students equally +11.21%
3.3	Career and College Indicator	CA Dashboard (Baseline est. in yr. 1)	CA Dashboard 2025 will establish baseline.	2025 Baseline Prepared All - 36.7% EL - 17.6% SED - 35.4%	Ricky will give us some estimates.	All - 36.7% EL - 17.6% SED - 35.4%
3.4	Graduation Rate	CA Dashboard (Baseline est. in yr. 1)	CA Dashboard 2025 will establish baseline.	2025 Baseline 100% Graduation Rate	100% Graduation Rate	100% Graduation Rate

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were successfully implemented across targeted areas. Action 3.1 provides counseling to support the social emotional needs of students. Action 3.2 provides training for Capturing Kids Hearts for staff to effectively build student relationships. Action 3.3 and 3.5 provide resources to enhance educational partnerships with families and the community. Action 3.4 gives students the opportunity for college and career such as AVID, college visits, and AP testing fees.

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.

All planned action items were fully expended for the 2025-2026 school year. Only action 3.3 supporting community events, was not fully exhausted. While the planned community events were still implemented, the cost was not as high as expected. This has been adjusted for the 2026-2027 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The student climate survey showed an increase in each measured indicator, demonstrating that the actions put in place have helped make improvements in student perception of the school. We will continue these actions to make further gains. We are excited to see our first graduating class earn a 100% Graduation Rate on the California School Dashboard. We continue to monitor our seniors closely with a team effort to ensure they stay on track for graduation.

Chronic absenteeism has made a remarkable decline since 2024. The California Dashboard reported a 4.2% decrease from 2024 to 2025 in this indicator, and we hope to see this decrease continue for 2026. The added attendance incentives implemented this past year and continued engagement with families have facilitated this improvement.

This was our first year with the College Career Indicator, setting our baseline for future growth. Two key actions we have implemented to improve this indicator are expanding our AVID program to grades 4, 5, and 10 next year and increasing student awareness of what it means to be considered "Prepared." By strengthening our conversations about qualifying for CCI and how students can achieve "Prepared" status, we feel this will help elevate this percentage. We will begin this year to recognize qualifying students at graduation by awarding cords that honor their achievement and readiness.

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

All action items will continue for the 2026-2027 school year. NSLA will continue to monitor the implementation of the LCAP/SPSA through regular data analysis cycles, as it becomes available. School administration teams, PLC (Professional Learning Communities), and school

leadership teams will continue to monitor attendance data, progress towards graduation, parent and student feedback, and student academic indicators to ensure successful implementation of Goal 3 along with Actions 1-5.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Cultivating a Positive School Climate	Cultivating a positive school climate is essential for creating an environment where students feel safe, supported, and motivated to learn. A positive school climate promotes academic achievement, social and emotional development, respect and inclusion, reduces bullying and discipline issues, increases attendance and engagement, enhances teacher satisfaction and retention, and fosters strong partnerships with families and communities.	\$87,884.00	Yes
3.2	Building School Culture	Capturing Kids' Hearts is beneficial to the student body because it creates a positive school climate, improves student-teacher relationships, enhances social-emotional skills, increases engagement and motivation, reduces discipline issues, enhances academic achievement, and prepares students for success beyond school.	\$51,259.00	Yes
3.3	Strengthening Family and Community Partnerships	By strengthening the school's educational partnerships, there will be numerous benefits including enhanced resources, expanded learning opportunities, support for families, cultural enrichment, community engagement and support, career and college readiness, and civic engagement and service learning. These collaborations will create an enriching and inclusive learning environment that empowers students to succeed academically, socially, and personally while contributing to the well-being and prosperity of the broader community.	\$35,000.00	Yes
3.4	College and Career	It is essential to provide students with the unlimited possibilities beyond graduation. These opportunities such as college visits, AVID courses, and AP courses, create an equitable and inclusive future for all students.	\$457,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Celebrations and Recognitions	Awards and recognition provide numerous benefits for students, including boosting self-esteem and confidence, encouraging continued effort and improvement, fostering a growth mindset, increasing motivation and engagement, promoting a culture of excellence, building a sense of belonging and community, and enhancing college and career opportunities. By acknowledging and celebrating students' achievements, schools and communities can inspire students to reach their full potential and succeed academically, personally, and professionally.	\$55,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Implement comprehensive strategies to ensure a safe and secure learning environment for all TK-12 students. This includes enhancing campus security measures, providing training on conflict resolution and restorative practices, and promoting positive behavior interventions to foster a culture of respect, responsibility, and accountability throughout the school community.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Ensuring a safe and secure learning environment for all TK-12 students is paramount to our school's mission and values. By implementing comprehensive strategies, we aim to create an atmosphere where students can thrive academically, socially, and emotionally without fear or distraction. We believe that every student deserves to learn in an environment that fosters a sense of safety, respect, and belonging. By prioritizing safety, we are not only fulfilling our duty to protect our students but also nurturing a positive school culture that promotes student well-being and academic success. Our commitment to comprehensive safety measures reflects our dedication to providing the highest quality education and ensuring that all students have the opportunity to reach their full potential in a secure and supportive learning environment.

The data used to develop this goal provided a clear view of how students perceive their school and the behaviors that affect their educational experience. The California School Dashboard also provided data regarding suspensions, which have continued to increase and perform in red for all student groups.

Feedback from our educational partners supports the school's goal to improve behaviors and security across the school grounds. Both data and engagement have resulted in the metrics below to ensure that the school is accountable to its educational partners for improving the school environment and culture facilitating academic success and well-being for its students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	CA 2023 Dashboard All - 12.6% EL - 14.1% SED - 13.9% SWD - 16.5% African American - 15.1% Hispanic - 12.6%	CA 2024 Dashboard All - 6.6% EL - 4.7% SED - 6.8% SWD - 8.9% African American - 14.6% Hispanic - 6.3%	CA 2025 Dashboard All - 5% EL - 5.8% SED - 5% SWD - 5% African American - 6.8% Hispanic - 4.7%	All - 6% EL - 7% SED - 7% SWD - 8% African American - 8% Hispanic - 6%	All -7.6% EL -8.3% SED -8.9% SWD -11.5% African American - 8.3% Hispanic -7.9%
4.2	Student Climate Survey	2023-2024 Student Climate Survey (3 areas of focus) Feel safe at school - 75.36% Clear rules and consequences for behaviors - 69.77% Students treat each other well - 59.05%	2024-2025 Student Climate Survey (3 areas of focus) Feel safe at school - 81.75% Clear rules and consequences for behaviors - 78.67% Students treat each other well - 51.4%	2025-2026 Student Climate Survey (3 areas of focus) Feel safe at school - 90% Clear rules and consequences for behaviors - 85% Students treat each other well - 75%	Feel safe at school - 85% Clear rules and consequences for behaviors - 79% Students treat each other well - 69%	Feel safe at school +14.64% Clear rules and consequences for behaviors +15.23% Students treat each other well - +15.95%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions were successfully implemented across targeted areas. Action 4.1 provides supports for student safety, both in school and at extracurricular activities. Actions 4.2 and 4.3 facilitates a safe school environment and safety training for classified staff.

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.

All planned action items were fully expended for the 2025-2026 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions put in place have increasingly helped the rate of suspension decline. From our baseline, we've seen a 7.6% decline in our suspension rate as indicated on the California Dashboard. We will continue implementing the Alternative Learning Center, Navigate 360 SEL curriculum, and build a positive culture through Capturing Kids' Hearts for the 2026-2027 school year, to further decrease suspensions.

Student perception has seen an increase in areas measured: Safety 14.64%, Understanding rules and consequences 15.23%, and Treating each other well 15.9%. We are excited to see these improvements, validating the actions put in place over the last couple of years.

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

All action items will continue for the 2026-2027 school year. There has been an addition in Action 4.1 of an SRO (School Resource Officer). Based on parent feedback and the desire for additional safety measures, the school employed an SRO in January of 2026 and will continue this addition for the foreseeable future. NSLA will continue to monitor the implementation of the LCAP/SPSA through regular data analysis cycles, as it becomes available. School administration teams, PLC (Professional Learning Communities), and school leadership teams will continue to review behavior data, parent and student feedback, and student academic progress throughout the school year to monitor Goal 4 and Action Items 4.1 and 4.2. .

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhancing Physical and Personnel Security Measures	Enhancing physical and personnel security measures benefits students by ensuring their safety and security, providing peace of mind, improving attendance, fostering a positive learning environment, reducing bullying and violence, enhancing emergency preparedness, and building parental confidence. By prioritizing the well-being of students, the school can create an environment where all students can thrive academically, socially, and emotionally.	\$947,071.00	Yes
4.2	Promoting Safety Awareness and Prevention	The school is enacting actions to promote positive behavior, build social skills, foster inclusion, increase physical activity, reduce bullying and conflict, improve school climate, and enhance academic performance. Providing structured and inclusive recess experiences, safety measures	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		throughout the school day, and support for social-emotional needs will contribute to the overall well-being and success of students.		
4.3	Safe Learning Space	Creating a safe learning space is essential for promoting students' emotional well-being, ensuring their physical and psychological safety, fostering inclusivity and diversity, building positive relationships, reducing stress, and encouraging growth and development. It sets the foundation for a positive and enriching educational experience for all students. The school has seen an expansion in costs associated with the growing student population and the development of a culturally diverse program for students in grades TK-12 to reach up to 1,500 students a year.	\$3,080,625.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,779,215	\$522,603

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
24.695%	0.000%	\$0.00	24.695%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Academic Interventions Personnel</p> <p>Need: The 2025 California Dashboard reported SWD performing in the orange for ELA. LTELs and SWD performed in orange for Math.</p> <p>Scope:</p>	Various interventions will provide identified students with the skills in reading and math to access grade level standards. Identified groups will benefit from these interventions as interventions are geared toward their needs.	M1.1, M1.2, M1.3, and M1.4 by student group.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.2	<p>Action: Academic Professional Development</p> <p>Need: The 2025 California Dashboard reported SWD performing in the orange for ELA. LTELs and SWD performed in orange for Math.</p> <p>Scope: LEA-wide Schoolwide</p>	With changes in the math framework, hiring new teachers, and additional advanced programs, there is a need to ensure teaching staff has the tools to meet the needs of our identified low-performing student groups.	M1.1, M1.2, M1.3, and M1.4 by student group.
1.3	<p>Action: Academic Support Curriculum</p> <p>Need: The 2025 California Dashboard reported SWD performing in the orange for ELA. LTELs and SWD performed in orange for Math.</p> <p>Scope: LEA-wide Schoolwide</p>	Students who are not at grade level when entering the beginning of the current school year will need additional instruction in prior grade standards. Supplemental tools will assist students in closing these gaps and access current grade level standards. These tools specifically benefit identified subgroups.	M1.1, M1.2, M1.3, and M1.4 by student group.
1.4	<p>Action: Academic Enrichment</p> <p>Need: The 2025 California Dashboard reported SWD performing in the orange for ELA. LTELs and SWD performed in orange for Math.</p>	Identified student groups show there is a need for experiences outside the classroom to better apply and understand the learning they have received. Enrichment courses and field trips help to provide these opportunities.	M1.1, M1.2, M1.3, and M1.4 by student group.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide Schoolwide</p>		
1.5	<p>Action: Mental Health and Academic Services</p> <p>Need: The 2025 California Dashboard reported SWD performing in the orange for ELA. LTELs and SWD performed in orange for Math.</p> <p>Scope: LEA-wide Schoolwide</p>	Identified student groups show there is a need for emotional and academic support, helping students with the skills necessary to be successful in all areas of life.	M1.1, M1.2, M1.3, and M1.4 by student group.
1.6	<p>Action: Assessment and Data Analysis</p> <p>Need: The 2025 California Dashboard reported SWD performing in the orange for ELA. LTELs and SWD performed in orange for Math.</p> <p>Scope: LEA-wide Schoolwide</p>	To monitor student progress in the identified subgroups, tools need to be in place through the student information system and specialized data monitoring programs. These programs provide students with the feedback necessary to help in making improvements in the learning.	M1.1, M1.2, M1.3, and M1.4 by student group.
1.7	<p>Action: Support Personnel</p> <p>Need:</p>	Identified student groups often need extra support in areas both in the classroom and outside. Whether it's academic, emotional, health, or any other need, there are staff to provide this support.	M1.1, M1.2, M1.3, and M1.4 by student group.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The 2025 California Dashboard reported SWD performing in the orange for ELA. LTELs and SWD performed in orange for Math.</p> <p>Scope: LEA-wide Schoolwide</p>		
2.1	<p>Action: Curriculum Development and Alignment</p> <p>Need: The 2025 California School Dashboard shows EL progress at 50.2%, which is a vast improvement from 2024 of 23.6%. To keep this momentum going, we will continue implementing extra support for our EL students.</p> <p>Scope: LEA-wide Schoolwide</p>	The supports to help EL students access the adopted curriculum, also assists all other students and subgroups.	M2.1 and M2.2
2.2	<p>Action: Professional Development and Training</p> <p>Need: Identified subgroups demonstrate the need for further development of English as identified by the ELPI and iReady data. There is also an identified need for language acquisition in both Spanish and English.</p> <p>Scope:</p>	By addressing instructional strategies through professional development, all students, including those identified subgroups, will benefit.	M2.1, 2.2, 2.3, 2.4 and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
2.4	<p>Action: Assessment and Data Analysis</p> <p>Need: Identified subgroups including EL students demonstrate the need for further development of English as identified by the ELPI and iReady data.</p> <p>Scope:</p>	Data provided for the identified subgroups and all students will monitor growth in English language and Spanish language supporting the school's mission.	M2.1, 2.2, 2.3, 2.4 and 2.5
3.1	<p>Action: Cultivating a Positive School Climate</p> <p>Need: The California School Dashboard reported the chronic absenteeism indicator as yellow, showing some improvement from 2024. There is still a need to continue to improve attendance and support a positive school climate.</p> <p>Scope: LEA-wide Schoolwide</p>	To increase attendance with a positive school climate, all students, including those groups identified, need additional support to ensure they are present and emotionally ready to learn.	M3.1 and M3.2
3.2	<p>Action: Building School Culture</p> <p>Need: The California School Dashboard reported the chronic absenteeism indicator as yellow,</p>	All students, including those in identified groups, need additional supports to build relationships both with their peers and school staff. These supports will assist students in being successful academically and emotionally.	M3.1 and M3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>showing some improvement from 2024. There is still a need to continue to improve attendance and support a positive school climate.</p> <p>Scope: LEA-wide Schoolwide</p>		
<p>3.3</p>	<p>Action: Strengthening Family and Community Partnerships</p> <p>Need: Academic data from both Goal 1 (M1.1, M1.2, M1.3, and M1.4) and Goal 2 (M2.1 and M2.2) indicate there is work to be done academically for all students, especially the identified student groups. Being present for learning is essential. Data from M3.1 supports this. Families want to be a part of these improvements as well as gain an understanding of their role in education.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Community events benefit all the school's educational partners but especially those students from identified subgroups. It's important for these families to be present to increase their understanding of the school's value and how they are part of the decision making.</p>	<p>M3.1 and M3.2</p>
<p>3.4</p>	<p>Action: College and Career</p> <p>Need: Academic data from both Goal 1 (M1.1, M1.2, M1.3, and M1.4) and Goal 2 (M2.1 and M2.2) indicate there is work to be done academically</p>	<p>All students will benefit from college and career actions, especially those from identified subgroups. Many students need guidance on planning their education beyond graduation. Families also need guidance on planning for their child's further education including the opportunities available to afford further education.</p>	<p>M 3.2, M3.3 and M3.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>for all students especially the identified student groups. Being present for learning is essential. Data from M3.1 supports this.</p> <p>Scope: LEA-wide Schoolwide</p>		
<p>3.5</p>	<p>Action: Celebrations and Recognitions</p> <p>Need: Academic data from both Goal 1 (M1.1, M1.2, M1.3, and M1.4) and Goal 2 (M2.1 and M2.2) indicate there is work to be done academically for all students, especially the identified student groups. Being present for learning is essential. Data from M3.1 supports this. Families want to be a part of these improvements as well as gain an understanding of their role in education.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Celebrating student success both academically and in attendance will help continue boost future attendance and the overall positive perception of the school environment.</p>	<p>M 3.2, M3.3 and M3.4</p>
<p>4.1</p>	<p>Action: Enhancing Physical and Personnel Security Measures</p> <p>Need: The California School Dashboard identified Suspensions as a need for improvement with the indicator in yellow. We have seen some improvement from last year, with most groups</p>	<p>The safety measures put in place will benefit all students with specific attention to identified subgroups within the Suspension Indicator.</p>	<p>M4.1 and M4.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>moving up to yellow. There are still three groups in orange, demonstrating that the school needs to continue the actions in Goal 4.</p> <p>Scope: LEA-wide Schoolwide</p>		
4.2	<p>Action: Promoting Safety Awareness and Prevention</p> <p>Need: While students showed an improvement in their perception of relationships and safety, there is still a need to support all students to further build positive relationships with peers and staff in a safe environment.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>Providing a foundation of positivity with specific behavioral training and curriculum will support all students to build positive relationships.</p>	M4.1 and M4.2
4.3	<p>Action: Safe Learning Space</p> <p>Need: The California School Dashboard identified Suspensions as a need for improvement with the indicator in yellow. We have seen some improvement from last year, with most groups moving up to yellow. There are still three groups in orange, demonstrating that the school needs to continue the actions in Goal 4.</p>	<p>Students need a safe and well-maintained space for learning not only during the school day, but before and after school. This is not only true for our unduplicated population, but also for the whole school.</p>	M4.1, M4.2, M1.1, M1.2, M1.3, M1.4, M2.1, M2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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 additional concentration grant funding that NSLA receives will provide direct services to its population of low-income students, English learners, and foster youth through certificated staffing. The following goals and actions as identified in this LCAP, show where these funds are distributed.

Goal 1: Action 1.1 Academic Intervention; includes English Language Development Teacher on Assignment, Student Support and Programs Coordinators.

Goal 1: Action 1.5 Mental Health and Academic Services; includes Academic and Social-Emotional Counselors.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18.6:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	19,352,657	4,779,215	24.695%	0.000%	24.695%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,209,565.00	\$2,086,949.00	\$0.00	\$714,728.00	\$8,011,242.00	\$4,145,604.00	\$3,865,638.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Interventions Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$760,942.00	\$0.00	\$371,538.00			\$389,404.00	\$760,942.00	7.132%
1	1.2	Academic Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$56,533.00	\$96,950.00	\$105,692.00			\$47,791.00	\$153,483.00	2.029%
1	1.3	Academic Support Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$52,883.00	\$40,627.00			\$12,256.00	\$52,883.00	0.780%
1	1.4	Academic Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$267,708.00	\$63,000.00	\$330,708.00				\$330,708.00	6.348%
1	1.5	Mental Health and Academic Services	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$654,565.00	\$0.00	\$304,319.00	\$175,123.00		\$175,123.00	\$654,565.00	5.842%
1	1.6	Assessment and Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$68,678.00	\$68,678.00				\$68,678.00	1.318%
1	1.7	Support Personnel	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$1,125,778.00	\$0.00	\$1,076,131.00			\$49,647.00	\$1,125,778.00	20.657%
2	2.1	Curriculum Development and Alignment	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$74,324.00	\$0.00	\$74,324.00				\$74,324.00	1.427%
2	2.2	Professional Development and Training	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$42,000.00	\$42,000.00				\$42,000.00	0.806%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Student, Family and Community Engagement	All	No			All Schools Specific Schools: Norton Science & Language Academy TK-12		\$0.00	\$31,000.00	\$6,000.00	\$25,000.00			\$31,000.00	0.115%
2	2.4	Assessment and Data Analysis							\$0.00	\$0.00			\$0.00		\$0.00	0.000%
3	3.1	Cultivating a Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$70,527.00	\$17,357.00	\$70,527.00			\$17,357.00	\$87,884.00	1.354%
3	3.2	Building School Culture	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$17,759.00	\$33,500.00	\$51,259.00				\$51,259.00	0.984%
3	3.3	Strengthening Family and Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	0.672%
3	3.4	College and Career	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$399,392.00	\$58,150.00	\$342,566.00	\$91,826.00		\$23,150.00	\$457,542.00	6.576%
3	3.5	Celebrations and Recognitions	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Norton Science and Language Academy Norton Science and Language Academy		\$0.00	\$55,000.00	\$10,000.00	\$45,000.00			\$55,000.00	0.192
4	4.1	Enhancing Physical and Personnel Security Measures	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$718,076.00	\$228,995.00	\$947,071.00				\$947,071.00	18.179%
4	4.2	Promoting Safety Awareness and Prevention	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Norton Science and Language Academy Norton Science and Language Academy		\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	0.048%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Safe Learning Space	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$3,080,625.00	\$1,330,625.00	\$1,750,000.00			\$3,080,625.00	25.541%

2026-27 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
19,352,657	4,779,215	24.695%	0.000%	24.695%	\$5,203,565.00	100.000%	126.888 %	Total:	\$5,203,565.00
								LEA-wide Total:	\$5,203,565.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$5,203,565.00

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	Academic Interventions Personnel	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$371,538.00	7.132%
1	1.2	Academic Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$105,692.00	2.029%
1	1.3	Academic Support Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$40,627.00	0.780%
1	1.4	Academic Enrichment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$330,708.00	6.348%
1	1.5	Mental Health and Academic Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$304,319.00	5.842%
1	1.6	Assessment and Data Analysis	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$68,678.00	1.318%
1	1.7	Support Personnel	Yes	LEA-wide Schoolwide	English Learners Foster Youth		\$1,076,131.00	20.657%

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 (%)
					Low Income			
2	2.1	Curriculum Development and Alignment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$74,324.00	1.427%
2	2.2	Professional Development and Training	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$42,000.00	0.806%
3	3.1	Cultivating a Positive School Climate	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$70,527.00	1.354%
3	3.2	Building School Culture	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$51,259.00	0.984%
3	3.3	Strengthening Family and Community Partnerships	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$35,000.00	0.672%
3	3.4	College and Career	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$342,566.00	6.576%
3	3.5	Celebrations and Recognitions	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	0.192
4	4.1	Enhancing Physical and Personnel Security Measures	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$947,071.00	18.179%
4	4.2	Promoting Safety Awareness and Prevention	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$2,500.00	0.048%
4	4.3	Safe Learning Space	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$1,330,625.00	25.541%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,108,471.00	\$7,685,274.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Interventions Personnel	Yes	\$889,377.00	\$684,952.00
1	1.2	Academic Professional Development	Yes	\$156,085.00	\$161,057.00
1	1.3	Academic Support Curriculum	Yes	\$311,995.00	\$325,204.00
1	1.4	Academic Enrichment	Yes	\$385,402.00	\$289,540.00
1	1.5	Mental Health and Academic Services	Yes	\$671,295.00	\$624,376.00
1	1.6	Assessment and Data Analysis	Yes	\$66,950.00	\$67,648.00
1	1.7	Support Personnel	Yes	\$1,021,497.00	\$1,027,959.00
2	2.1	Curriculum Development and Alignment	Yes	\$33,560.00	\$28,560.00
2	2.2	Professional Development and Training	Yes	\$61,237.00	\$70,000.00
2	2.3	Student, Family and Community Engagement	No Yes	\$34,000.00	\$7,025.00

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	2.4	Assessment and Data Analysis		\$15,000.00	\$0.00
3	3.1	Cultivating a Positive School Climate	Yes	\$105,597.00	\$96,221.00
3	3.2	Building School Culture	Yes	\$54,703.00	\$66,665.00
3	3.3	Strengthening Family and Community Partnerships	Yes	\$45,000.00	\$28,057.00
3	3.4	College and Career	Yes	\$408,215.00	\$408,431.00
3	3.5	Celebrations and Recognitions	No	\$10,000.00	\$21,134.00
4	4.1	Enhancing Physical and Personnel Security Measures	Yes	\$759,583.00	\$699,958.00
4	4.2	Promoting Safety Awareness and Prevention	No	\$2,100.00	\$1,612.00
4	4.3	Safe Learning Space	Yes	\$3,076,875.00	\$3,076,875.00

2025-26 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)
4,261,441.00	\$5,123,863.00	\$4,595,268.00	\$528,595.00	100.000%	100.000%	0.000%

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	Academic Interventions Personnel	Yes	\$468,736.00	\$322,199.00	9.148%	7.535%
1	1.2	Academic Professional Development	Yes	\$21,693.00	\$26,665.00	0.423%	0.624%
1	1.3	Academic Support Curriculum	Yes	\$145,156.00	\$146,748.00	2.833%	3.432%
1	1.4	Academic Enrichment	Yes	\$380,402.00	\$284,540.00	7.424%	6.655%
1	1.5	Mental Health and Academic Services	Yes	\$317,289.00	\$295,193.00	6.192%	6.905%
1	1.6	Assessment and Data Analysis	Yes	\$66,950.00	\$67,648.00	1.307%	1.582%
1	1.7	Support Personnel	Yes	\$1,021,497.00	\$1,027,959.00	19.936%	24.044%
2	2.1	Curriculum Development and Alignment	Yes	\$28,560.00	\$28,560.00	0.557%	0.668%
2	2.2	Professional Development and Training	Yes	\$3,200.00	\$0.00	0.063%	0.000%
2	2.3	Student, Family and Community Engagement	Yes	\$6,000.00	\$7,026.00	0.117%	0.164%
3	3.1	Cultivating a Positive School Climate	Yes	\$100,597.00	\$94,862.00	1.963%	2.220%
3	3.2	Building School Culture	Yes	\$43,550.00	\$66,666.00	0.850%	1.559%
3	3.3	Strengthening Family and Community Partnerships	Yes	\$45,000.00	\$21,540.00	0.878%	0.504%

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)
3	3.4	College and Career	Yes	\$313,775.00	\$129,916.00	6.124%	3.039%
4	4.1	Enhancing Physical and Personnel Security Measures	Yes	\$759,583.00	\$699,958.00	14.825%	16.373%
4	4.3	Safe Learning Space	Yes	\$1,401,875.00	\$1,375,788.00	27.360%	24.696%

2025-26 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)
12,315,269	4,261,441.00	0.000%	34.603%	\$4,595,268.00	100.000%	137.314%	\$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA’s 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus 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
November 2024

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

Date of meeting: May 18, 2026

Title: AAE 2026-2027 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 2026-2027 CL-500: Declaration of Need

Submitted by: Rebecca McCoy, HR Administrator

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

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 May 18, 2026 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 May 12, 2026.

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://register.gotowebinar.com/rt/5511069376677256799>



State of California
 Commission on Teacher Credentialing
 Certification Division
 651 Bannon Street, Suite 601
 Sacramento, CA 95811

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026/2027

Revised Declaration of Need for year: _____

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

Name of District or Charter: Academy for Academic Excellence District CDS Code: _____

Name of County: San Bernardino County CDS Code: 36750773631207

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 5 / 18 / 2026 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, 2027.

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

Lisa Lamb _____ CEO/Superintendent
Name *Signature* *Title*

7609469193 7609465414 _____
Fax Number *Telephone Number* *Date*

17500 Mana Rd., Apple Valley, CA 92307
Mailing Address

LLAMB@LCER.ORG
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY 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)	3 _____
Bilingual Authorization (applicant already holds teaching credential)	0 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	0 _____
Teacher Librarian Services	0 _____
Emergency Transitional Kindergarten (ETK)	2 _____

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	2
Single Subject	4
Special Education	0
TOTAL	6

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	1
Foundational-Level Science	1	Science: Physics	1
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

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 w/ universities and county office of educations

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? up to 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 COE (SPED District Intern Program), UC Riverside, Cal State San Bernardino,
Azusa Pacific, University of LaVerne, University of Massachusetts, Alliant University

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: May 18, 2026

Title: NSLA 2026-2027 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(1) 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 2026-2027 CL-500: Declaration of Need

Submitted by: Rebecca McCoy, HR Administrator

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

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 May 18, 2026 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 May 12, 2026.

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://register.gotowebinar.com/rt/5511069376677256799>



State of California
 Commission on Teacher Credentialing
 Certification Division
 651 Bannon Street, Suite 601
 Sacramento, CA 95811

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026/2027

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 5 / 18 / 2026 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, 2027.

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

Lisa Lamb _____ Chief Executive Officer (Superintendent)
Name *Signature* *Title*

7609469193 7609465414 _____
Fax Number *Telephone Number* *Date*

17500 Mana Rd., Apple Valley, CA 92307 _____
Mailing Address

LLAMB@LCER.ORG _____
E-Mail Address

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

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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	4
Single Subject	1
Special Education	0
TOTAL	5

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

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 w/ universities and county office of educations

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? up to 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 COE (SPED District Intern Program), UC Riverside, Cal State San Bernardino,
Azusa Pacific, University of LaVerne, University of Massachusetts, Alliant University

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



**Lewis Center for Educational Research Board of Directors
2026-2027 Regular Board Meeting Dates**

Board Approved May 18, 2026

**Open sessions being at 4:30 p.m. – Closed Session times vary
Agendas are posted on the District website
at <https://www.lewiscenter.org/Board/index.php>**

**All Regularly Scheduled Meetings will be held at (unless otherwise posted):
AAE; 17500 Mana Rd., Apple Valley, CA 92307 and
NSLA; 230 S. Waterman Ave., San Bernardino, CA 92408**

Date (3rd Monday)*
August 17, 2026
September 21, 2026
October 19, 2026
December 14, 2026 (2 nd Monday due to break)
January 25, 2027 (4 th Monday due to data)
February 22, 2027 (4 th Monday due to holiday)
March 15, 2027
April 19, 2027
May 17, 2027
June 7, 2027 (2 nd Monday due to break and to approve budget)

*** November is dark due to conference conflict**

**** Special meetings may be called as needed and require posting the agenda 24 hours in advance of the meeting.**

**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 2026/27 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, 2024 - June 30, 2027, 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 July 1, 2024, COLLEGE and SCHOOL DISTRICT adopted this MOU and AGREEMENT governing the 2024/27 CCAP programs; and

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

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

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

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

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

1.0 COLLEGE AND SCHOOL DISTRICT INFORMATION

1.1 COLLEGE AND SCHOOL DISTRICT POINT OF CONTACT

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

PROGRAM YEAR: 2026/2027

COLLEGE: Victor Valley College

1.2 APPROVED CCAP COURSES

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

SUBJECT	COURSE	UNIT	DESCRIPTION
AGNR	60	1	HORTICULTURE LABORATORY
AGNR	74A	1	SUSTAINABLE COMMUNITY LEADERSHIP
AGNR	74B	1	BIODIVERSITY MANAGEMENT AND TECHNOLOGY
AGNR	74D	1	ECOLOGICAL RESTORATION
AGNR	100	3	GENERAL ANIMAL SCIENCE
AGNR	102	4	EQUINE SCIENCE
AGNR	105	3	EQUINE HEALTH
AGNR	106	3	VETERINARY TERMINOLOGY AND TECHNOLOGY
AGNR	107	3	LIVESTOCK SELECTION AND EVALUATION
AGNR	108	3	ANIMAL HEALTH AND SANITATION
AGNR	120	3	INTRO TO PEST MANAGEMENT AND ARTHROPODS
AGNR	121	3	INTRODUCTION TO ENVIRONMENTAL HORTICULTURE
AGNR	122	3	PLANT PROPAGATION AND GREENHOUSE PRODUCTION
AGNR	131	4	INTRODUCTION TO SOIL SCIENCE
AGNR	140	3	PLANT MATERIAL AND USAGE I
AGNR	141	3	PLANT MATERIALS AND USAGE II
AGNR	170	4	ENVIRONMENTAL SCIENCE AND SUSTAINABILITY
AGNR	150	3	LANDSCAPE DESIGN
AGNR	153	3	NATURAL LANDSCAPE MAINTENANCE
AGNR	172	3	GEOSPATIAL TECHNOLOGY
AGNR	173	3	WATERSHED MANAGEMENT AND RESTORATION
AGNR	175	3	SUSTAINABLE AGRICULTURE, ENVIRONMENT AND SOCIETY
AGNR	177	3	PRINCIPLES OF WILDLIFE MANAGEMENT
AGNR	178	3	AGRICULTURE ECONOMICS
ALDH	82	4	MEDICAL OFFICE PROCEDURES
ALDH	83	3	BASIC ARRHYTHMIA

ALDH	125	3	MEDICAL ASPECTS OF DRUGS AND ALCOHOL
ALDH	139	3	MEDICAL TERMINOLOGY
ANIM	74	3	DIGITAL VIDEO PRODUCTION
ANIM	160	3	3DS MAX FUNDAMENTALS
ANTH	101	3	INTRODUCTION TO PHYSICAL ANTHROPOLOGY
ANTH	101L	1	PHYSICAL ANTHROPOLOGY LABORATORY
ARTH	C1100	3	SURVEY OF ART FROM PREHISTORY TO THE MEDIEVAL ERA
ARTH	C1200	3	SURVEY OF ART FROM THE RENAISSANCE TO CONTEMPORARY
ART	104	3	FILM AS AN ART FORM
ART	105	3	INTRODUCTION TO ART
ART	111	3	HISTORY OF CONTEMPORARY ART
ART	125	3	DRAWING I
ASL	122	4	AMERICAN SIGN LANGUAGE I
ASL	123	4	AMERICAN SIGN LANGUAGE II
ASL	124	4	AMERICAN SIGN LANGUAGE III
ASL	125	4	AMERICAN SIGN LANGUAGE IV
ASTR	101	3	DESCRIPTIVE ASTRONOMY
AUTO	58	2	AUTOMOTIVE LUBRICATION TECHNICIAN
AUTO	77.3	2	AUTOMOTIVE WORKPLACE PROFESSIONALISM
AUTO	89.3	4	INTRODUCTION TO HYBRID, ELECTRIC VEHICLE, AND ALTERNATIVE PROPULSION VEHICLE TECHNOLOGY
AVA	50	4	AVIATION TECHNOLOGY SURVEY
AVA	50B	4	AIRCRAFT METALLIC FABRICATION
BADM	100	3	INTRODUCTION TO BUSINESS ORGANIZATIONS
BADM	109	3	HUMAN RESOURCE MANAGEMENT
BADM	112	3	INTRODUCTION TO MARKETING
BADM	118	3	BUSINESS LAW
BIOL	C1000	4	INTRODUCTION TO BIOLOGY WITH LAB
BIOL	107	4	INTRODUCTION TO HUMAN BIOLOGY
CART	71	4	SURVEY OF COMPUTER GRAPHICS STUDIO
CART	133	3	DIGITAL IMAGING
CART	160	4	SURVEY OF VISUAL COMMUNICATION TECHNOLOGIES
CHDV	100	3	CHILD GROWTH & DEVELOPMENT
CHDV	106	3	CHILD, FAMILY, AND COMMUNITY
CHDV	133	3	ART EXPERIENCES FOR YOUNG CHILDREN
CHDV	134	3	CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT
CHDV	144	2	MATH AND SCIENCE EXPERIENCES FOR CHILDREN
CHDV	145	2	MUSIC AND MOVEMENT EXPERIENCES FOR YOUNG CHILDREN
CHEM	100	4	INTRODUCTORY CHEMISTRY
CIS	101	4	COMPUTER LITERACY
CIS	137	3	INTRODUCTION TO HTML
CIS	205	4	WEB PROGRAMMING WITH JAVASCRIPT
CIS	206	4	PROGRAMMING JAVA

CJ	92	3	WRITING FOR CRIMINAL JUSTICE
CJ	101	3	INTRODUCTION TO CRIMINAL JUSTICE
CJ	103	3	CRIMINAL LAW
CJ	104	3	LEGAL ASPECTS OF EVIDENCE
CJ	135	3	JUVENILE LAW AND PROCEDURES
COMM	C1000	3	INTRODUCTION TO PUBLIC SPEAKING
CMST	105	3	INTERCULTURAL COMMUNICATION
COMM	C1004	3	INTERPERSONAL COMMUNICATION
CMST	107	3	FAMILY COMMUNICATION
CT	130	3	RESIDENTIAL REMODELING
CTMF	120A	2	WOODWORKING TOOLS & EQUIPMENT
CTMF	121A	3	BASIC WOODWORKING
CTMF	121B	3	INTERMEDIATE WOODWORKING
CTMT	120	4	RESIDENTIAL MAINTENANCE AND REPAIR
ECON	100	3	INTRODUCTION TO ECONOMICS
ECON	C2001	3	PRINCIPLES OF MICROECONOMICS
ECON	C2002	3	PRINCIPLES OF MACROECONOMICS
EDUC	101	3	INTRODUCTION TO TEACHING
EMS	50	2.5	EMERGENCY MEDICAL RESPONDER
EMS	60	9.5	EMERGENCY MEDICAL TECHNICIAN
ENGD	101	3	INTRODUCTION TO DRAFTING
ENGD	103	3	BLUEPRINT READING FOR CONSTRUCTION
ENGD	110	3	INTRODUCTION TO 2-D AUTOCAD
ENGL	81	2	ACADEMIC READING AND STUDY SKILLS
ENGL	C1000	4	ACADEMIC READING AND WRITING
ENGL	C1002	3	INTRODUCTION TO LITERATURE
ENGL	C1001	4	CRITICAL THINKING AND WRITING
ENGL	109	3	CREATIVE WRITING
ETH	101	3	INTRODUCTION TO CHICANX AND LATINX STUDIES
ETH	102	3	INTRODUCTION TO AFRICAN AMERICAN STUDIES
FIRE	100	3	PRINCIPLES OF EMERGENCY SERVICES
FIRE	102	3	FIRE PREVENTION TECHNOLOGY
FIRE	109	3	WILDLAND FIRE CONTROL
FIRE	110	3	PRINCIPLES OF FIRE AND EMERGENCY SERVICES SAFETY AND SURVIVAL
GEOG	101	3	INTRODUCTION TO PHYSICAL GEOGRAPHY
GEOG	101L	1	PHYSICAL GEOGRAPHY 1 LABORATORY
GEOG	104	3	WORLD REGIONAL GEOGRAPHY
GEOL	101	4	PHYSICAL GEOLOGY
GUID	50	1	COLLEGE SUCCESS
GUID	51	1	ORIENTATION TO COLLEGE
GUID	81	1	CAREER PLANNING: STAGE I
GUID	82	1	CAREER PLANNING: STAGE II

HIST	103	3	WORLD HISTORY TO 1500
HIST	104	3	WORLD HISTORY SINCE 1500
HIST	115	3	HISTORY OF CALIFORNIA
HIST	C1001	3	UNITED STATES HISTORY TO 1877
HIST	C1002	3	UNITED STATE HISTORY SINCE 1865
HIST	130	3	LATIN AMERICAN HISTORY TO 1822
HIST	131	3	LATIN AMERICAN HISTORY FROM 1822
LIBR	110	3	INFORMATION LITERACY IN THE DIGITAL AGE
MATH	104	4	TRIGONOMETRY
MATH	105	4	COLLEGE ALGEBRA
MATH	85	2	COREQUISITE SUPPORT FOR COLLEGE ALGEBRA
MATH	132	3	THE IDEAS OF MATH
MATH	80	2	COREQUISITE SUPPORT FOR INTRODUCTORY STATISTICS
MUSC	100	3	INTRODUCTION TO MUSIC
MUSC	101	3	FUNDAMENTALS OF MUSIC
MUSC	116	3	MUSIC IN AMERICA
MUSC	117	3	HISTORY OF JAZZ
MUSC	118	3	SURVEY OF ROCK AND ROLL
OCEA	101	3	OCEANOGRAPHY
PAL	100	3	INTRODUCTION TO LAW AND PARALEGAL STUDIES
PAL	102	3	BEGINNING LEGAL RESEARCH FOR PARALEGALS
PAL	103	3	BEGINNING LEGAL WRITING
PAL	104	3	LEGAL ETHICS FOR PARALEGALS
PHIL	101	3	INTRODUCTION TO PHILOSOPHY
PHOT	101	3	INTERMEDIATE PHOTOGRAPHY
PHOT	111	3	BEGINNING DIGITAL PHOTOGRAPHY
PHYS	100	4	INTRODUCTORY PHYSICS
POLS	101	3	INTRODUCTION TO POLITICAL SCIENCE
POLS	C1000	3	AMERICAN GOVERNMENT AND POLITICS
POLS	114	3	INTRODUCTION TO POLITICAL THEORY AND THOUGHT
PSCI	101	3	PRINCIPLES OF PHYSICAL SCIENCE
PSYC	C1000	3	INTRODUCTION TO PSYCHOLOGY
PSYC	110	3	DEVELOPMENTAL PSYCHOLOGY
RLST	101	3	INTRODUCTION TO RELIGIOUS STUDIES
RLST	113	3	RELIGION AND SOCIETY
RMGT	2	4.5	FUNDAMENTALS OF A PREP/LINE COOK
RMGT	7	4.5	BAKERY/PASTRY TRAINING
RMGT	81	3	CULINARY FUNDAMENTALS I
RMGT	87	3	CULINARY FUNDAMENTALS II
SOCI	C1000	3	INTRODUCTION TO SOCIOLOGY
SOC	102	3	SOCIAL PROBLEMS
SPAN	101	5	ELEMENTARY SPANISH
SPAN	101A	3	FUNDAMENTALS OF SPANISH 101A

SPAN	101B	3	FUNDAMENTALS OF SPANISH 101B
SPAN	102	5	ELEMENTARY SPANISH
SPAN	103	3	INTERMEDIATE SPANISH
SPAN	104	3	INTERMEDIATE SPANISH
STAT	C1000	4	INTRODUCTION TO STATISTICS
TA	101	3	INTRODUCTION TO THEATRE
TA	102	3	HISTORY OF THEATRE
WELD	52	4	SHIELDED METAL ARC WELDING-BASIC
WELD	58A	2	GAS METAL ARC WELDING BASIC
WELD	60A	1 TO 2	WELDING LABORATORY SHIELD METAL ARC WELDING
WELD	60B	1 TO 2	WELDING LABORATORY GAS TUNGSTEN ARC WELDING
WELD	60C	1 TO 2	WELDING LABORATORY GAS METAL ARC WELDING

1.3 DATE, TIME, AND LOCATION OF ALL CCAP COURSES

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

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

Fall 2026 classes will begin on the week of August 11 and run through the week of December 12. Spring 2027 classes will begin the week of January 19 and run through the week of May 22.

1.5 CCAP 2026-2027 COURSE TIME PERIOD

Academy for Academic Excellence (AAE) class will begin 8:30 A.M. to 3:30 P.M.

1.6 COURSES REQUESTED

Fall 2026, AAE High School requested PSCI 101 and PSYC C1000. Spring 2027, AAE High School requested BIOL 107 and ART 105.

1.7 FTES 2026-2027 ESTIMATE

The number of requested courses for AAE High School for 2026-2027 is 4. Based on an average of 25 students per class (the minimum requirement is 20) 100 students will be served. Total FTES estimate for 2026/2027 is 17.55.

2. PROGRAM SCOPE/GOAL

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

3. BOOKS AND INSTRUCTIONAL MATERIALS

The COLLEGE will work with book provider(s) to lower costs and give students quicker access to a course's textbook and materials. The SCHOOL DISTRICT will pay a set fee of \$70 per textbook. The COLLEGE will invoice the districts for the total number of books the SCHOOL DISTRICT uses per semester. The COLLEGE will work with the instructors to obtain their text and materials requests. The COLLEGE will also order and deliver the instructor's requested text and materials to the school. If a textbook is unavailable through an online provider, COLLEGE will be responsible for obtaining hardback or paperback versions of the requested book and other materials. The SCHOOL DISTRICT will be charged \$70 per textbook. The COLLEGE will cover any additional cost beyond \$70.

4. ASSESSMENT OF BENEFIT TO STUDENTS

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

5. EMPLOYER OF RECORD

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

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

COLLEGE is responsible for all educational programs(s) and course(s) offered as part of this CCAP Agreement whether the educational programs(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE. School District is responsible for providing COLLEGE with a two-year course plan 150 days before the start of the first semester of this agreement. Requests for additional courses must be made no later than 90 day prior to the start of the semester. It is understood that the COLLEGE has the option of filling or not filling requested courses based on availability of instructors.

Signed: _____

Superintendent, School District

Date: _____

Signed: _____

Superintendent/President, Victor Valley College

Date: _____

Memorandum of Understanding (Dual Enrollment Partnership)

Between the Lewis Center for Educational Research, Norton Science and Language Academy (NSLA) of San Bernardino, CA and San Bernardino Community College District for San Bernardino Valley College (SBVC)

Norton Science and Language Academy (NSLA), hereafter referred to as (“DISTRICT”), and San Bernardino Community College District for San Bernardino Valley College (“SBVC”) have collaborated to establish this Memorandum of Understanding (MOU) in support of the Concurrent Enrollment Program. This program allows eligible high school students to enroll in SBVC courses offered at participating high school campuses and through additional instructional modalities.

SBVC classes may be held on the following high school campuses if requested:

Norton Language and Science Academy

Part I. Student Registration

1. Course Access and Enrollment

SBVC classes held at high schools must have a minimum of 20 students enrolled. If enrollment is less than 20 students at the end of the first week, the class may be canceled. As a concurrent enrollment program, all classes held at high schools are open to any SBVC student.

Expanded Course Access Options: In addition to courses offered at the high school site, students participating in the Non-CCAP Dual Enrollment Program may also enroll in courses offered online or in person at SBVC, subject to meeting all eligibility requirements, prerequisites, and course availability.

2. Registration Timeline and Process

All registration paperwork must be completed at least three (3) weeks prior to the first day of class. Students must complete the concurrent enrollment petition with their high school counselor.

Students must also complete the college matriculation process, including:

- Online Admissions Application
- Orientation
- Assessment (if applicable)
- Counseling
- Registration via Self-Service

3. Eligibility

Students must demonstrate the ability to benefit and maintain a minimum 2.0 GPA. Students must be at least in the 9th grade to be eligible.

4. Textbooks and Supplies

Students or the DISTRICT are responsible for required textbooks and materials.

5. Student Conduct

All students registered in SBVC classes are subject to the code of conduct and San Bernardino Community College District Board Policy 5500, including consequences for unacceptable behavior.

6. Required Signatures

Students must obtain signatures from a parent/guardian and a designated high school official.

7. Site Coordinator

The high school DISTRICT will designate a site coordinator to serve as liaison between high school and SBVC.

8. Fees

Enrollment fees are waived for California resident students enrolled in SBVC Dual Enrollment classes. Students are responsible for applicable student fees. Non-residents will be charged applicable tuition.

9. ADA (Average Daily Attendance) Compliance

SBVC classes may **not** be used by the high school to claim ADA apportionment.

Part II. DISTRICT Responsibilities

1. Faculty

SBVC will provide qualified faculty for each course.

2. Course Requests

High school DISTRICT must submit course requests per SBVC scheduling timelines.

3. Facilities Access

DISTRICT will provide access to facilities aligned with the college calendar.

4. Promotion of Courses

DISTRICT agrees to promote SBVC courses offered at the high school site, online, and on campus.

5. Facilities Requirements

DISTRICT agrees to provide appropriate instructional space, technology, and access should a course be scheduled offsite at their location.

6. Academic Integrity

DISTRICT agrees that all courses will maintain the same rigor as on-campus offerings. Further agrees that all the rights and responsibilities of academic freedom extend to college faculty will be upheld in any courses.

7. Parking

DISTRICT will provide parking access for faculty and students.

8. Parent Inquiries

All parent inquiries will be directed to the site coordinator.

9. FERPA Compliance

All student records will be handled in accordance with FERPA.

Part III. SBVC Responsibilities

1. Communication

SBVC will inform high schools of issues impacting enrollment. SBVC will provide guidance, support and training for students regarding the enrollment process.

2. Student Identification

Students may obtain SBVC ID cards.

3. Transcripts

Students will have access to transcripts via Self-Service or by requesting a transcript from Admissions and Records at (909) 384-4401.

4. Access to College Resources and Courses

Students may access SBVC courses on campus and online where eligible. Additionally, they are encouraged to access any campus resources that are available to enrolled students.

General Provisions

This agreement aligns academic calendars and remains in effect for up to 60 months. Either party may terminate with notice.

The DISTRICT, including its participating high schools and SBVC, will align their school calendars in order to maximize the educational benefit for the students enrolled in these course offerings.


This MOU and its attachments represent the entire agreement of all involved parties and covers the period commencing with the 2026-2027 school year. This agreement will take effect upon approval by all parties, which will include the Vice President of Instruction and any other SBVC representatives designated by the President and the board authorized signatory, the DISTRICT Superintendent, and the principal of each participating high school within the DISTRICT. This MOU will remain in effect for no more than 60 months and can be cancelled by either party without cause with a 10-day notice. Cancellation of the MOU is to take effect at the end of any current class in progress to ensure completion of that course.

In witness thereof, the parties have approved this agreement, executed in two (2) original counterparts.

San Bernardino Community College District

Steve J. Sutorus Business Manager 114 S. Del Rosa Drive San Bernardino, CA 92408 909-382-4000	Date
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Norton Science and Language Academy of San Bernardino

Dr. Lisa Lamb	
Print Name	
	04/24/2026
Dr. Lisa Lamb President/CEO of Lewis Center for Educational Research Norton Science and Language Academy 230 S Waterman Ave, San Bernardino, CA 92408 (909) 386-2300	Date

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

Date of meeting: _____

Title: USA Varsity Drum Major Camp

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

Background: Annual Drum major training camp for next years
drum major & assistant drum major
Fiscal Implications (if any): \$494 per student for 3 students

Impact on Mission, Vision or Goals (if any): This makes sure AAE Drum majors
are trained for the upcoming parade season so we
can represent the school well during competitions
Recommendation:

Submitted by: Bryanne Anderson



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

Office Use Only
Date/Time Submitted:
Initials:
Transportation Booked:
Initials:
Calendared:
Initials:

Date Submitted: 4-15-26

Requested by: B. Anderson

Phone: 7 ext 209

Overnight, Out of State or Water Activities? Yes No

If yes, Board Approval is Required 3 months prior to the trip. Submit This Form with a Board Cover Sheet and Itinerary or List of Activities*

Date(s) of Trip: 7/13/26 to 8/11/26

Destination: CSU Sacramento USA Varsity Camp

Number of: Students 3 Staff 0

Grade Level(s): 7-11

Estimated Number of Volunteers** 0

School Departure Time: Students will be driven by parents

Destination Arrival Time: _____

Destination Departure Time: _____

School Return Time: _____

Specific Learning Objectives of Trip: Students will be attending Drum Major Camp to prepare for the upcoming parade season. Camp prepares itinerary and sends it once the students are registered

Funding Source (check all that apply)

- ASB/Club Funds Name of Club: _____
- Grade Level Funds What Grade Level: _____
- Fundraising/Donations
- Budget Code: VPA account

Transportation (check all that apply)

- Private Vehicle*** Public Transportation Plane Train Boat Other: parents
- Bus Number of buses _____ If bus, Student Activities Coordinator has been informed bus is needed

Lodging (check all that apply)

- On Campus Hotel AirBnB Other: Camp is providing lodging

I have followed the Checklist and read BP and AR 6153 prior to submitting this form: _____
Requestor Signature

Approved? Yes No _____
Principal Signature

Date: 4-16-26

* Itinerary or List of Activities must be attached if overnight, out of state or water activities
 ** Non-staff chaperones must be approved volunteers
 *** Drivers must be on the Approved Drivers List and Complete an Off Site Event Form

**Lewis Center for Educational Research
STAFF REPORT**

Date: 05/18/2026
To: LCER Board of Directors
From: Lisa Lamb
Re: President/CEO Report

The strategic goal of the Board and Executive Team is to ensure student success by serving the whole student through effective academic, behavioral, and social-emotional programs. Each of the objectives below serves to support student achievement.

Objective 1: Instructional excellence will be supported through multiple strategies aligned with LCAP Goals, WASC Action Plans, and AAE/NSLA Charters.

1.1 Strategy : Conduct regular classroom and campus walkthroughs with a goal of coaching and giving feedback. Utilize walkthrough data to scale successful practices, measure implementation of curriculum and initiatives (PLC, C6- NSLA, CKH, co-teaching, etc), and target instructional support where needed.

AAE

Walkthroughs -325 total for the school year. They have been focused on the end of year reviews and formal observations. Social contracts are posted in over 90% of all classes. Greetings at the door are aligned with the Capturing Kids' Hearts initiative.

NSLA

- This month our team has shifted from brief walkthroughs to full lesson observations in order to gain a more comprehensive understanding of classroom practice. Extended observations allow us to examine the full arc of a lesson—from classroom management routines to the depth and rigor of instruction and student engagement.
- Observable trends point strongly towards a need for increased focus in certain areas:
 - Common definition of rigor across our staff. i.e.
 - questioning strategies used by teachers
 - expectations of answer quality by students
 - Additional professional development for secondary teachers in the area of EL support strategies

LCER

With CAASPP testing underway, classroom visits have focused on providing technical support and offering words of encouragement to our staff and students. Students have been arriving on time and prepared with their Chromebooks charged and ready for work. They have been engaged and focused, utilizing their test-taking strategies.

1.2 Strategy: Targeted professional development aligned with research-based instructional practices (CKH, C6-NSLA, Ed Tech, differentiated instruction, etc.)

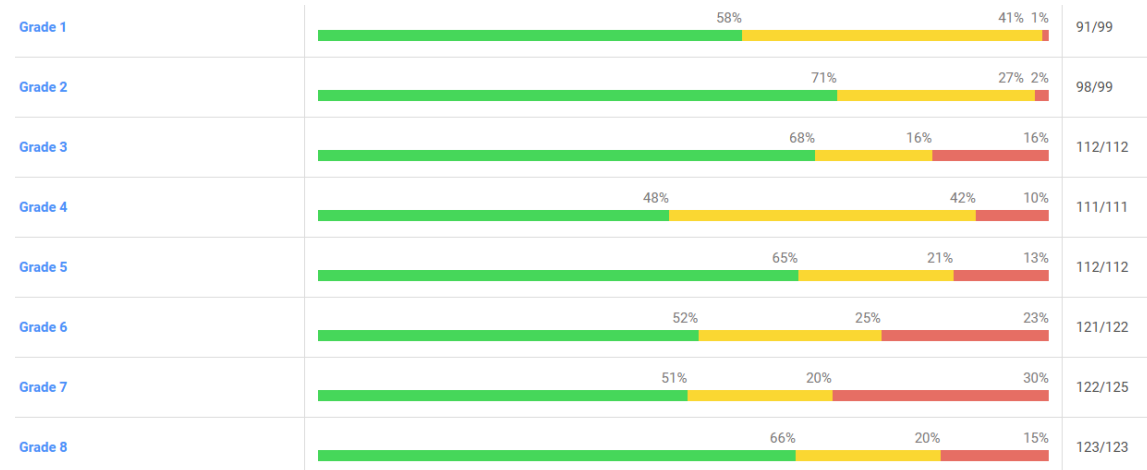
Throughout the development of the LCAPs, Capturing Kids Hearts and C6 have continued to be prioritized. A decision to prioritize teacher planning time (supplemental days during summer for grade-level/department teams to plan together) over conference attendance was made during budget development this year.

1.3 Strategy: Use verified academic data to inform instructional practices throughout the year (Parsec, iReady, Las Links, DRA, etc.)

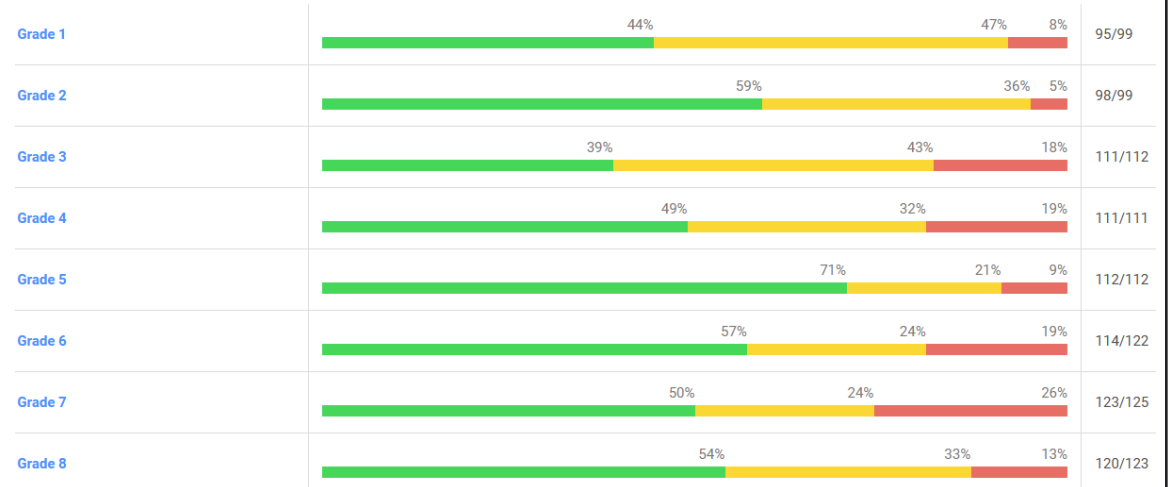
AAE

iReady results T3: Green representing % of students at grade level or above

Reading:



Math:



AAE Data

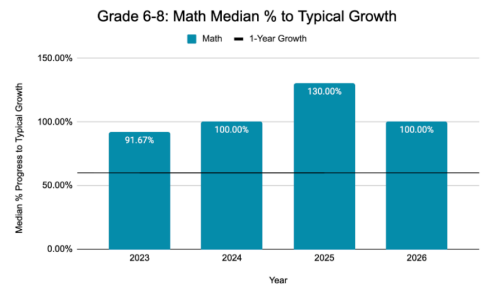
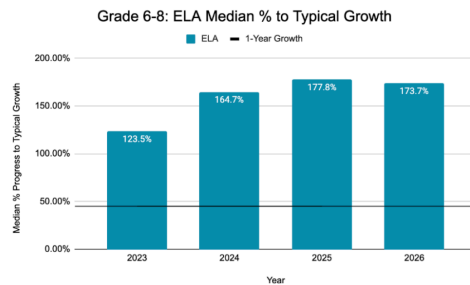
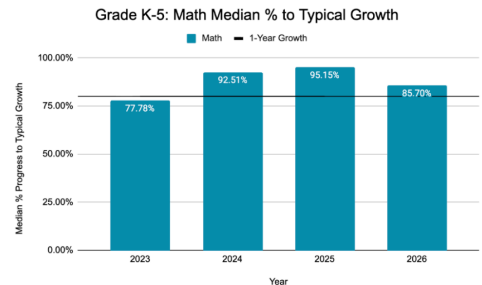
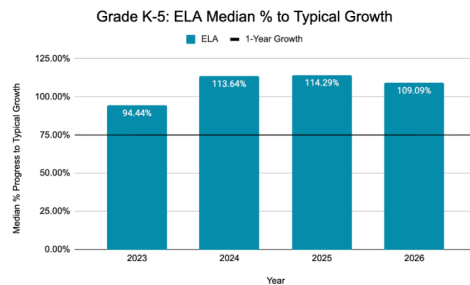
	2025 EOY	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Secondary Attendance	95.14	95.39	94.4	96.04	94.6	93.5	94.25	94.70
Secondary Tardies (10 or more)		38; Sec 20; Elem	65; Sec 27; Elem	80 Sec 34; Elem	1; Sec 0; Elem	20; Sec 9; Elem	42; Sec 15; Elem	62; Sec 22; Elem
Elementary Attendance	95.17	95.93	95.29	95.92	95.15	93.03	94.37	95.09
Secondary Enrollment	810	821	820	816	812	810	806	801
Elementary Enrollment	674	683	684	682	681	681	680	679

Total Enrollment	1484	1504	1504	1498	1493	1491	1486	1480
ALC's		18	32	13	19	26	29	21
Suspensions	65	1	7	5	7	4	2	2
Walk Thrus (Progressive)	681	213	228	248	261	276	302	325

NSLA

- 4 year i-Ready comparison of students reaching “typical growth” by Spring test

i-Ready Growth Trend



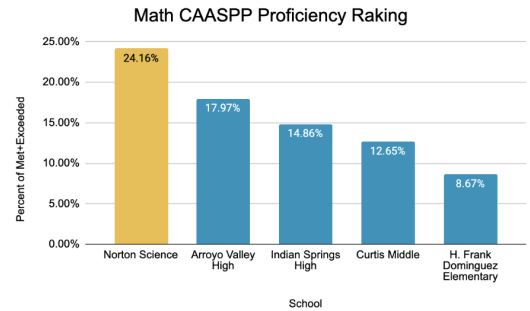
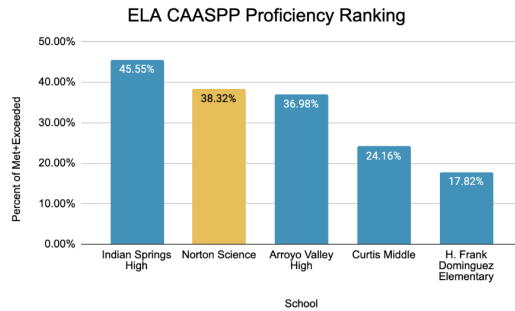
LCER

Parsec has prepared data for both AAE and NSLA's upcoming charter renewals. This data includes iReady, CAASPP, and ELPAC scores. The data show overall improvements in assessment scores at both schools. All grade levels achieved typical growth on iReady in ELA and Math.

On the CA Dashboard, areas for growth at AAE include decreasing suspension rates for Students with Disabilities (SwD) and African American students, and improving Math scores for SwD. AAE far exceeded CA in English Language Arts, CCI, and Chronic Absenteeism.

Due to the significant growth, NSLA had no reds on the Dashboard in any subgroup. This continues to be a celebration. The screenshot below shows NSLA's CAASPP ranking compared to geographically close schools:

2025 CAASPP Ranking



Objective 2: Maintain successful charter renewals and positive relationships with authorizers through effective and transparent operational practices.

2.1 Strategy: Maintain middle or high-performing tier status for both schools based upon the CA Dashboard.

NSLA Attendance Data by Grade Level for Second Semester

NSLA	January			February			March			April		
	Month Rate	Rank	YTD Rate	Month Rate	Rank	YTD Rate	Month Rate	Rank	YTD Rate	Month Rate	Rank	YTD Rate
TK	94.05	7	93.26	88.49	14	92.48	95.56	3	92.83	93.53	10	92.92
Kinder	92.88	8	92.48	90.71	12	92.20	88.05	14	91.72	91.53	14	91.70
1st Grade	91.37	14	92.67	91.71	8	92.51	90.89	12	92.33	92.17	13	92.31
2nd Grade	92.56	10	93.70	90.32	13	93.15	90.98	11	92.90	93.14	11	92.93
3rd Grade	92.25	12	94.22	91.07	10	93.71	92.57	8	93.58	93.59	9	93.61
4th Grade	94.60	5	94.68	90.92	11	94.07	91.54	9	93.78	94.79	6	93.90
5th Grade	92.86	9	94.27	91.25	9	93.78	92.74	7	93.66	92.49	12	93.52
6th Grade	94.31	6	95.62	94.03	5	95.36	94.57	5	95.27	95.24	5	95.27
7th Grade	94.94	2	95.14	93.16	7	94.83	91.53	10	94.46	93.90	8	94.37
8th Grade	92.47	11	94.81	93.62	6	94.62	90.73	13	94.19	94.31	7	94.21
9th Grade	94.90	3	96.57	94.64	1	96.25	97.00	1	96.34	95.89	4	96.27
10th Grade	92.02	13	94.47	94.18	4	94.42	94.54	6	94.43	96.48	2	94.68
11th Grade	95.09	1	96.22	94.62	2	95.97	94.81	4	95.84	96.61	1	95.94
12th Grade	94.71	4	95.54	96.49	3	95.69	96.15	2	95.74	96.36	3	95.76
Elem Total	92.85		93.64	90.81		93.18	91.44		92.98	92.99		92.99
MS/HS Total	93.95		95.40	94.04		95.18	93.66		95.01	95.20		95.03
All Grades Total	93.38		94.49	92.36		94.15	92.51		93.86	94.05		93.97

Chronic Absenteeism Indicator - Through April

AAE			
2024-25 Month	2024-25 Month End %	2025-26 Month End %	
September	15.9%	8.9%	
October	11.0%	6.2%	
November	8.8%	8.6%	
December	10.1%	6.0%	
January	11.0%	6.7%	
February	10.3%	7.9%	
March	9.2%	7.1%	
April	7.9%	7.1%	
May	7.7%		
June	8.6%		

NSLA			
2024-25 Month	2024-25 Month End %	2025-26 Month End %	
September	18.2%	15.6%	
October	15.4%	15.0%	
November	19.9%	17.6%	
December	17.3%	15.4%	
January	18.5%	18.2%	
February	19.2%	19.3%	
March	21.9%	18.3%	
April	20.4%	17.7%	
May	19.7%		
June	19.2%		

Suspension Rate Indicator - Through April

AAE					
Month	24-25 Month End SUS/ISS	2024-25 Month End %	25-26 Month End SUS/ISS	2025-26 Month End %	
August	8	0.5%	1	0.1%	
September	8 (7)	1.0%	3	0.3%	
October	4 (3)	1.2%	2	0.4%	
November	6 (4)	1.4%	7 (5)	0.7%	
December	5 (4)	1.7%	6 (3)	0.9%	
January	2 (0)	1.7%	5 (4)	1.1%	
February	6 (3)	1.9%	4 (2)	1.2%	
March	7 (4)	2.1%	5 (4)	1.5%	
April	1 (0)	2.1%	2 (2)	1.6%	
May	17 (15)	3.1%			
June	1	3.2%			

NSLA					
Month	24-25 Month End SUS/ISS	2024-25 Month End %	Tr	25-26 Month End SUS/ISS	2025-26 Month End %
August	6	0.5%		4	0.3%
September	2	0.6%		7	0.8%
October	7	1.2%		3	1.1%
November	4	1.5%		5 (4)	1.4%
December	2	1.6%		1	1.4%
January	9 (7)	2.2%		4 (3)	1.6%
February	3	2.4%		4 (3)	1.9%
March	13 (11)	3.2%		7 (6)	2.3%
April	8 (6)	3.7%		6 (6)	2.7%
May	17 (11)	4.6%			
June	6	5%			

2.2 Strategy: Maintain strong fiscal health through positive budget practices, transparent reporting, clean audits, stable bond covenants, and by securing

The auditors were on site at the end of April to conduct the interim review in preparation for closing. The Finance Team successfully provided all items, with no current indication of potential findings. Finance has also completed the Federal Cash Management Report ending 3/31/2026 to identify the expenses and necessary cash apportionment for the Title funds from the Federal Government. We continue to dedicate our restricted funding sources to ensure we use the most restricted dollars first. This includes programs that are ending on June 30th. Some programs, like the Arts Music Instructional Materials Block Grant, are considered a fund balance grant,

additional funding sources whenever applicable.

where we already received the cash apportionment in a prior year and are expending the cash in the current year, causing the financials to look like the school is deficit spending. Please note that this is only due to the grant's classification and is necessary to ensure that we utilize all available funding provided by the state.

Finance has been working with Budget Managers on the 2026/2027 Fiscal Year, and is looking forward to the upcoming Budget Workshop for the Board to review and see the direction the organization is headed. In a continued effort, we have aligned the budget with our strategic plan, emphasizing our goals and providing the highest level of compensation while maintaining fiscal stability. We also worked with the Principals and Heather Muir to develop the LCAP goals and actions included in the budget.

NSLA has already been notified of being awarded the After School Education and Safety (ASES) grant for the 2026/2027 fiscal year, and we are hearing that AAE should also be awarded in the next cycle from CDE. This funding will enable the schools to continue developing and expanding after-school programs for our students. AAE completed an RFQP for a provider for their after-school program, and we are excited to offer the agreement to Think Together, the same provider for NSLA this year. We are happy to be able to provide this programming to all students at no cost in the 2026/2027 school year, with both the expansion of funding in ELOP and the addition of the ASES grant.

2.3 Strategy: Ensure all teachers meet required credentialing and are supported to provide high-quality instruction. This will be measured through staff retention data and required state, federal, and authorizer reporting.

NSLA Certificated Teaching Staff Credentials – Core Subjects

Credential	#	Assignments
Clear	43	TK-2 (14); 3-5 (9); Eng (4); Math (4); Sci (4); SS (3); SPED (5)
Preliminary	8	3-5 (1); Eng (1); Math (2); Sci (1); SS (3)
Intern	4	Eng (1); SPED (3)
STSP	1	3-5 (1)
PIP	1	3-5 (1)
Total	57	

AAE Certificated Teaching Staff Credentials – Core Subjects

Credential	#	Assignments
Clear	41	TK-2 (9); 3-5 (6); Eng (7) Math (6) Sci (5) SS (6); SPED (2)
Preliminary	9	TK-2 (2); 3-5 (4); Sci (1); SPED (2)
GELAP	1	Math (1)
Intern	3	TK-2 (1); SPED (2)
STSP	2	TK-2 (1); 3-5 (1)
Sub Auth	3	TK-2 (1); 3-5 (1); SPED (1)
Total	59	

- These are tied to state test scores – reported on dashboard
- Does not include non-core (PE, Art, Music, other)

Source: Internal HR Tracking as of 5/6/26

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<p>2.4 Strategy: Consistently review staff compensation and benefits throughout the organization to attract and retain high-quality staff.</p>	<p>As part of the annual budget process, HR has looked at staff compensation and benefits in our region. The Exec Team has also reviewed hard-to-fill positions to ensure they are competitive with other districts/charters. LCER is currently offering a \$5,000 sign on bonus for hard-to-fill positions.</p> <p>Next year, case carriers will be given 5 sub days throughout the school year to support planning and casework. The current budget draft for 2026-2027 also considers adding a step on the salary schedule for all Education Specialists. (The projected cost is \$20,945 @ NSLA & \$15,000 @ AAE)</p>																																																																								
<p>2.5 Additional authorizer requests/updates</p>	<p>NSLA's Annual Report to the San Bernardino County Board of Education is on May 11th. The slide deck for that presentation was emailed directly to the Board. NSLA's significant academic growth across grade levels and subgroups is the highlight of the presentation.</p> <p>HR has participated in multiple recruitment fairs (SBCSS and CSUSB). Additional student recruitment efforts include:</p> <p>Eggstravaganza Egg Hunt - City of San Bernardino Parks & Rec</p>																																																																								

Healthy Kids Day - City of San Bernardino Parks & Rec
 Arbor Earth Day - City of San Bernardino Parks & Rec

Objective 3: Improve communication with all stakeholders (including staff, families, students, and board) to ensure that it is timely and two-way.

3.1 Strategy: Educate stakeholders on communication methods and engagement opportunities.

Annual Climate Survey Completion Data

AAE

- Students- 82% participation (grades 4-12)
- Parents- 38% participation

NSLA

- Students 79% participation (grades 4-12)
- Parents- 16% participation

LCER Annual Staff Climate Survey-

- Will be sent out in the coming weeks

Website Traffic

During the past 30 days, the Lewis Center website and communications platforms continued to support community engagement through consistent content updates and announcements. According to CatapultCMS analytics, the organization published a total of 19 website updates and generated more than 348 announcement views across platforms.

Academy for Academic Excellence (AAE)

AAE published 3 website updates and generated 111 announcement views during the reporting period. In addition, AAE announcements received shares, likes, and translations, demonstrating continued interaction and accessibility efforts for families.

Norton Science and Language Academy (NSLA)

NSLA generated 62 announcement views and continued utilizing translated announcements to improve communication accessibility for multilingual families.

Communications & Content Management

Analytics also highlighted strong internal contribution efforts across campuses. The most active contributors included:

- Jisela Corona
- Samantha Gonzalez
- Amy Ritter
- Michael Clark

These contributors supported ongoing website maintenance, announcement publishing, and digital communications updates throughout the month.

Social Media Analytics

AAE:

Over the past 30 days, AAE's social media platforms generated more than 133,000 views and reached over 13,000 unique accounts, reflecting strong community engagement and continued growth in online visibility.

Instagram remained our strongest platform with nearly 116,000 views, while Facebook contributed an additional 17,000 views. Notably, almost 47% of all views came from non-followers, demonstrating that our content is successfully extending beyond our immediate school community and helping increase public awareness of AAE.

Short-form video content continues to be the most effective engagement tool, with Reels accounting for over 62% of total views. This reinforces the importance of student-centered storytelling, event coverage, and dynamic visual content in supporting recruitment, community relations, and overall brand visibility.

Overall, these analytics reflect continued momentum in AAE's digital outreach efforts and growing interest in our programs, students, and school culture.

NSLA:

Over the past 30 days, NSLA's social media platforms generated more than 123,000 views and reached over 24,000 unique accounts, demonstrating strong growth in community visibility and digital engagement.

A significant 68.3% of views came from non-followers, indicating that NSLA's content is successfully reaching audiences beyond our immediate school community and expanding public awareness of the school and its programs.

Short-form video content continues to be the primary driver of engagement, with Reels accounting for more than 86% of total views. This highlights the effectiveness of dynamic student-centered storytelling, event highlights, and campus culture content in supporting recruitment and community outreach efforts.

Stories also contributed to ongoing engagement with families and students through regular updates and interactive content.

Overall, these analytics reflect continued momentum in NSLA's digital marketing and public relations efforts, particularly in expanding reach to new audiences and strengthening the school's online presence.

Lewis Center:

Over the past 30 days, the Lewis Center's social media platforms generated more than 9,600 views and reached over 1,500 unique accounts.

Notably, 94.1% of all views came from non-followers, demonstrating that Lewis Center content is reaching audiences well beyond its existing follower base and continuing to expand organizational visibility within the broader community.

Although the Lewis Center account is still relatively new, analytics show promising early growth and strong content discoverability. Short-form video content continues to be the strongest-performing format, with Reels accounting for over 90% of total views. This reinforces the effectiveness of video storytelling in increasing engagement, visibility, and awareness of Lewis Center programs, events, and initiatives.

	<p>While overall audience numbers are currently smaller than the individual school sites, the high percentage of non-follower engagement indicates that the account is successfully building awareness and attracting new audiences during its early growth stages.</p> <p>Overall, these analytics demonstrate positive momentum in establishing and strengthening the Lewis Center’s digital presence and community outreach efforts.</p>
<p>3.2 Strategy: Seek feedback on what is/is not working via surveys and forums.</p>	<p>The annual climate survey was administered in April. The results are part of the May 18th agenda.</p>
<p>3.3 Strategy: Utilize designated stakeholder groups to inform decision making (School Site Council, English Learner Advisory Committee, PTO/PTC, Academic Leadership Teams, All Staff Meetings, Student Leadership groups, parent/community forums, etc.)</p>	<p><u>NSLA</u></p> <ul style="list-style-type: none"> ● SSC: Our team did not have a quorum this last meeting. We have several agenda items for the next meeting: Attendance, Behavior data and LCAP implications chief among them. ● CIA: Extensive LCAP discussions about programs, their effectiveness, and whether to continue or not next year. ● ALT: Data provided by Ricky Baca on attendance & suspensions was shared. Leads will be taking data back to collaborative teams to plan proactive steps that each grade level can take to improve attendance for 26-27. ● PLC: See ALT. Also, teams continue to work on identifying “critical standards” for our June 3rd staff meeting on vertical alignment. ● Principal’s Cabinet: High School: Discussion regarding the importance of LTEL’s to our dashboard as well as supports we can offer to help these students do better on the ELPAC exam. ● 5th Grade Celebration Committee (parent, teacher, & admin.) met to move our celebration plan along. Awards, attire, location, time, and date were all discussed and finalized. ● Rising 6th & Rising 9th Grade Parent Meetings were held. Parents and students were informed about both academic and logistical differences between the different levels their students would be moving on to. <p><u>AAE</u></p> <ul style="list-style-type: none"> ● SSC/ELAC: Discussion of ELD supports including the introduction of the new ELD paraprofessional that has been working in elementary. We also discussed the SARC and LCAP to review current reports to familiarize our team. ● PTC: Popcorn Sales - May 4th-15th and the End of the Year on June 5th 5 -7:30 pm ● CIA: Discussions about LCAP; future transitional meetings from 5th to 6th and 8th - 9th. We also are addressing the role of the coordinator and calibrating it. There are plans to focus on assessment schedule and LCAP next school year. ● ALT: Introducing PLC topics and discussion about working to review standards and determine which standards are essential and should be assessed. ● PLC: Our last CAPs session gave us resources to determine essential standards for each grade level or subject. We are still focusing on modifying our Mission statement. The current favorite is: The Academy for Academic Excellence exists to develop disciplined thinkers prepared for post-secondary success through a rigorous education

grounded in critical inquiry, analytical reasoning, and responsible citizenship. PLC's have begun working on the designation of essential standards and there will be focus on

- We are working on creating separation in our PLC's to help streamline their efforts. We have placed Mary LaRocque in charge of the TK-2 grade levels, Brandi Williams over 3-5, Varteni Krikorian over 6-8 and Chet Richards managing high school; with Heather Muir supporting all of these groups. This will be a structure that we utilize for meetings and creating PLC focused agendas and initiatives that will be more efficient when developing goals and strategies.

Accomplishments and Highlights

Lewis Center Foundation has been accepting nominations for distinguished service for the 2026 gala. Over 60 submissions have been received.

Three AAE seniors took the stage at the GHDC's Ignite High Desert. They each created their own talk from start to finish and presented it live to an audience of community leaders and members.

AAE held their 3rd annual Bubble Run. It was a huge success raising close to \$21k!

Four outstanding AAE students represented the Lewis Center at a Legislative Power Lunch hosted by the office of Assemblyman Tom Lackey where they collaborated—and competed—with student leaders from across the region to develop and pitch original legislation.

NSLA senior, Julio Cerroblanco, has been awarded a \$140k Achievement Award scholarship to the University of Redlands thanks to his eSports skills.

Two NSLA students have been selected to participate in the KVCR Teen Weeks of Film program. These students will collaborate on a local documentary that will be featured at KVCR studio at Valley College.

NSLA's Multicultural Festival was a huge success, making it the most attended one to date.

Facilities Projects

AAE

- Early planning stages for the construction of new secondary Science Lab classrooms.
 - Working on identifying the pre-existing sewer lines in the area and seeing if the switch gear behind the GYM can support another building.
 - Sewer lines has been identified
 - The switch gear behind the GYM has plenty of power to support the new building.
 - Working with stakeholders to develop a needs assessment that not only includes additional science labs, but also how those additional classroom spaces will free up existing classrooms to meet growing needs in special education, TK, and after-school programs.
- Summer Projects
 - Replacing the carpet in A-bldg
 - Re-slurry & restripe the parking lot

NSLA

- Administration Office Remodel
 - Conco Construction, KNC Construction, and Murphy Construction accepted the job walk on March 11th. Murphy Construction backed out at the last minute.
 - KNC & Conco are submitting proposals'

- KNC quoted \$108,200
 - Conco quoted \$147,500
 - KNC Has been awarded the job
 - The project will start June 1st
- Shade Structures
 - Getting proposals for 2 shade structures to be installed on the Westside of A1 & A2 Bldgs'
 - Also adding PIP Rubber under the shade behind A2
 - Plans have been submitted to the building department
 - Construction is scheduled over Summer break
- Early Stages of planning and developing additional HS Classrooms on the Southside of F-wing

LCER

- Replacing the carpet in the observatory room at AVCI over Summer break,

Upcoming Dates

AAE

- 5/4 Middle School Transition Meeting
- 5/5 2nd grade field trip to the Aquarium of the Pacific
- 5/6 - 5/15 AP Testing
- 5/6 - 5/15 CAASPP Testing for Elementary
- 5/8 Mother's Day Tea - 2nd Grade
- 5/12 AAE's Got Talent Event
- 5/14 Tiny Knights in Training
- 5/15 1st Grade - How Your Garden Grows Play/Musical
- 5/18 - 22 CAASPP Testing for Middle School
- 5/18 3rd Trimester Elementary Awards
- 5/18 LCER Board Meeting
- 5/19 Choir and Guitar Concert
- 5/20 Lottery
- 5/20 Elementary Strings Concert
- 5/22 String Concert Music Concert
- 5/26 SSC/ELAC
- 5/27 2nd Grade Business Day
- 5/28 NHS Recognition Ceremony
- 5/28 Band Award Dinner
- 5/29 7th Grade Field Trip to Knott's Berry Farm
- 5/29 Parents and Pastries
- 6/3 All Staff Meeting
- 6/5 AAE Grad Nite
- 6/8 LCER Board Meeting
- 6/9 Kindergarten Promotion
- 6/10 5th Grade Promotion
- 6/11 8th Grade Promotion
- 6/11 TK Promotion
- 6/12 AAE Graduation

NSLA

- 5/4 - 5/8 CAASPP Testing 6th - 8th grades

- 5/5 - 5/15 AP Testing
- 5/11-5/15 CAASPP Testing 3rd - 5th grades
- 5/13 TK Rockets in Training Parent Event
- 5/15 PTO Family Movie Night
- 5/16 Prom
- 5/20 NSLA / LCER All-Staff Meeting
- 5/22 Teacher In-service
- 5/27 Volunteer Appreciation Breakfast
- 5/27 K Rockets in Training Parent Event
- 5/28 Testing Attendance Reward
- 5/29 Secondary Career Fair
- 5/29 PTO Talent Show
- 5/29 NSLA Grad Night
- 6/1 1st & 2nd Grade T3 Awards
- 6/1 - 6/4 Senior Finals
- 6/2 3rd & 4th Grade T3 Awards
- 6/3 Vertical Articulation Staff Meeting
- 6/8-6/10 6th - 11th Finals
- 6/10 8th Grade Promotion
- 6/10 5th Grade Promotion
- 6/11 TK Breakfast
- 6/11 K Promotion
- 6/11 Graduation

LCER

- 5/28 Special Board Meeting- Budget Workshop at NSLA from 9 am-1 pm

2025-2026 GRANT TRACKING SHEET

Grant	Purpose / Description	Total Grant Amount	Direct Amount	Due Date	Date Submitted	Awarded?	Award Date	Grant Manager
None								

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 4/1/2026 Through 4/30/2026

Effective Date	Check #	Vendor Name	Check Amount	Transaction Description
4/1/2026	57095	Dean Howard Heat & Air Inc.	11,870.00	PO 2526-1366-AAE
4/1/2026	57113	Wells Fargo Vendor Fin Serv	26,142.73	Account #3690900333, February, March & late fees
4/1/2026	57117	SBCSS	101,426.18	NSAA PERS contributions for March
4/1/2026		SBCSS	154,835.07	LCER/AAE - PERS contributions for March
4/1/2026	57118	SBCSS	184,914.43	NSAA STRS contributions for March
4/1/2026		SBCSS	215,445.63	LCER/AAE - STRS contributions for March
4/2/2026	57124	Sweetwater	37,692.31	PO 2526-0720-NSLA
4/7/2026	57131	American Fidelity Assurance	17,646.61	American Fidelity - March 2026
4/7/2026	57132	Apple Inc.	20,005.72	PO 2526-1341-LCER
4/7/2026	57138	Dave Bang Associates, Inc.	46,415.32	PO 2526-1428-NSLA 50% down Shade Structures
4/7/2026	57150	Riverside Co. Office of Edu.	50,600.00	PO 2526-1258-LCER CTI Induction Program
4/7/2026	57152	Swun Math, LLC	20,000.00	2025/26 Professional Development, 3 of 3 installments
4/9/2026	57161	eLuma	55,072.56	Speech & Language Therapy, Evaluations
4/9/2026	57168	Pizza Factory Apple Valley	11,250.00	Lunch Program, month of March 2026
4/9/2026	57171	The Stepping Stones Group LLC	10,682.00	Account #LCER6305
4/9/2026	57172	Top Notch Lunches	107,979.52	Breakfast, Lunch & A La Carte Program, March 2026
4/9/2026	57173	Town of Apple Valley	24,660.00	ASAP Program, February 2026
4/14/2026	57193	Conco Construction	31,125.00	PO 2526-1408-NSLA
4/14/2026	57203	SISC	351,031.10	Health Coverage for April 2026
4/15/2026	326		239,045.43	Group: Payroll; Pay Date: 4/15/2026
4/15/2026	327		392,921.80	Group: 11mo Payroll; Pay Date: 4/15/2026
4/20/2026	57238	Southern California Edison	11,671.65	Account #700119778270
4/20/2026		Southern California Edison	11,824.50	Account #700281016926
4/20/2026	57241	Town of Apple Valley	18,900.00	March 2026 ASAP
4/20/2026	57242	US Bank	46,802.67	Account #4148 4400 7955 5648
4/23/2026	57266	THINK Together	14,160.13	NSLA ELOP Arts Accelerators (Folklorico) FY26, #6 of 8
4/23/2026		THINK Together	14,160.13	NSLA ELOP Arts Accelerators (Folklorico) FY26, #7 of 8
4/23/2026		THINK Together	14,297.86	NSLA ELOP Cheer Arts Accelerators FY26, #6 of 7
4/23/2026		THINK Together	18,259.33	NSLA ELOP ASSETs Replication FY26, #1 of 3
4/23/2026		THINK Together	18,259.33	NSLA ELOP ASSETs Replication FY26, #2 of 3
4/23/2026		THINK Together	85,943.33	NSLA ELOP ASES Replication FY26, #8 of 10
4/23/2026		THINK Together	85,943.33	NSLA ELOP ASES Replicaton FY26, #9 of 10
4/27/2026	57276	Wells Fargo Vendor Fin Serv	12,765.57	Account #3690900333
4/30/2026	328		378,788.28	Group: Payroll; Pay Date: 4/30/2026
4/30/2026	329		412,477.07	Group: 11mo Payroll; Pay Date: 4/30/2026
Report Total			3,255,014.59	

Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru April	Remaining Budget	
Revenue				
Revenue	46,015,580	33,742,399	12,273,181	26.67%
Expense				
Certificated Salaries	16,204,167	13,345,546	2,858,621	17.64%
Classified Salaries	6,658,847	5,368,833	1,290,014	19.37%
Benefits	9,167,802	7,062,867	2,104,935	22.96%
Books and Supplies	3,714,086	3,718,357	(4,271)	-0.11%
Services & Other	10,775,807	7,604,551	3,171,256	29.43%
Capital Outlay	725,000	1,053,037	(328,037)	-45.25%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
Total Expense	47,245,709	38,153,191	9,092,518	19.25%
Add (Subtract) to Reserves	(1,230,129)	(4,410,792)	3,180,663	
Total Revenue	46,015,580	33,742,399	12,273,181	73.33%
Total Expense	47,245,709	38,153,191	9,092,518	80.75%
Add (Subtract) to Reserves	-1,230,129	-4,410,792	3,180,663	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru April	Remaining Budget	
Revenue				
Revenue	51,073,572	33,895,702	17,177,870	33.63%
Expense				
Certificated Salaries	17,202,279	14,046,909	3,155,370	18.34%
Classified Salaries	6,967,378	5,685,619	1,281,759	18.40%
Benefits	9,685,108	7,572,039	2,113,069	21.82%
Books and Supplies	3,530,643	2,790,387	740,256	20.97%
Services & Other	12,617,556	8,049,069	4,568,487	36.21%
Capital Outlay	272,760	632,104	(359,344)	-131.74%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
Total Expense	50,275,724	38,776,126	11,499,598	22.87%
Add (Subtract) to Reserves	797,848	(4,880,424)	5,678,272	
Total Revenue	51,073,572	33,895,702	17,177,870	66.37%
Total Expense	50,275,724	38,776,126	11,499,598	77.13%
Add (Subtract) to Reserves	797,848	-4,880,424	5,678,272	

AAE - Budget Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru April	Remaining Budget	
Revenue				
Revenue	21,538,855	15,740,037	5,798,818	26.92%
Expense				
Certificated Salaries	7,982,661	6,377,019	1,605,642	20.11%
Classified Salaries	2,157,986	1,845,331	312,655	14.49%
Benefits	3,981,689	3,056,057	925,632	23.25%
Books and Supplies	1,377,811	1,585,867	(208,056)	-15.10%
Services & Other	4,757,450	2,001,682	2,755,768	57.93%
Capital Outlay	440,000	602,030	(162,030)	-36.82%
Other Outgo	0	0	0	N/A
Share of LCER	2,797,290	2,331,075	466,215	16.67%
Total Expense	23,494,887	17,799,062	5,695,825	24.24%
Add (Subtract) to Reserves	(1,956,032)	(2,059,025)	102,993	
Total Revenue	21,538,855	15,740,037	5,798,818	73.08%
Total Expense	23,494,887	17,799,062	5,695,825	75.76%
Add (Subtract) to Reserves	-1,956,032	-2,059,025	102,993	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru April	Remaining Budget	
Revenue				
Revenue	23,374,941	15,719,079	7,655,862	32.75%
Expense				
Certificated Salaries	8,153,024	6,719,927	1,433,097	17.58%
Classified Salaries	2,407,714	1,936,587	471,127	19.57%
Benefits	4,294,112	3,254,654	1,039,458	24.21%
Books and Supplies	1,680,499	1,382,098	298,401	17.76%
Services & Other	3,432,613	2,248,474	1,184,139	34.50%
Capital Outlay	160,000	187,224	(27,224)	-17.02%
Other Outgo	0	0	0	N/A
Share of LCER	2,688,734	2,240,612	448,122	16.67%
Total Expense	22,816,696	17,969,577	4,847,119	21.24%
Add (Subtract) to Reserves	558,245	(2,250,498)	2,808,743	
Total Revenue	23,374,941	15,719,079	7,655,862	67.25%
Total Expense	22,816,696	17,969,577	4,847,119	78.76%
Add (Subtract) to Reserves	558,245	-2,250,498	2,808,743	

NSLA - Budget Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru April	Remaining Budget	
Revenue				
Revenue	24,279,735	17,867,184	6,412,551	26.41%
Expense				
Certificated Salaries	7,257,142	6,143,552	1,113,590	15.34%
Classified Salaries	2,225,732	1,708,088	517,644	23.26%
Benefits	3,622,851	2,806,780	816,071	22.53%
Books and Supplies	2,158,775	2,066,713	92,062	4.26%
Services & Other	5,491,254	5,063,174	428,080	7.80%
Capital Outlay	265,000	177,560	87,440	33.00%
Other Outgo	0	0	0	N/A
Share of LCER	2,624,019	2,186,683	437,337	16.67%
Total Expense	23,644,773	20,152,549	3,492,224	14.77%
Add (Subtract) to Reserves	634,962	(2,285,365)	2,920,327	
Total Revenue	24,279,735	17,867,184	6,412,551	73.59%
Total Expense	23,644,773	20,152,549	3,492,224	85.23%
Add (Subtract) to Reserves	634,962	-2,285,365	2,920,327	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru April	Remaining Budget	
Revenue				
Revenue	27,476,365	18,034,147	9,442,218	34.36%
Expense				
Certificated Salaries	8,251,618	6,656,154	1,595,464	19.34%
Classified Salaries	2,134,165	1,748,573	385,592	18.07%
Benefits	3,835,509	3,058,219	777,290	20.27%
Books and Supplies	1,809,694	1,351,590	458,104	25.31%
Services & Other	8,556,122	5,232,545	3,323,577	38.84%
Capital Outlay	82,260	414,249	(331,989)	-403.58%
Other Outgo	0	0	0	N/A
Share of LCER	2,595,059	2,162,549	432,510	16.67%
Total Expense	27,264,427	20,623,879	6,640,548	24.36%
Add (Subtract) to Reserves	211,938	(2,589,732)	2,801,670	
Total Revenue	27,476,365	18,034,147	9,442,218	65.64%
Total Expense	27,264,427	20,623,879	6,640,548	75.64%
Add (Subtract) to Reserves	211,938	-2,589,732	2,801,670	

LCER - Budget Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru April	Remaining Budget	
Revenue				
Revenue	196,990	135,177	61,813	31.38%
Expense				
Certificated Salaries	964,364	824,976	139,388	14.45%
Classified Salaries	2,275,129	1,815,413	459,716	20.21%
Benefits	1,563,262	1,200,030	363,232	23.24%
Books and Supplies	177,500	65,777	111,723	62.94%
Services & Other	527,103	539,695	(12,592)	-2.39%
Capital Outlay	20,000	273,448	(253,448)	#####
Other Outgo	0	0	0	N/A
Share of LCER	(5,421,309)	(4,517,758)	(903,552)	
Total Expense	106,049	201,581	(95,532)	-90.08%
Add (Subtract) to Reserves	90,941	(66,403)	157,344	
Total Revenue	196,990	135,177	61,813	68.62%
Total Expense	106,049	201,581	-95,532	190.08%
Add (Subtract) to Reserves	90,941	-66,403	157,344	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru April	Remaining Budget	
Revenue				
Revenue	222,266	142,476	79,790	35.90%
Expense				
Certificated Salaries	797,637	670,827	126,810	15.90%
Classified Salaries	2,425,499	2,000,459	425,040	17.52%
Benefits	1,555,487	1,259,165	296,322	19.05%
Books and Supplies	40,450	56,698	(16,248)	-40.17%
Services & Other	628,821	568,050	60,771	9.66%
Capital Outlay	30,500	30,631	(131)	-0.43%
Other Outgo	0	0	0	N/A
Share of LCER	(5,283,793)	(4,403,161)	(880,632)	16.67%
Total Expense	194,601	182,670	11,931	6.13%
Add (Subtract) to Reserves	27,665	(40,194)	67,859	
Total Revenue	222,266	142,476	79,790	64.10%
Total Expense	194,601	182,670	11,931	93.87%
Add (Subtract) to Reserves	27,665	-40,194	67,859	

LCF Balance

Lewis Center Foundation

July 1, 2025-April 30, 2026

	TOTAL
Income	
Capital Campaign	\$50,112.70
AAE Capital Campaign (Restricted)	
AAE Gym Weight Room	2,150.00
High Desert Turtle and Tortoise Club	2,500.00
Interest Earned 2025/26 (AAE Capital Campaign)	350.26
Watertower, Gristmill, Shade Structures	25,060.39
Total for AAE Capital Campaign (Restricted)	\$30,060.65
NSLA Capital Campaign (Restricted)	1,239.54
Total for Capital Campaign	\$81,412.89
Global and Local Programs	
Chile Exchange (Club Chile NSLA)	-695.01
Destination Imagination (DI)	2,477.14
Total for Global and Local Programs	\$1,782.13
HiDAS	
HiDAS Club Funds (Unrestricted)	2,814.64
HiDAS Endowment (Restricted)	46,068.24
Interest Earned 2025/26 (HiDAS Endowment)	252.18
Total for HiDAS	\$49,135.06
Scholarships	\$12,026.24
AAE Staff Scholarship	977.85
AWARDED TO Natalie Ritter (Extension Granted)(Moose Lodge Scholarship)	500.00
Bud Biggs Memorial Scholarship	3,540.41
Davis Endowment (Restricted)	\$12,751.85
AWARDED TO Natalie Ritter (Extension Granted)	500.00
Interest Earned 2025/26 (Bill Davis Endowment)	56.04
Total for Davis Endowment (Restricted)	\$13,307.89
Gerardo Diaz, Jr. Scholarship	\$0.00
AWARDED TO McKayla Sullivan (Extension Granted)	2,500.00
Total for Gerardo Diaz, Jr. Scholarship	\$2,500.00
GSA Club Scholarship	1,919.55
Interest Earned 2025/26 (Scholarships)	168.11
LCER Ambassador Scholarship	\$500.00
AWARDED TO Natalie Ritter (Extension Granted)	500.00
Total for LCER Ambassador Scholarship	\$1,000.00
Mike Mangold Scholarship	2,250.00
NSLA Staff Scholarship	590.89
Poetry Out Loud Scholarship	
AWARDED TO Max Goodly	500.00
Total for Poetry Out Loud Scholarship	\$500.00
Rick Piercy Scholarship	5,000.00
Sandra Perea Scholarship	1,535.00

LCF Balance

Lewis Center Foundation

July 1, 2025-April 30, 2026

	TOTAL
Senior Leadership Team (SLT) Scholarship	\$1,500.00
AWARDED TO McKayla Sullivan (Extension Granted)	500.00
Total for Senior Leadership Team (SLT) Scholarship	\$2,000.00
String Orchestra Music Achievement Scholarship (AAE)	568.05
Total for Scholarships	\$48,383.99
Unrestricted Funds	\$149,365.21
Interest Earned 2025/26 (Unrestricted)	575.19
Total for Unrestricted Funds	\$149,940.40
Total for Income	\$330,654.47
Gross Profit	\$330,654.47
Expenses	
Net Operating Income	\$330,654.47
Net Other Income	
Net Income	\$330,654.47

LCF Monthly Transactions Report

Lewis Center Foundation

April 1-30, 2026

	TOTAL
<hr/>	
Income	
Capital Campaign	
AAE Capital Campaign (Restricted)	
Interest Earned 2025/26 (AAE Capital Campaign)	16.17
Total for AAE Capital Campaign (Restricted)	\$16.17
Total for Capital Campaign	\$16.17
Global and Local Programs	
Destination Imagination (DI)	-750.00
Total for Global and Local Programs	-\$750.00
HiDAS	
HiDAS Club Funds (Unrestricted)	7.00
HiDAS Endowment (Restricted)	-4,452.22
Interest Earned 2025/26 (HiDAS Endowment)	11.64
Total for HiDAS	-\$4,433.58
Scholarships	\$4,000.00
AAE Staff Scholarship	644.13
Bud Biggs Memorial Scholarship	3,000.00
Davis Endowment (Restricted)	
Interest Earned 2025/26 (Bill Davis Endowment)	2.59
Total for Davis Endowment (Restricted)	\$2.59
Interest Earned 2025/26 (Scholarships)	7.76
NSLA Staff Scholarship	89.34
Senior Leadership Team (SLT) Scholarship	2,000.00
Total for Scholarships	\$9,743.82
Unrestricted Funds	-\$4,378.62
Interest Earned 2025/26 (Unrestricted)	26.50
Total for Unrestricted Funds	-\$4,352.12
Total for Income	\$224.29
<hr/>	
Gross Profit	\$224.29
<hr/>	
Expenses	
Net Operating Income	\$224.29
<hr/>	
Net Other Income	
<hr/>	
Net Income	\$224.29
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Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2025-26, CMDC Report 4

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 4/13/2026 7:56:41 AM

The data submitted was acknowledged to be true and accurate to the best of my knowledge as supported by accounting records in accordance with applicable government laws, regulations, and program requirements.

Submitted by:

David Gruber

Title: Chief Business Officer; E-mail: dgruber@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	-\$103,639
Title II, Part A Resource Code: 4035	Cash Balance	-\$30,204
Title IV, Part A Resource Code: 4127	Cash Balance	\$2,300

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2025-26, CMDC Report 4

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 4/13/2026 7:56:41 AM

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2025-26, CMDC Report 4

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 4/13/2026 7:58:43 AM

The data submitted was acknowledged to be true and accurate to the best of my knowledge as supported by accounting records in accordance with applicable government laws, regulations, and program requirements.

Submitted by:

David Gruber

Title: Chief Business Officer; E-mail: dgruber@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	-\$293,596
Title II, Part A Resource Code: 4035	Cash Balance	-\$20,749
Title III, Immigrant Resource Code: 4201	Cash Balance	\$0
Title III, LEP Resource Code: 4203	Cash Balance	-\$19,984
Title IV, Part A Resource Code: 4127	Cash Balance	-\$23,148

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2025-26, CMDC Report 4

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 4/13/2026 7:58:43 AM

2026 Lewis Center for Educational Research Board Attendance

	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept Regular	Oct Regular	Dec Regular	TOTAL REGULAR
Yolanda Carlos	Present	Present	Present	Absent							75%
Amber Hom	Absent	Present	Present	Present							75%
Dr. Steve Levin	Absent	Present	Present	Present							75%
Marisol Sanchez	Present	Present	Absent	Present							75%
Lucy Tello	Present	Present	Present	Present							100%
Michael Razo	Absent	Present	Present	Absent							50%
Pat Schlosser	Present	Absent	Present	Present							75%

	Special Meetings		
	None		
Yolanda Carlos			
Amber Hom			
Dr. Steve Levin			
Marisol Sanchez			
Lucy Tello			
Michael Razo			
Pat Schlosser			

LCER Board Give and Get

Fiscal Year 2025/2026 - As of 05/18/2026

Member	Give	Get	In-kind	Total
Yolanda Carlos	\$ 25	\$ -	\$ -	\$ 25
Steven Levin	\$ 300	\$ -	\$ 576	\$ 876
Mike Razo	\$ -	\$ -	\$ -	\$ -
Jessica Rodriguez	\$ 155	\$ -	\$ -	\$ 155
Marisol Sanchez	\$ 2,500	\$ -	\$ 700	\$ 3,200
Pat Schlosser	\$ -	\$ -	\$ -	\$ -
Lucy Tello	\$ -	\$ -	\$ 100	\$ 100
Total	\$ 2,980	\$ -	\$ 1,376	\$ 4,356

Lewis Center Foundation Board Give and Get

Member	Give	Get	In-kind	Total
Buck Goodspeed	\$ 500	\$ -	\$ -	\$ 500
Vianey Gonzalez	\$ 667	\$ -	\$ -	\$ 667
Ambar Martinez	\$ 517	\$ -	\$ -	\$ 517
Jessica Rodriguez	\$ 155	\$ -	\$ -	\$ 155
Marisol Sanchez	\$ 2,500	\$ -	\$ 700	\$ 3,200
Total	\$ 4,339	\$ -	\$ 700	\$ 5,039

	Give	Get	In-kind	Total
Total Combined Boards	\$ 7,319	\$ -	\$ 2,076	\$ 9,395

April 30, 2026

Dr. Lisa Lamb, President/CEO
Norton Science and Language Academy
230 S Waterman Avenue
San Bernardino, CA 92408

Dear Dr. Lamb:

Per California Education Code section 1240, San Bernardino County Superintendent of Schools (SBCSS) staff has visited all phase 2 schools subject to Williams Settlement monitoring for the 2025-26 fiscal year for instructional materials sufficiency and facility review purposes. Enclosed are the third quarterly reports for all monitored sites. Those that were monitored in phase 2 will also have a copy of the Facility Inspection Tool.

Education Code section 1240(c)(2)(C) requires that the results of the visits be reported to the governing board of each school district at a regularly scheduled meeting held in accordance with public notification requirements. ***Please make sure to include the Williams reports as an agenda item for your next regularly scheduled Board meeting.***

On behalf of the SBCSS Williams team members, it has been a pleasure to work in partnership with you and the employees of Norton Science and Language Academy.

Sincerely,



Ted Alejandre
County Superintendent

Enclosure: 2025-26 Williams Third Quarterly Reports

cc: Ms. Yolanda Carlos, Board President
Ms. Erika Agosto, Williams Liaison
Ms. Angel Arrington, SBCSS Project Manager
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Mr. James Fields, SBCSS Senior Manager, Intergovernmental Relations and Communications
Ms. Caren Keele, SBCSS Project Manager, Communications and Intergovernmental Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

April 30, 2026

Dr. Lisa Lamb, President/CEO
Norton Science and Language Academy
230 S Waterman Avenue
San Bernardino, CA 92408

Dear Dr. Lamb:

California Education Code section 1240 requires that I annually visit Williams-monitored schools identified in our county and report to you the results of my findings on a quarterly basis (October, January, April, and July). Schools identified on the California Department of Education's *2025-27 List of Schools Eligible for Monitoring* are subject to monitoring through the 2027-28 fiscal year and were determined using the following criteria:

- Schools eligible for Comprehensive Support and Improvement under the Every Student Succeeds Act (ESSA) based on the results of the 2023 Dashboard.
- Schools eligible for Additional Targeted Support and Improvement under ESSA based on the results of the 2023 Dashboard.
- Schools where 15 percent or more of the school's teachers did not possess a valid and clear or preliminary teacher credential in 2022–23.

Schools that have a Dashboard Alternative School Status are excluded from the Williams list.

This report includes third quarter findings for **Norton Science and Language Academy**.

The purpose of my review as specified in California Education Code section 1240 is to:

1. Determine if students have “sufficient” textbooks or instructional materials in the four core subject areas (English language arts, mathematics, history/social science, science) and, as appropriate, science laboratory equipment in grades 9-12, world languages, and health;
2. Determine if there is any facility condition that “poses an emergency or urgent threat to the health or safety of pupils or staff.”

The law further requires the county superintendent:

1. Determine if each monitored school has provided accurate data for the annual School Accountability Report Card (SARC) related to sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including “good repair.”
2. Annually review teacher misassignments and teacher vacancies for monitored schools; and
3. Receive quarterly reports from all school districts in San Bernardino County on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedures.

Before proceeding with the report, please see the list of definitions as described by law:

- “Sufficient textbooks or instructional materials” - each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and take home. This does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the school district. Education Code requires that school districts remedy insufficiencies of instructional materials in the four core subject areas within two months (eight weeks) of the beginning of the school year.
- School facility “emergency or urgent threat” - a condition poses a threat to the health or safety of pupils or staff.
- School facility “good repair” - the facility is clean, safe, and functional as determined by the Facility Inspection Tool (FIT) developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

In summary, my findings in the four required areas were as follows:

Instructional Materials

No findings to report. This site was visited and reviewed during the first quarter of the 2025-26 fiscal year and findings were reported in the first quarterly reports generated in October 2025.

School Facilities

No findings to report. This site received a visit during the first quarter of the 2025-26 fiscal year and findings were reported in the first quarterly report generated in October 2025.

SARC


No findings to report. The SARC reviews were conducted during the second quarter of the 2025-26 fiscal year, and the findings were reported in the second quarterly reports generated in January 2026.

Teacher Assignment Monitoring

The annual Assignment Monitor and Review (AMR) for the 2025-26 fiscal year will begin on or after July 1, 2026, according to data availability from the Commission on Teacher Credentialing and the California Department of Education. Findings will be included in the corresponding quarterly report.

In conclusion, San Bernardino County Superintendent of Schools is available to support your school as we work together to ensure compliance with the Williams Settlement requirements. If you have any questions or need assistance, please contact Intergovernmental Relations at (909) 386-2947.

Sincerely,



Ted Alejandre
County Superintendent

cc: Ms. Yolanda Carlos, Board President
Ms. Erika Agosto, Williams Liaison
Ms. Erika Agosto, Principal
Ms. Angel Arrington, SBCSS Project Manager
Ms. Jenny Owen, SBCSS Director, Communications and Intergovernmental Relations
Mr. James Fields, SBCSS Senior Manager, Intergovernmental Relations and
Communications
Ms. Caren Keele, SBCSS Project Manager, Communications and Intergovernmental
Relations
Ms. Amanda Shoffner, SBCSS Credentials Manager

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

Date of meeting: May 18, 2026

Title: Update LCER BP 6183 Home and Hospital Instruction

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

Background:

Second Read: The Home and Hospital Instruction board policy has not been updated since 2002. The proposed revisions bring this policy into alignment with the current educational code and allow flexibility for virtual instruction. Additional revisions removed any reference to the district and aligned with the charter status.

The language has additionally been reviewed by our auditors per Board request.

Fiscal Implications (if any):

N/A

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

N/A

Recommendation:

Approve the revisions as presented.

Submitted by:
Dr. Lisa Lamb

Lewis Center for Educational Research

**BP 6183 INSTRUCTION
HOME AND HOSPITAL INSTRUCTION**

Adopted: October 3, 2002

Revised: May 18, 2026

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 importance of continuity of instructional support for students who are temporarily disabled by accident or by physical, mental or emotional illness. Students may receive individual instruction at home, virtually, or in a hospital or residential health facility from one to five hours per week.

Home or hospital instruction shall be provided only when a student is expected to be out of school for two weeks or longer. Home or hospital instruction shall be provided by LCER certificated employees.

Insofar as possible, the home teacher shall consult with the student's current classroom teacher or teachers so as to provide a continuity of instruction that enables the student to keep up with the regular school program.

When a student who is temporarily disabled receives individual instruction in a hospital or residential health facility for fewer than five days per week, the LCER may provide ~~virtual or in-home~~ instruction for the remainder of the week, in accordance with applicable law, to ensure continuity and coordination of educational services.

When seeking instruction for a student at home or in a hospital, the parent/guardian shall present this request to the school Attendance Officer, together with a physician's written description of the disabling condition. The physician shall have determined that the student is unable to attend school and will not expose the home teacher to any contagious disease that can be transmitted by casual contact.

Within five days of notification, the school shall determine whether the student is able to receive instruction and, if so, when it shall begin. If approved, instruction shall begin within five days of this determination.

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

Date of meeting: May 18, 2026

Title: Adopt new Board Policy 5141.8 Behavioral Health Referrals

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

Background:

Second Read: This policy is legally required for LEAs that serve students in grades 7-12. This policy must be adopted at a regularly scheduled meeting of the governing board by 1/31/26 and developed in consultation with school and community stakeholders and school-linked behavioral health professionals.

The language aligns with the requirements of Ed Code 49428.2 and is based on the CDE's Model Policy and Referral Protocols.

Fiscal Implications (if any):

N/A

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

N/A

Recommendation:

Approve the new board policy as drafted by YM&C and revised from the April 20th Board Meeting.

Submitted by:
Dr. Lisa Lamb

Lewis Center for Educational Research

BP 5141.8: STUDENTS BEHAVIORAL HEALTH REFERRALS

Adopted: May 18, 2026

Revised:

The Board of Directors of The Lewis Center for Educational Research (which operates the Academy for Academic Excellence and Norton Science and Language Academy – collectively, the “LCER”) adopts the following policy on referral protocols for addressing student behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures for referrals to behavioral health professionals and support services.

LCER will comply with all state and federal student data and privacy requirements, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”) in the administration of this Policy.

Whenever possible and practicable, the protocols and procedures below will be used in lieu of disciplinary actions, and students who may be subject to disciplinary action will be able to access them and will not be prohibited from doing so.

All protocols will reflect evidence-based and culturally appropriate approaches to student behavioral health referrals.

Addressing the Needs of High-Risk Groups

LCER recognizes the importance of ensuring equitable access to behavioral health supports for all students, including the unique needs of high-risk student groups, which include but are not limited to the following:

- Students with disabilities, mental illness, or substance use disorders, foster youth, and youth placed in out-of-home settings.
- Homeless youth.
- Students experiencing bereavement or loss of a close family member or friend.
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning students.

LCER staff who oversee the mental and behavioral health needs of students are responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Student Services (IEP/504), Foster Youth Liaison, Homeless Liaison, and LCER administrators.

LCER may also identify additional student groups, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Referral Protocols and Procedures

1. Needs Assessment

The President/CEO or designee shall conduct an annual needs assessment to:

- Identify behavioral health trends;
- Review available resources; and
- Detect service gaps within the school community.

LCER shall review referral volume, response times, and outcomes quarterly to support continuous improvement.

2. Capacity Building

LCER shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among certificated and classified staff; and
- Maintain partnerships with school-linked behavioral health professionals and community providers

3. Planning

The President/CEO or designee shall:

- Define referral pathways for crisis and non-crisis concerns;
- Establish goals and assign responsible roles for each step in the referral process; and
- Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

4. Implementation

LCER shall establish step-by-step procedures to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link students to appropriate services; and
- Schedule follow-up checks.

5. Evaluation and Continuous Improvement

LCER shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

A summary of results is reported to the LCER Board annually to support transparency and continuous improvement.

Staff Training

LCER shall ensure that teachers of students in grades 7–12 receive at least one training session on student behavioral health. Training shall include the following:

1. Instruction around the unique risk factors and warning signs of behavioral health problems in adolescents,
2. Understanding the importance of early intervention,
3. How to help an adolescent in crisis or experiencing a behavioral health challenge, including guidance on when to make referrals consistent with this Policy
4. Instruction on recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
5. Instruction on how to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws.

6. Instruction on the safe de-escalation of crisis situations involving students with a youth behavioral health disorder.

Training materials approved by LCER shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both LCER and within the larger community; and
- When and how to refer students and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

LCER shall provide certification of compliance with staff training requirements to the California Department of Education (“CDE”) on or before July 1, 2029.

Authorization and Scope of Practice

To ensure that all school employees act only within the authorization or scope of their credential or license, LCER shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credentials or licenses.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

No LCER staff will diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

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

Date of meeting: May 18, 2026

Title:

Retire LCER AR 5145.13- Students- Response to Immigration Enforcement
Approve comprehensive revisions to LCER BP 5145.13- Students- Response to Immigration Enforcement

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

Background:

Policy Regarding Immigration Enforcement Activity – YM&C provided an updated policy to align with the recent AB49 and AB495 bills. Adopting this policy will satisfy LCER’s obligation under CA state law to maintain a policy regarding response to immigration enforcement activity. There have been many substantive changes since LCER last adopted its current version of this policy. YM&C recommends rescinding the old BP and AR and adopting this comprehensive policy and procedures instead.

Also included in the board packet is a notice to families, drafted by YM&C, to complement this BP and to be shared with families upon enrollment.

Fiscal Implications (if any): N/A

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

N/A

Recommendation:

Retire LCER AR 5145.13- Students- Response to Immigration Enforcement
Approve BP 5145.13- Students- Response to Immigration Enforcement

Submitted by:

Lisa Lamb, President/CEO

NOTICE OF POLICY REGARDING IMMIGRATION ENFORCEMENT ACTIVITY

Important: This notice summarizes LCER Board Policy 5145.13 Regarding Immigration Enforcement Activity. The complete policy is available in the main offices and online at www.lewiscenter.org.

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial

warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the school's administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the LCER Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main offices or online at www.lewiscenter.org.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit.

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator:** <https://locator.ice.gov/odls#/search>
- **Legal Assistance:** California organizations accredited by Board of Immigration Appeals at <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>; Self-Help Centers at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- **Consulates/Embassies:** Contact your country of origin's consulate for assistance

Lewis Center for Educational Research

**BP 5145.13: STUDENTS
RESPONSE TO IMMIGRATION ENFORCEMENT**

Adopted: February 10, 2020

Revised: 05/18/2026

I. PURPOSE AND COMMITMENT

The Lewis Center for Educational Research (which operates the Academy for Academic Excellence and Norton Science and Language Academy – collectively, “LCER”) fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. LCER supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

LCER finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by LCER as “sensitive locations” under state law, and seeks commitments from contractors and service providers (including school resource officers) not to facilitate immigration enforcement at these locations unless law requires it.

LCER provides the California Attorney General's *Know Your Educational Rights* handout to all families upon enrollment. This handout is also posted in all school offices on campus and is available on the LCER website. LCER also provides the California Attorney General's “Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California’s TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes”, which can be found at <https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf>.

LCER also provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Parent/Student Handbook.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

II. DEFINITIONS

- “Immigration enforcement” includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.
- “School site” means an individual school campus, a non-public area where school-related activities are held or school buses and other transportation is provided.

III. ANTI-DISCRIMINATION AND HARASSMENT

LCER prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics including but not limited to, immigration status, nationality, race, ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any protected group. This applies to school sites, at school-related events, and through school-owned technology.

LCER promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. LCER educates students to respect all peers regardless of protected characteristics and teach them about bullying's negative impact.

Commented [MB1]: English version available here: <https://oag.ca.gov/system/files/attachments/press-docs/immigration-enforcement%20actions%20at%20california%20schools.pdf>

Spanish language version available here: <https://oag.ca.gov/system/files/attachments/press-docs/immigration-enforcement%20actions%20at%20california%20schools-es.pdf>

Please note all three notification requirements in BOTH languages: providing to families directly, posting to the website, and posting in administrative buildings (e.g. main office).

The AG's office may issue additional language translations.

Commented [MB2]: To fulfill this requirement, we provided you with a summary of this Policy to provide to families upon enrollment and/or include in your Student Handbook or annual notifications packet. Please let us know if you have any questions about that additional summary.

LCER trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents and informs students who experience hate crimes of their right to report them.

LCER's Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on LCER's website.

IV. STUDENT INFORMATION COLLECTION AND PROTECTION

General Principles

LCER does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate. LCER does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. LCER does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment

Enrollment Documentation

For Proof of Residency, LCER accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts
- Pay stubs
- Driver's License
- Voter registration
- Correspondence from government agencies
- Declaration of residency executed by parent or legal guardian

Commented [MB3]: Please align the below list to the school's enrollment/admissions policies and procedures.

For Age Verification, LCER accepts:

- Certified birth record
- Statement by local registrar or county recorder certifying date of birth
- Baptism certificate
- Driver's License
- Passport
- When none are available, an affidavit from parent, guardian, or custodian, or other appropriate proof

Commented [MB4]: Please see comment above.

In most cases, any one document from each category is sufficient. Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age, and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

Special Program Information

When law requires national origin information for special programs (such as language instruction for English learners), LCER collects it separately from enrollment. LCER may ask for (but do not require) place of birth, U.S. entry date, and date first attending U.S. school. LCER does not use this information to

discriminate or prevent enrollment if families choose not to provide it.

Social Security Information

LCER does not collect entire social security numbers or cards for enrollment. LCER may request the last four digits of an adult household member's Social Security number only to establish federal benefit program eligibility (such as free or reduced-price meals). When such information is requested, LCER explains this limited purpose and clarifies that not providing it does not bar enrollment.

For the Free and Reduced-Price Meals form, LCER notifies parents that:

1. If any household member participates in CalFresh, CalWORKs, or FDPIR, no adult needs to provide Social Security number information.
2. If no household member participates in these programs and no adult has a Social Security number, the student can still qualify based on income by checking the "No SSN" box

LCER treats all students equitably in receiving school services, including lunch programs, transportation, and educational instruction.

V. SHARING STUDENT INFORMATION

General Policy

LCER requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

LCER's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case LCER does not release it. LCER permanently keeps consent notices with record files.

LCER avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. LCER provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Education Records and Student Information Policy upon request and/or on the school website. LCER provides annual notice of this policy, including directory information and opt-out rights.

Immigration Enforcement Officers

Unless required by a valid judicial warrant or subpoena, or other court order, LCER does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written

parental consent, including students' home address and travel schedules.

When a valid judicial warrant, subpoena, or other court order requires disclosure, LCER notifies parents or guardians as soon as practicable.

Response to Information Requests

When LCER receives information requests related to immigration or citizenship status of a student, staff:

1. Notify a designated school official
2. Provide students and families appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities
4. Unless prohibited, provide students and parents copies of documents issued by immigration enforcement officers

VI. CAMPUS ACCESS FOR IMMIGRATION ENFORCEMENT

Consistent with California law, LCER does not permit immigration enforcement officers to enter nonpublic areas of a school site for immigration enforcement activity unless they present a valid judicial warrant or court order. If a law enforcement official presents such documentation, LCER requests they not interrupt students and faculty during class time and instead wait until a designated break period.

Response Procedures

Staff notify the President/CEO or designee as soon as practicable about any immigration enforcement official request for student access, campus access, or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a school site:

1. **Initial Contact:** Explain to the official that staff must first notify and receive direction from the Principal or designee
2. **Purpose:** Ask and document the official's stated reason for being at the school site
3. **Documentation:** Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and to produce documentation authorizing school site access
4. **Record Keeping:** Make and retain copies of documentation the official produces
5. **Exigent Circumstances:** If the official declares exigent circumstances (such as a felony in progress on the school site) and demands immediate access, comply with orders and immediately contact the Principal or designee
6. **Levels of Response:** If no exigent circumstances exist, respond according to the official's documentation:
 - o **ICE or other administrative warrant:** For warrants not signed by a judge, do not permit entry to nonpublic areas of the school site. Refer to the Principal or designee
 - o **Judicial/court-issued warrant or court order:** Compliance is usually required to follow what is described in the court-issued order. When feasible, consult the Principal or legal counsel for next steps
 - o **Subpoena:** Physical access to the school site is not required. Subpoenas seek documents. Inform the Principal and await instructions. Do not permit entry to nonpublic areas
7. **Cooperation Without Consent:** While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
8. **Parental Notification:** The Principal may notify the student's parent or guardian's consent if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
9. **Required Notifications:**
 - o The President/CEO or designee submits a timely report to the LCER Board of Directors regarding immigration enforcement requests, actions, and LCER's responses, ensuring confidentiality of potentially identifying information

- o [The President/CEO or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student. LCER follows its Comprehensive School Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff when LCER confirms immigration enforcement presence on campus](#)

VIII. SUPPORT FOR AFFECTED FAMILIES

Emergency Preparedness

[LCER encourages families to have emergency phone numbers and know where they keep important documentation \(birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists\) to prepare for potential family member detention or deportation.](#)

[LCER permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. LCER uses emergency card information only for specified emergencies, not for other purposes.](#)

Caregiver Authorization Affidavits

[LCER encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. LCER will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit.](#)

When Parents Are Detained or Deported

[If immigration authorities detain or deport a student's parent or guardian, LCER:](#)

- [Uses the student's emergency card contact information to release the student to designated emergency contacts](#)
- [Releases the student to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf](#)
- [Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions](#)

Family Safety Plans

[LCER encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.](#)

Additional Resources

[When a family member is detained, LCER may refer students and families to:](#)

ICE Detainee Locator (<https://locator.ice.gov/odls#/search>)

- [Helps determine if and where family members are detained](#)
- [Requires date of birth and Alien Registration Number \(A-Number\) if available](#)
- **Note:** [Use this only to locate detained individuals. LCER never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions](#)

Legal Assistance

- [Legal aid organizations may secure detained parents' release or arrange student visits](#)

- California organizations accredited by the Board of Immigration Appeals: <https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance: <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>

Consulates or Embassies

- The parent's or guardian's country of origin may offer additional information and assistance

Previous Policy Language:

~~The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”) is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.~~

~~LCER staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at LCER schools, except as may be required by state and federal law.~~

~~No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the LCER's programs and activities on the basis of his/her immigration status.~~

~~The President/CEO or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.~~

~~Consistent with requirements of the California Office of the Attorney General, the President/CEO or designee shall develop procedures for addressing any requests by a law enforcement officer for access to LCER records, school sites, or students for the purpose of immigration enforcement.~~

~~Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.~~

~~The President/CEO or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information.~~

Lewis Center for Educational Research

**AR 5145.13: STUDENTS
RESPONSE TO IMMIGRATION ENFORCEMENT**

Adopted: February 10, 2020

Revised:

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC [1232g](#), student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The President/CEO or designee shall annually notify parents/guardians that the Lewis Center for Educational Research (“LCER”) will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, LCER staff shall:

1. Notify the President/CEO or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the LCER or in cases involving investigations of child abuse, neglect, or dependency

Resources and data collected by the LCER shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.

Responding to Requests for Access to Students or School Grounds

LCER staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law.

LCER staff shall report the presence of any immigration enforcement officers to appropriate administrators.

As early as possible, LCER staff shall notify the President/CEO or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

In addition, LCER staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the President/CEO or designee, except under exigent circumstances that necessitate immediate action
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for being on school grounds and document the response
4. Request that the officer produce any documentation that authorizes his/her school access
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the President/CEO or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
 - a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, LCER staff shall inform the agent that they cannot consent to any request without first consulting with the LCER's legal counsel or other designated LCER official.
 - b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, LCER staff shall promptly comply with the warrant. If feasible, LCER staff shall consult with the LCER's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
 - c. If the officer has a subpoena for production of documents or other evidence, LCER staff shall inform the LCER's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.

8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, LCER staff shall document the officer's actions while on campus.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
 - a. A list or copy of the officer's credentials and contact information
 - b. The identity of all school personnel who communicated with the officer
 - c. Details of the officer's request
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
 - e. LCER staff's response to the officer's request
 - f. Any further action taken by the officer
 - g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the LCER's legal counsel or other designated LCER official

The LCER's legal counsel or other designated official shall submit a timely report to the LCER Board regarding the officer's requests and actions and the LCER's responses.

The President/CEO or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Family Member

The President/CEO or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The President/CEO or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The President/CEO or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists,

lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the President/CEO or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The President/CEO or designee shall only contact child protective services if LCER personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The President/CEO or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a LCER school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure.

The President/CEO or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

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

Date of meeting: May 18, 2026

Title:

**Retire LCER Board Policy 3515.7- Video Surveillance Security System
First Read of NEW LCER Board Policy 3515- Campus Safety
Retire BP and AR 7515- Security Incidents and Key Control**

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

Background: As discussed in the January Board Meeting, we recommend retiring BP 3515.7 and replacing it with a new BP 3515. This aligns the numbering with current California School Board Association (CSBA) policies.

We present here a new LCER BP 3515 that includes Campus Security Systems, Coordination with Law Enforcement, Safety Monitoring, Emergency Preparedness, and Security Infrastructure.

We recommend retiring BP, Facilities- Security and AR 7515-.Facilities- Security Incidents and Key Control. The BP and AR are not well aligned. Additionally, this information is either part of the schools' Comprehensive Safety Plan, covered in the new BP 3515, or part of a departmental SOP.

Fiscal Implications (if any): N/A

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

Recommendation:

Retire LCER BP 3515.7- Video Surveillance Security System.
Approve or Make Recommendations for a Second Read of BP 3515- Campus Safety.
Retire LCER BP and AR 7515.

Submitted by:

Lisa Lamb, President/CEO

Lewis Center for Educational Research

BP 3515.7: VIDEO SURVEILLANCE SECURITY SYSTEM

Adopted: September 12, 2011

Revised:

The organization may install, monitor, and maintain video surveillance systems at school sites and on other property operated by the organization. The purpose and function of the video surveillance system is to protect school property before, during, and after school hours. The intent is to reduced losses due to fire, theft and vandalism.

The organization will use a continuous program of "best practices" with regard to video surveillance systems. The following procedures will be implemented with periodic review.

General Guidelines

Video surveillance is particularly well suited to schools because of their controlled environment. The same students, faculty, and staff are present nearly every day. This facilitates identification, apprehension, and discipline of trespassers, and those involved in other criminal or disruptive behavior more readily than does an environment with an ever-changing population.

Each site administrator will have the responsibility, with the consent of the organization, to implement a video surveillance program, which promotes the goals of safety and security.

School administration will disseminate written materials describing the purpose and location of the video surveillance system and the guidelines for its use, as and when required.

Cameras will not be used in location where there is a reasonable expectation of privacy such as restrooms, locker rooms, private offices (without written consent), classrooms, conference rooms, or lounges.

Handheld video recorders may be appropriate. Their use can help to identify trespassers as well as those involved in other criminal or disruptive behavior. The tape provides a record to support disciplinary action against students and staff, as well as trespassers.

Conducting Ongoing and Specific Surveillance Activities

Information obtained through video surveillance will be used exclusively for security and law enforcement purposes. Real time monitoring of the cameras may take place.

Care and diligence will be taken to ensure that appropriate use is made of the video surveillance system. Any view of surrounding residential housing will be limited to that

available with unaided vision. The standard of a "reasonable expectation of privacy" will not be violated.

Cameras will not peer into private places, such as the inside of a car.

Designated users are prohibited from seeking and continuously viewing people becoming intimate in public places. Video surveillance will not be used for the monitoring of individuals in the performance of their job assignments.

Designated Authorized System Users

Designated users of the video surveillance system will be appointed and approved by the site administrator. Designated users will be trained in the use of video surveillance equipment and thoroughly briefed regarding rules regulating privacy, the Fourth Amendment, and district policy.

Designated users will receive training for the use of cameras and controls to maximize efficiency and clarity of focus. Included in this training will be simple pro-active maintenance, storage and use of surveillance images, changing of tapes, and record keeping.

Conducting Maintenance and Repairs

The school will rely on the organization and/or approved video surveillance vendors for all maintenance and repair to keep the equipment in proper working order.

Storage of Tapes/Disks

Recorded analog videotape and collected digital images will be stored on site in a secure location. Reasonable care will be exercised in the handling of tapes/disks, which can be considered as potential sources of evidence.

Lewis Center for Educational Research

**BP 3515: BUSINESS
CAMPUS SECURITY**

Adopted: May 18, 2026

Revised:

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”) is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting LCER property, facilities, and equipment from vandalism and theft.

The President/CEO or designee shall develop campus security procedures, which may be included in the LCER's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the President/CEO or designee shall regularly review current guidance on cybersecurity and digital media awareness and incorporate recommended practices into LCER's processes and procedures for protecting network infrastructure and for monitoring and responding to suspicious and/or threatening digital media content.

Reporting and Responding to Threats

Any certificated or classified employee, or other school official, whose duties bring them into regular contact with students in any grade level (TK–12), who is alerted to or observes any threat or perceived threat of a homicidal act, as defined in California Education Code 49390, shall take the threat seriously and act without delay.

For students in grades 6–12, employees shall immediately report the threat or perceived threat to law enforcement in accordance with California Education Code 49393.

For students in grades TK–5, employees shall immediately report any threat or perceived threat to site administration, which will determine appropriate next steps, including notification of law enforcement, in a manner consistent with applicable laws, school safety plans, and the student's developmental age.

All such incidents shall be documented and addressed in accordance with the school's comprehensive safety plan and applicable policies.

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with the infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

Surveillance Systems

In consultation with the school site council, safety planning committee, or other relevant stakeholders, and staff, the President/CEO or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability in LCER's surveillance equipment shall be disabled to prevent sound from being recorded.

Before the surveillance system is operational, the President/CEO or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. Such signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The President/CEO or designee shall also provide prior written notice to students and parents/guardians about LCER's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

To the extent that any images from LCER's surveillance system create a student or personnel record, the President/CEO or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, and administrative regulation.

Lewis Center for Educational Research

**BP 7515: FACILITIES
 SECURITY**

Adopted: June 5, 2003

Revised: December 12, 2016

The Lewis Center for Educational Research (LCER) is committed to maintaining the security of LCER facilities and grounds. The President/CEO or designee shall establish procedures to:

1. Minimize fire hazards.
2. Reduce the probability of faulty equipment.
3. Guard against the chance of electrical shock.
4. Maintain records in a safe place.
5. Maintain cash and checks in a locked location or safe. All funds are to be deposited in a timely manner.
6. Protect against vandalism and burglary.
7. Assign responsibility for use of LCER building keys through the Facilities Department.
8. Maintain locked buildings during non-business hours.
9. Secure outdoor areas and reduce the number of entrances which give access to LCER facilities and grounds, such as by means of fencing or landscaping.
10. Regularly monitor LCER campuses via surveillance cameras.
11. Provide security during non-business hours, as needed, to protect LCER property.

Lewis Center for Educational Research

**AR 7515: FACILITIES
 SECURITY INCIDENTS & KEY CONTROL**

Adopted: June 5, 2003

Revised: September 11, 2017

Security

Incidents of illegal entry, theft of Lewis Center (LCER) property, vandalism, and damage to property from other causes shall be reported by phone to the Director of Facilities or designee as soon after discovery as possible. A written report of the incident shall be made within 24 hours.

Keys

All keys used for LCER facilities shall be the responsibility of the Director of Facilities. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position. Master keys are issued only to administration and employees whose position requires a master key. No keys are to be given to anyone other than LCER employees or designated personnel established through an approved Contract, MOU or Joint Use Agreement.

The Director of Facilities shall set up a record keeping system of all keys issued.

Employees who have keys shall be responsible for the security of the room, gate or building involved. They shall lock all doors and windows and turn off all lights when leaving the room or building. They shall insure all gates are locked behind them after hours, on weekends and on breaks, including while in classroom or office.

The duplication of LCER keys is prohibited. The person issued a key shall be responsible for its safekeeping. If a key is lost, the person responsible shall report the loss to the Director of Facilities immediately

Keys shall be used only by authorized personnel and shall never be loaned to students.

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

Date of meeting: May 18, 2026

Title: AR 3314.3: Credit Card Usage

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

Background:

Administrative Regulation Policy 3314.3 is being updated to support the growing costs of goods and services and the increase to our credit limit with US Bank.

Fiscal Implications (if any):

None

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

Recommendation: Approve AR 3314.3 – Credit Card Usage

Submitted by: David Gruber, Director of Finance

Lewis Center for Educational Research

AR 3314.3: Credit Card Usage

Adopted: August 8, 2022

Revised: May 28, 2026

The Lewis Center for Educational Research ("LCER") Board of Directors ("Board") complies with applicable federal and state laws and regulations governing Business and Finance.

Credit Card Issuance

The President/Chief Executive Officer ("CEO") shall be issued an organization credit card upon approval from the Board with a credit card limit determined by the Board and not to exceed ~~\$8~~15,000. The CEO may request additional cards issued to additional staff for LCER purposes.

Credit Card Usage:

Purchasing Limits

1. The monthly limit shall be no greater than ~~\$5,000~~7,500.00 per card, except for the Purchasing Department card having a monthly limit no greater than ~~\$40~~100,000.00.
2. These limits may be adjusted on an individual case-by-case basis when requested by the CEO and approved by the Board.

The Department Director is responsible for:

- Comparing the Credit Card statements and documentation received from the cardholder.
- Reviewing charges to ensure that purchases are appropriate, and that required documentation is included.
- Approving, initialing, and dating the statements that were submitted by the cardholder.
- Forwarding the entire package including the original receipts and supporting documentation (i.e. packing slips, proof of delivery, quotes, etc.) to Accounts Payable.
- Notifying the Finance Department when a cardholder leaves or is transferred.

The Cardholder is responsible for:

- Ensuring that the organizational credit card is used appropriately, and all purchases are within the organization's allowable purchase requirements.
- Receive prior to Supervisor approval for all credit card purchases; additionally, purchase must be designated to a funding source.
- Reviewing the statements for accuracy and reconciling the credit card statement with the itemized vendor receipts and supporting documentation.
- Contact the credit card company on questionable items or disputed items within 30 days of receiving the credit card statement.

Possession of a LCER credit card is a responsibility and a privilege. Misuse and/or abuse of the credit card will result in the cancellation of the cardholder's privileges and may lead to holding the employee financially responsible and/or disciplinary action up to and include release from at-will employment.

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

Date of meeting: May 18, 2026

Title: BP 3400 Management of Organization Assets/Accounts

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

Background:

Board Policy 3400 is being modified to follow the audit guideline update. The State has increased the threshold for Capital Outlay from \$5,000 to \$10,000. This threshold will be utilized to identify capital equipment, building improvements and site improvements and the calculation of fixed assets and depreciation. Included in this board policy we are also identifying the policy and procedure to identify, alert, investigate and report risk of fraud, impropriety or irregularity of financial transactions.

Fiscal Implications (if any):

None

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

Recommendation: Approve BP 3400 Management of Organization Assets/Accounts

Submitted by: David Gruber, Chief Business Officer

Lewis Center for Educational Research

BP 3400: Management of Organization Assets/Accounts

Adopted: September 12, 2011

Revised: May 18, 2026

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”) recognizes its fiduciary responsibility to effectively manage and safeguard the organization’s assets and resources in order to help achieve the organization’s goal for student success. The President or designee shall establish and maintain accurate, efficient financial management systems to meet the organization’s fiscal obligations, produce useful information for financial reports, and safeguard the organization’s resources. He/she shall ensure that the organization’s accounting system provides ongoing internal controls and meets generally accepted accounting standards.

Capital Assets

The ~~Board of Directors~~ President or designee recognizes the importance of accurately identifying and valuing organization assets in order to help ensure financial accountability and to minimize the risk of loss or misuse. Organization assets with a useful life of more than one year and an initial acquisition cost of \$510,000 or more shall be considered capital assets. The President or designee shall determine the estimated useful life of each capital asset and shall calculate and report the estimated loss of value, or depreciation, during each accounting period for all capital assets.

Internal Controls/Fraud Prevention and Investigation

The Board expects all ~~employees~~, Board members, employees, consultants, vendors, contractors and other parties maintaining a business relationship with the organization to act with integrity and due diligence in duties involving the organization’s fiscal resources.

The President or designee shall ~~be responsible for developing~~ develop internal controls which aid in the prevention and detection of fraud, financial impropriety or irregularity within the organization. These internal controls may include, but are not limited to, segregating employee duties relating to authorization, custody of assets, and recording or reporting of transactions. ~~and shall comply with the Anti Fraud Policy & Reporting Procedures.~~

All employees shall be alert for any indication of fraud, financial impropriety, or irregularity within their area of responsibility. Any employee who suspects fraud, impropriety, or irregularity shall immediately report those suspicions to his/her immediate supervisor and/or the President or designee. In addition, the President or designee shall establish a method for employees and outside persons to anonymously report any suspected instance of fraud, impropriety, or irregularity.

The President or designee shall have primary responsibility for any necessary investigations of suspected fraud, impropriety, or irregularity, in coordination with legal counsel, charter auditors, law enforcement agencies, or other governmental entities, as appropriate.