

High Desert “Partnership in Academic Excellence” Foundation, Inc.

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

Agenda for Regular Joint Meeting of the High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors Academy for Academic Excellence School Board Committee and Norton Space and Aeronautics Academy School Board Committee

Meeting at Lewis Center for Educational Research, Mojave River Campus, Bldg. G
17500 Mana Rd., Apple Valley, CA 92307

Additional Location: Norton Space and Aeronautics Academy
503 E. Central Ave., San Bernardino, CA 92408

June 8, 2015 - Public Meeting – 7:00 a.m.

- 1.0 **CALL TO ORDER:** Chairman Bud Biggs
- 2.0 **ROLL CALL:**
 - .01 Foundation Board: Chairman Bud Biggs
 - .02 AAE School Board Committee: Chairman Kevin Porter
 - .03 NSAA School Board Committee: Chairman Scott Johnson
- 3.0 **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 shall be observed. Those wishing to speak are invited to fill out a Request to Speak Card and give it to the Secretary.
- 4.0 **SPECIAL PRESENTATIONS:**
 - .01 AAE Employee of the Semester Presentation – Chairman Bud Biggs
 - .02 AAE Student Statistics GPA Study Presentation - Michael Fosse & Dana Watkins
- 5.0 **INFORMATION INCLUDED IN PACKET:**
 - .01 Staff Reports
 - .02 Foundation Financial Reports
 - .03 Lewis Center Financial Reports
 - .04 AAE Financial Report
 - .05 NSAA Financial Report
 - .06 Internal Financial Statement
 - .07 Board Meeting Schedules for 2015-2016
 - .08 Board Attendance Log
 - .09 Board Give and Get
 - .10 Letter to Board from Robert DeNike
- 6.0 **DISCUSSION ITEMS:**
 - .01 Update to the Board - Rick Piercy
 - .02 Board Composition – Gordon Soholt
- 7.0 **STANDING BOARD COMMITTEE REPORTS:**
 - .01 (a) Budget/Audit Committee – Russell Stringham
 - (b) Fundraising Committee – Donna Siegel
 - (c) Personnel Committee – Regina Bell
- 8.0 **FOUNDATION BOARD CONSENT AGENDA:**
 - .01 Approve March 9, 2015 Regular Meeting Minutes
 - .02 Accept Resignation of Jack Hamilton from Foundation Board
 - .03 Approve BP 1312.3 Uniform Complaint Procedure Revision
 - .04 Approve BP 1312.1 Complaints Concerning LCER Personnel Revision
 - .05 Approve AR 1312.1 Complaints Concerning LCER Personnel Revision
 - .06 Approve BP 2120 President-CEO Revision

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- .07 Approve BP 2121 President-CEO Employment Contract Revision
- .08 Approve BP 2122 President-CEO Job Description Revision
- .09 Approve BP 2123 Evaluation of President-CEO Revision
- .10 Approve BP 2210 Administrative Leeway Revision
- .11 Approve BP 4112.4 Personnel Health Examinations Revision

9.0 **FOUNDATION BOARD ACTION ITEMS:**

- .01 2015-16 Budget
- .02 President/CEO Contract
- .03 Rick Piercy to Continue as Compensated Board Advisor for an Additional Year (2015-16)

10.0 **AAE SCHOOL BOARD COMMITTEE CONSENT AGENDA:**

- .01 Approve AAE Board Minutes of May 14, 2015, Regular Meeting
- .02 Approve Camp Whittle, Fawnskin, CA. – ASB High School Leadership Camp – August 28- 30, 2015
- .03 Approve Pine Summit, Big Bear, CA. – ASB Middle School Leadership camp - September 11-13, 2015
- .04 Approve MRC Campus, Gym - AFJROTC Cadet Officer Candidate Training School - July 17-18, 2015
- .05 Approve MRC Campus Gym - AFJROTC Cadet Special Teams Training School – July 21- 22, 2015
- .06 Approve MRC Campus Gym – AFJROTC Cadet Advanced Leadership Training School- August 7 – 8, 2015
- .07 Approve Washington D. C. – AFJROTC Senior Cadet Trip to Washington D.C. – October 3-7, 2015
- .08 Approve MRC Campus Gym – AFJROTC Cadet Advanced Leadership Training School – January 5-6, 2016
- .09 Approve El Segundo, CA. – AFJROTC Drill Team & Color Guard, SCIDM – March 4 – 5, 2016
- .10 Approve YMCA Camp Fawnskin, CA. – AFJROTC Leadership camp – March 21-25, 2016
- .11 Approve Los Alamitos, CA. – AFJROTC Drill Team & Color Guard, SCIDM – April 22-23, 2016
- .12 Approve Westin Hotel Palm Springs- Yearbook Camp – July 13 -15, 2015
- .13 Approve AAE LCAP 2014-15 Year 2
- .14 Approve AAE 2nd Interim Report

11.0 **NSAA SCHOOL BOARD COMMITTEE CONSENT AGENDA:**

- .01 Approve May 19, 2015 Regular Meeting Minutes
- .02 Approve NSAA LCAP 2014-15 Year 2
- .03 Approve NSAA 2nd Interim Report

12.0 **CLOSED SESSION:**

- .01 President/CEO Performance Evaluation

13.0 **ADJOURNMENT:** Chairman Biggs

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 48 hours before the meeting by calling (760) 946-5414 x201.

Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 17500 Mana Rd., Apple Valley, CA.

Lewis Center for Educational Research

STAFF REPORT

Date: May 29, 2015
To: Foundation Board
From: Gordon Soholt
Re: Lewis Center for Educational Research Updates

It seems that every year, the time passes more swiftly than in years past. This year is no different. It has been an exciting year at both the AAE and NSAA, as well as K16 Bridge, GAVRT and our incredible Local Outreach program. Below is a summary of the things my office has been working on and involved in over the past three months. Following that are reports from each department covering their accomplishments.

As always, thank you for your support of the Lewis Center and its educational outreach programs. I look forward to seeing you all at graduation this year.

March

- Attended Ramp-Up Grant Steering Committee meeting and planning meetings with VVC and high desert district superintendents (monthly).
- Attended both AAE and NSAA's school board meetings (monthly).
- Weekly construction meetings (Tuesday mornings) to review progress made and timelines for the project (weekly).
- Attended the valley wide Military Ball sponsored by the AAE AFJROTC at the Hilton Garden Inn. JROTC units from Apple Valley, Victorville, Hesperia and Adelanto were present. It was wonderful to see our incredible students in formal wear interacting in such an adult manner with students from other JROTC units. A former Army Lieutenant who lost his arm in an IED explosion in Iraq gave a very inspiring talk.
- Most of the Executive Team attended the California Charter Schools Association (CCSA) annual conference in Sacramento the third week of the month. I also participated in the CCSA Member Council meeting representing the Southern California Inland Region (San Bernardino, Riverside, Inyo & Mono counties). Many

great sessions were offered. The team met every evening to debrief and plan for the next day so that we were able to utilize our team more effectively.

- Chaired the Gear Up grant meeting w/representatives from VVC, Silverado High School and Victor Valley High School (monthly)
- Went to two Apple Valley Chamber of Commerce lunches, including the State of the Town meeting.
- Led two Executive Team meetings (every other week).
- Submitted the new AAE Charter petition to AVUSD. Lisa Lamb spearheaded the process with the participation of her administrative staff and the Executive Team as needed.

April

- Attended weekly construction meetings to review progress made and timelines for projects being completed.
- Went to the AAE v NSAA Middle School soccer game at NSAA. Wore neutral colors (blue) and saw a great game. It was a wonderful experience for both of our schools to come together in an athletic event. A group photograph of both teams together was taken after the game.
- Attended both AAE and NSAA's school board meetings.
- Met with Diana Alexander, Head of SB County Child Services Division to discuss concerns regarding Head Start and NSAA. The meeting went well and I will be setting up a meeting with NSAA, Head Start staff, Diana and me to discuss any remaining issues after the school year ends.
- Participated in meetings as a member of the SELPA Board of Directors and the CAHELP JPA (monthly).
- Attended and presented Opening Remarks & Welcome at the Foundation Art Show Reception. Also attended and assisted at the Art Show that Saturday.
- Jim Quinn and I met with Union Bank representatives to discuss any issues we had. Also found out and have applied for grant opportunities that Union Bank sponsors.
- Participated as a judge in Mr. Jeff Henderson's "Shark Tank" student presentations in his Economics class. The students had many incredible ideas and I was greatly impressed with their professionalism and the quality of their presentations.
- Met with Tom Hoegerman, AVUSD Superintendent, to discuss issues or concerns and plans for the future (monthly).
- Assisted with interviews for next year's potential Young Ambassadors student group.
- Led two Executive Team meetings (every other week). Budget was the main agenda item at both meetings.

- Hosted Mark Showalters, Astrophysicist, visit to Mission Control at the AAE during the afternoon. Attended a dinner at VVC prior to his address that evening on a Pluto fly-by mission that he is involved with. Enjoyed his presentation that evening at the VVC Performing Arts Center.

May

- Attended to the K16 Bridge Kick-off meeting at the VVC Performing Arts Center.
- Led two Executive Team meetings to finalize budget for presentation to the Budget Committee.
- Lisa Lamb, AAE Principal, and I took two students to Sacramento for the CCSA Advocacy Day. Met Lupita Girard, NSAA Principal, and two NSAA students at Sacramento. Participated in CCSA training. Met with Senator Sharon Runner, Assemblyman Jay Obernolte and Assemblyman Steinorth. These Senators and Assemblymen are in districts that represent the AAE and/or NSAA. We spent about 30 minute with each person and told him or her about our schools as well as advocating for specific pro-Charter school legislation.
- Courtesy of the CA School Boards Association, Paul Rosell, Director of Special Needs, and I spent 9 days in China (Shanghai, Pudong, Hongzhou) visiting schools and two of our sister schools. We met with teachers who have spent six weeks in the 2014-2015 schools year at the AAE. I also made a presentation at a Principal's Colloquium in Hangzhou. The days were long (7am to 8pm), but it was a wonderful opportunity to connect with old friends and discuss the differences and similarities between the Chinese educational system and that under which we operate. I also signed our 4th sister school agreement with a Middle School in Hangzhou. We were presented with an incredible Chinese ink landscape painting on a 7-foot long silk scroll. The school will be displayed in the AAE school office.
- Skyped into the Budget Committee meeting while in China.
- Attended three construction meetings with Darren Dowd, Lisa Lamb, Ryan Dorcey and Shannon Denmark (Conco Construction).
- Co-chaired the CCSA San Bernardino Regional meeting representing AAE and NSAA.
- Participated in the Personnel Committee meeting to work on my contract, evaluation and goals and objectives.
- As a member of the Scholarship Committee, I assisted with the selection of awardees for a variety of scholarships.

- Attended the AAE Choir Spring Concert – both elementary and MS/HS. It was a wonderful chance to hear how incredibly talented our students are and what a great teacher they have.
- Attended the AAE Band Spring Concert – under the direction of Mr. Sockwell and Ms. Katie Chavez (a former student), the band was absolutely amazing!
- Attended the AAE Guitar/Strings Spring Concert – under the direction of Mr. Chandler, also our Choirmaster). Our students demonstrated their mastery of complex instruments and arrangements. Their love of music and performing was powerfully evident.
- Participated as a member of the CAHELP JPA Governance Council Special Meeting at SELPA.
- Met with the AAE and NSAA principals and members of the Executive Team (Stacy Newman, Jim Southwick, Jim Quinn, and Ryan Dorcey) to assist with the completion of each school's Local Control Accountability Plan (LCAP). The LCAP is due to the County Office of Education by July 1, 2015.

Upcoming Events

- Sunday, June 7th @ 5pm – AAE Senior Awards and Scholarships in the MRC gym
- Tuesday, June 9th @ 10am – AAE Kindergarten graduation in the MRC gym
- Wednesday, June 10th @ 5pm – NSAA 8th grade graduation. This will be our first 8th grade graduation featuring the students who started with us in second grade when the school first opened. A wonderful time, filled with memories, is planned. It would be great to have a large Board turnout at this event.
- Thursday, June 11th @ 8am – AAE 8th grade awards ceremony
- Thursday, June 11th @ 8:30am – NSAA Kindergarten graduation ceremony
- Friday, June 12th @ High Desert Church, Victorville– staff and Board dinner begins at 5pm and the graduation ceremony will start promptly at 6:30pm. Please let Teresa Dowd know if you plan to attend so that we can ensure that your gown is pressed. It would be great to have a large Board turnout at this event.

Items for Discussion or Updates

- Construction updates for AAE and NSAA
- Board Roles and Responsibilities

GRANT WRITER ACTIVITIES

January Activities:

- Research, write Lumina Foundation grant
- Research, write, submit Drown Foundation grant
- Research, meetings, communiques, CDE: ASES grant
- Research, meetings, communiques, IUSD RFP
- Research Motorola Innovation Generation grant
- Research new 6 Month Funding Forecast
- Ongoing daily Research

February Activities:

- Research, write, revisions, meetings, communiques: Lumina Foundation Grant
- Research, write, meetings, communiques: Wells Fargo Community Action Grant
- Research, webinar: Motorola Innovation Generation Grant
- Tobacco Use Prevention Education (TUPE) research for AAE/NSAA
- Research, write RGK Foundation Grant
- Six Month Funding Forecast Research and ongoing daily research

March Activities:

- Research, write, communiqués, teleconferences: Lumina 2015 Proposal (K16 Bridge Build-out for SB County)
- Research, write RGK Foundation proposal
- Research, write Wells Fargo proposal (SB County build-out)
- Research, write Union Bank capital improvement grant
- Ongoing daily Research

April Activities:

- Research, write, communiqués, teleconferences: K16 Bridge Program Build-out for San Bernardino County
 - NCER Federal Research Grant
 - Lumina Foundation (SBCUSD surveys)
 - RGK Foundation
 - Wells Fargo Foundation
- Research, write: CERA Classroom Innovation Grant (AAE and NSAA)
- Research, write: Union Bank Grant with Due Diligence Survey
- Ongoing daily Research

Lewis Center for Educational Research
Academy for Academic Excellence

Principal's Report
Lisa Lamb
MAY 2015

K-4 Elementary

- **Below are the “Discipline” totals for AAE Elementary School (Grades K to 4) for the 2014-2015 school year.**

In-House Suspensions.....4

Suspensions.....14

Expulsions.....0

- May 1 First grade presented their spring program, “How Does Your Garden Grow?”
- Stewie the Duck visited K-1 to teach them about water safety rules.
- Knights-in-Training (KIT) session #4 was held on May 5 and 7. Sherry Hoyt-Cline presented health information. Laura Unferdorfer presented attendance information. Valli Andreasen provided the required workshop for volunteering and 116 individuals completed that step in becoming an approved volunteer.
- PTC held its BOGO Scholastic Book Fair at all three elementary campuses May 4-8. This year PTC earned \$10,000 through book fairs.
- Mothers were honored by the second grade classes at a special mother’s tea held May 8.
- Grades 3-4 completed SBAC assessments May 11-26.
- Volunteers were invited to attend the K-12 Volunteer Reception held on May 12. The theme was “Super Heroes.” The elementary choir performed, this year’s PTC board was recognized, everyone received a certificate and service award pin, and refreshments were served.
- May 13-15 were K-12 Spirit Days. Students were invited to dress up as tourists on Wednesday, fans on Thursday, and Friday was Battle of the Classes.
- May 14 PTC held it’s last meeting for the 2015-16 school year. They were able to give the school over \$24,000 this year.
- Second grade visited the Long Beach Aquarium of the Pacific for their field trip on May 19.
- Fourth grade visited the Discovery Cube on May 26.
- Elementary yearbooks put together by Breanna Beare and Tammy Brand this year were distributed May 29.
- AR parties were held for students on June 4, 5, and 8.
- Second grade students presented class talent shows on June 5.
- Fourth quarter awards assemblies were held for grades K-5 during the first week of June.

- Our annual kindergarten celebration will be held in the gym at 10:00 AM June 9. Following the celebration, a round-up will be held for all incoming kindergarten families from 1-4 PM.
- Field Days will be held on June 10 at Thunderbird Campus and on June 11 at the Corwin and Mojave River campuses.
- Fifth grade will be celebrating the end of elementary grades with a skate party at Power Play Center on June 10 after school.

Grades 5-8

5/5/15-5/27/15

- Community
 - Lottery – 5/21
- PTC
 - Scholastic Book Fair – 5/4-5/8
 - Monthly Meeting – 5/14
- ASB
 - Spirit Days - 5/13-5/15
- Love and Logic
 - N/A
- VPA
 - MS/HS Piano Recital – 5/21
 - Spring Choir Concert – 5/26
- Interventions
 - Weekly Detention Hall- Mondays, Tuesdays, and Thursdays
 - KHAS Tutoring – 5/5
 - SART Meeting – 5/7
 - ALT Meeting – 5/7
- Other
 - K-12 Teaching Staff Collaboration – 5/6, 5/13, 5/20
 - SBAC Science Test – 5/7
 - 6th Grade Science Camp-Pine Summit – 5/20-5/22
- Discipline totals for grades 5-8, 2014-2015
 - Expulsions 5th-8th 1
 - In-House Suspensions 27
 - Suspensions 29

Grades 9-12 Vice Principal, Wes Kanawyer

- Community
 - Lottery – 5/21
- PTC
 - Monthly Meeting – 5/14
- ASB
 - Spirit Days - 5/13-5/15
 - HS Dodge Ball Tournament – 5/14, 5/15
 - Junior & Senior Prom-Mission Inn, Riverside – 5/16
- Love and Logic
 - N/A
- VPA
 - Concert Band Performance – Mavericks Stadium – 5/8
 - MS/HS Piano Recital – 5/21
 - Spring Choir Concert – 5/26
- AFJROTC
 - AFJROTC KHAS Famine Support – 5/8
 - Commanders' Call – 5/13, 5/20
 - Annual Leadership Awards Ceremony – 5/13
 - AFJROTC Military Ball – 5/23
- Interventions
 - Weekly Detention Hall- Monday, Tuesday, and Thursdays
 - KHAS Tutoring – 5/5
 - SART Meeting – 5/7
 - ALT Meeting – 5/7
 - Senior Trip to VVC – 5/19
- Other
 - AP Testing – 5/5-11
 - K-12 Teaching Staff Collaboration – 5/6, 5/13, 5/20
 - Yearbook Field Trip – Jostens Plant in Visalia – 5/7
 - SBAC Science Test – 5/7
 - CAHSEE Testing – 5/13
 - Senior TA Appreciation Luncheon – 5/15
 - HOSA meeting – 5/18
 - Senior Class Meeting – 5/19, 5/26
- Discipline totals for grades 9-12, 2014-2015
 - Expulsions 9th-12th 2
 - In-House Suspensions 10
 - Suspensions 18

Registrar

Kinder	95
1st	95
2nd	96
3rd	112
4th	113
5th	113
6th	116
7th	120
8th	114
9th	113
10th	111
11th	83
12th	95
	1376

Athletic Department

- *Spring Sports:*
 - **Varsity Boys Baseball-** The boys finished the regular season with a record of 10-7 (6-6 Cross Valley League) and advanced to the CIF-SS playoffs for a school record 9th consecutive year. They'll be on the road in the first round of the playoffs traveling down to St. Monica Academy in Pasadena on Thursday, May 21st.
 - **Varsity Girls Softball-** This young girls team led by only two seniors finished the season with an overall record of 10-10 (6-6 Cross Valley League) and firmly locked up third place (ACE and Riverside Prep). They also tied a school record for consecutive CIF-SS playoff appearances with 9. They started off the playoffs with a convincing wild card win over Capistrano Valley Christian on May 19th and will head to Grace Brethren on May 21st for their first round game.
 - **Varsity Track & Field-** The boy's and girl's track and field teams both continue to have outstanding seasons with the girls team winning their second league championship while the boys finished in 2nd place in the CVL. The Cross Valley League CIF Qualifying Meet was held on Friday May 8th where 7 of our athletes advanced to the CIF prelims that were held on Saturday May 16th in Carpinteria. Only one athlete, sophomore Hannah Hanson who actually won the high jump event will be moving onto the CIF Finals on Saturday May 23 at Cerritos College.
 - **Varsity Golf-** The golf team led by senior CVL MVP Robert Penalber finished the regular season in fourth place but did send two golfers to the league finals that were held at the Apple Valley Golf Course over the span of two days and 36 holes. Robert continued his league dominance by winning the finals by 10 strokes! He represented the AAE at the CIF finals on May 11th at Victoria Club Golf Course in Riverside but unfortunately did not advance.

- ***Middle School Boys Basketball-*** The boys led by Varsity Boys Coach Darryl Stoudemire had an extremely successful year finishing with a perfect regular record of 10-0 and winning their division. They returned to the playoffs for the 8th time in 9 years and unfortunately lost to a very talented Loma Linda Academy team in the quarterfinals.
- ***Middle School Girls Basketball-*** Also led by Coach Stoudemire, he guided his girls to a very successful regular season record of 7-3 narrowly missing the playoffs for the first time in 8 years. This has and continues to be one of our most successful programs compiling a record of 41-7 over the past 4 years.
- ***Middle School Co-ed Soccer-*** The Middle School Soccer team led by co-head coaches Arely Flores and Ken Cooper had an unbelievable year finishing with a record of 11-0-2 record and winning their 3rd consecutive division championship. They hosted and unfortunately lost a heartbreaker in the semifinals on penalty kicks to Woodcrest Christian. Over the past three years this team has an unbelievable record of 30-4-2!
- ***Items of Interest:***
 - The Athletic Department named its nominees for the annual “Rick Gabrielson Memorial Fund High Desert Athlete of the Year Awards”. This year the two seniors nominated will be three sport letterman Nicole Carr and All League Athlete Kaleb Bryant. These two athletes will be recognized at a luncheon on Sunday, June 7th
 - On Wednesday, May 27th the Athletic Department will host our 4th Annual Knights Athletic Awards honoring all of our athletes accomplishments for the 2014-15 school year.
 - The Athletic Department is proud to announce that we’ll officially be adding Tennis as one of our sports offerings starting in the 2015-16 school year. The girl’s team will compete in the fall with the boy’s team competing in the spring. Practices will be held at Victor Valley College with all matches held at our opponent’s site.
 - In the fall of 2015 the Athletic Department will be raising our minimum G.P.A requirement to 2.3 (from 2.0). This change will be made to keep up with the NCAA eligibility requirements that are already in place.

ASB

As we lead into the end of the school year, the ASB students have accomplished quite a bit and still have much to offer to the student body before the end. Here are a just a few highlights over the past few months.

- ASB students planned an awesome middle school assembly that took place during April. During the assembly they had a guest speaker and a professional magician give life lessons about bullying and self esteem. The presentation was awesome, and it concluded with a fun/ meaningful activity that rewarded kids for stepping out of their comfort zone and interacting with someone that they didn’t know before. It all went very well and the ASB students did a spectacular job planning this event.
- Prom was on May 16th and was a wonderful night for all who attended. Over 100 students and alumni attended this event at the Historic Mission Inn where they ate

and danced the night away. All went well and was a memorable evening for all who attended.

- The students planned a school wide Movie Night at the Digiplex theater in Apple Valley for the premier of The Avengers: Age of Ultron. Tickets sold out in only a few days and it should be an awesome event with a full theater of Knights.
- The ASB will be participating again in this year's Relay for Life at Victor Valley College. We had a blast planning and attending this event last year and we are excited to stand up for this awesome cause again this year.
- Over 140 students applied for next year's ASB which is a record as far as we know. After spending hours reading applications and recommendations, we held over 80 interviews in three days. From these interviews, we chose a great group of students to represent the student body next year. We will also be holding elections for officers at the end of this week.

It has been a very busy fourth quarter so far for the students and we are all very proud with how proactive they have been in their roles as ASB members given our time limitations. Please feel free to let us know if you have any questions, and as always thank you for your support.

Lewis Center for Educational Research Norton Space and Aeronautics Academy



Date: May 26, 2015
To: Gordon Soholt & NSAA Board
From: Lupita Girard, NSAA Principal
Re: NSAA Principal Report—June 8, 2015

ENROLLMENT 700

K	123
1 st Grade	107
2 nd Grade	95
3 rd Grade	97
4 th Grade	81
5 th Grade	81
6 th Grade	65
7 th Grade	20
8 th Grade	21
ISAI	10

STUDENT ACTIVITIES

- 7th grade students will participate in an over-night trip to the Ocean Institute in Dana Point May 26th and 27th. Eighteen students will participate, and Mr. Villanueva, Ms. Garrett, and Principal Girard will be going as staff chaperones.
- Middle Grades last dance of the year-Hawaiian Theme 5:00-8:00 pm
- Our last Rockets in Training event will be on June 2nd. We held the first one May 4th. These events are a great way to provide orientation to our incoming kinder students and parents. Also, teachers have an opportunity to meet their students, and to carry out some informal assessments in regards to the students' "school skills," social skills, and some academic skills.
- 4th grade students will participate in a fieldtrip to Olvera St. on June 4th
- June 5th will be the NSAA's End of the Year Carnival, which is organized by the PTO as the biggest fundraiser for the school. Parents and teachers have been working hard getting organized for their game booths.
- June 8th-June 11th NSAA will have NSAA Spirit Week in which students are encouraged to wear crazy hats, crazy sunglasses, crazy socks, etc.!
- June 10th NSAA celebrates its first 8th grade cohort promotion! Board members are invited to attend. The ceremony will take place on the blacktop from 5:00-7:30 pm.
- June 11th will be the last day of school and the Kinder Promotion ceremonies as follows:
8:30-9:15 Ms. Moreno, Ms. Quintero & Ms. Ramos classes
9:45-10:30 Ms. Mesinas & Ms. Torres classes
Students have been practicing songs, and how to walk to receive their "diploma." What a great way to envision themselves graduating from college!

PARENT INVOLVEMENT

- ELAC ballots will be sent out and collected before the school year is over.
- NSAA's end of the year Carnival will be June 5th. This is the biggest fundraiser of the year earning about \$10,000! The event is only made possible because of the collaboration between teachers, staff, and the many parent volunteers. The carnival is planned for June 6th from 3:00-6:30 pm.
- There will be a Volunteer Appreciation during the last PTO meeting of the year. Teachers will contribute to a potluck to treat those parents who fulfill 30 or more hours of volunteer work.

PROFESSIONAL DEVELOPMENT

- SBCSS Common Core consultants provided support at NSAA for the Teacher planning day May 23rd
- Other dates have been formalized for next school year to ensure the future support from SBCSS Common Core State Standards consultants.

STAFFING

Efforts are under way to fill the following positions at NSAA:

- 4 Full time Dual Immersion Teachers (1 for 4th, 1 for 5th, 1 for first grade, and 1 for 2nd grade).

UPCOMING EVENTS—please join us at any events you are interested in!

- 5/29—Middle Grades Dance-Hawaiian Theme 5:00-8:00 pm
- 6/2—Rockets in Training-3:00-5:00 p.m.
- 6/3—Million Words Pizza with the Principal Party
- 6/3—Volunteer Appreciation Day
- 6/4—4th Grade Fieldtrip Olvera St.
- **6/5—CARNIVAL!!!**
- 6/8—LCER Board Meeting 8:00 at the AAE & Telecast at NSAA in Rm. K-5
- 6/9—3rd Grade Picnic 12:00-1:15 pm
- 6/8-6/11-**School Spirit Week**
- 6/8 CRAZY SOCKS DAY
- 6/9 CRAZY HAT DAY
- 6/10 CRAZY SUNGLASSES
- 6/11—FREE DRESS DAY (no short-shorts, no spaghetti straps we encourage “graduation dress”-**LAST DAY OF SCHOOL-MINIMUM DAY!**)

AWARDS ASSEMBLIES

- **Monday 6/8**
8:30-9:00—1st Grade
9:15-9:45—2nd Grade
- **Tuesday 6/9**
8:30-9:00—3rd Grade
9:15-9:45—4th Grade
- **Wednesday 6/10**
8:30-9:00—5th Grade

- 9:15-9:45— 6th, 7th Grade
- **8th Grade PROMOTION Thursday 6/10** 5:00-7:30 on the black top
 - **KINDERGARTEN PROMOTION THURSDAY 6/11**
8:30-9:15-- Ms. Moreno, Ms. Quintero & Ms. Ramos classes
9:45-10:30-- Ms. Mesinas & Ms. Torres classes
 - 8/ 7—Teachers first day of school for 2015-2016
 - 8/11—Students first day of school for 2015-2016

The full NSAA calendar is posted on our website at: <http://www.lewiscenter.org/nsaa/>

Lewis Center for Educational Research
Academy for Academic Excellence
Norton Space and Aeronautics Academy

STAFF REPORT

Date: May 2015

To: Gordon Soholt, Chief Executive Officer

From: Paul Rosell, Director of Special Education

Re: Special Needs Department

Special Needs - AAE

As we draw close to the end of the 2014/2015 school year, we take a few moments to reflect on the myriad of activities and accomplishments that have been realized by students, parents and staff at the AAE.

Of note in the Special Needs department are the various foundational classes that have been developed, at the secondary level, to assist students who struggle in core academic class, i.e., math, English Language Arts, Science, History, etc. If a student has been identified as struggling, the educational team can meet and discuss the appropriateness of a schedule change to include one of foundational classes. We have found, most especially in math, that the ability for the teacher, in the foundational class, to modify curricular demands, i.e., time, amount and difficulty, has been instrumental in providing the level of support that is needed.

The outcome of these types of classes and related supports is that teachers are feeling less stressed, parents are encouraged and above all, students report a higher level of confidence in their learning. This success leads to higher levels of individual and group motivation. Students are more naturally engaged and personally involved in classroom or learning activities. Literature on student motivation spells out that if a student anticipates success, no matter the subject, motivation to perform that task increases and the quality of work is noticeably better.

Lastly, one of the significant successes of this year has been the enhancement of the Individualized Educational Plan (IEP) meetings. The heart of any education program for a special needs student is based on the quality of the IEP. When team members focus their collaborative efforts in first identifying student needs, then deciding upon the most effective strategies and intervention, our students are thriving. Academic skills continue to move upward, behavioral issues decrease and, at the end of the day, students are better prepared for the “real” world.

Special needs staff members are tireless in their efforts to do whatever is needed in order to realize success for each student.

Current Special Education Numbers:

AAE Special Needs Numbers (December – Pupil Count):

Total (AAE) - 111
Speech ONLY - 29
Pending Referrals - 8

Love and Logic:

This has been highly productive and fruitful year for the Love and Logic trainings that have taken place. Desiree Atwater, the Love and Logic Coordinator, reports that our parents and school staff continue request information and materials that will help them to guide their students to own and solve their own problems. When the focus is on building capacity in students, the first thing that needs to be done is identified the lagging skill and then provided training and practice to ensure that the necessary skill is incorporated into daily life activities.

Plans are under way for next year where more parents and staff will have the opportunity to either learn or hone their skills. By doing so the young people of today will have a better opportunity for success. Furthering the implementation of the Love and Logic will be key for us to reach our goals.

If you have any questions or you would like additional information regarding Love and Logic Classes or instructional materials, please contact Desiree Atwater at (760) 946-5414.

Special Needs - NSAA

Members of the Special Needs Department have been very busy completing assessments and conducting Individualized Educational Plan meetings. It is common, as we draw near the close of the school year, that both teachers and parents express additional student concerns and ask for supports, interventions and services. Special needs staff members have been so responsive in addressing these needs.

As part of the planning for the 2015/2016, additional staff will be hired to assist our students with more challenging learning difficulties, which often leads to behavioral challenges. An Intensive Specialized Academic Instructional class will be formed for the upper grades, 5th through 8th. Often, these older students can develop various behavior and social challenges that can interfere with their learning and education. We have found that when students are appropriately supported these problematic behaviors and emotional challenges.

Based on the current supports and services provided our students are making consistent and steady progress towards their IEP goals and learning objectives. Parents report how pleased they are with the educational program and how well their students are progressing.

The NSAA special needs staff should be commended for their tireless and selfless efforts in going above and beyond the call to meet their students needs.

NSAA Special Needs Numbers:

Total- 48

Speech ONLY- 12

Pending referrals- 3

Love and Logic:

Love and Logic is completing the last training sessions for the year. It has been a very active year. Parents who participated in the classes provided have developed necessary problem solving skills. Research indicates that students who develop critical thinking skills, and use them to assist in solving problems or issues, are better able to appropriately manage challenges in their lives without resorting to more self-destructive or problematic behaviors. The skills taught in the Love and Logic curriculum are mission critical for each of our students and their families.

To: Board of Directors

From: James M. Quinn, Director of Finance

Subject: Quarterly Report 2nd Quarter 2015

A. I have prepared 2nd Interim Reports for the Apple Valley School District and the County of San Bernardino. The reports were filed when due and will to be included in the June meeting packet.

B. The Federal Cash Management Reports were filed in April for all categorical funding.

C. P-2 attendance has now been filed and Veronica has taken on the responsibility for attendance reporting. In addition, Diana Davisson has taken the lead role in CaLPADS and CBEDS.

D. The third quarter 2014-15 Internal Financial Statements have been presented to Union Bank as of May 14, 2015 and will also be presented at the June board meeting.

E. I continue to be a member of CASBO (California Association of School Business Officials) but have not been able to be active at meetings. Veronica Caldron will take my place when I am not able to attend.

F. I will be attending a workshop at the County Superintendent of Schools regarding the Governor's Budget May Revision 2015-16. It appears that there will be additional funds available for 2015-16.

G. The audit for fiscal year 2014-15 is now under way. I anticipate completion in the winter season as usual.

H. The new HR system is in place. We anticipate full implementation to happen early next school year.

I. I am receiving continuing education from the California CPA Foundation with specific emphasis on School District issues and Not-For -Profit ones.

J. I will be attending a two day workshop on SACS, the Standardized Account Code Structure for California School Districts, in Sacramento in early June. We have not as yet adopted the system for our internal accounting and this course will introduce the concepts and design for me to pass along to our software company and to staff pursuant to implementation. The system will be a significant time saver in the long run. Once we adjust our accounting to match the SACS system CDE software will take information from our present software and prepare statements usable for most school reporting.

**Human Resources Department
Stacy Newman
February 25, 2015 – May 26, 2015**

AAE

New Hires:

Lamb	Nicholas	3/18/2015	Guest Teacher
Frost	Jacob	3/10/2015	Classified sub
Hackney	Stephen	3/2/2015	Guest Teacher
Johnson	Connie	2/27/2015	Certificated Substitute

Reclassifications:

N/A

Terminations:

Navedo	Carlos	5/15/2015	Facilities Assistant
Hackney	Stephen	4/13/2015	Guest Teacher
Thomas	Alyson	3/24/2015	Teacher, Math
Ortiz	Lorraine	3/19/2015	Classified Sub

NSAA

New Hires:

Teran	Juliana	5/7/2015	Classified Sub (LVN)
Mendoza	Roxanne	5/21/2015	Classified Sub
Villalpando	Ana	4/29/2015	Classified Sub
Taylor	Nicholas	3/23/2015	Facilities Technician
Kochinsky	Inez	3/14/2015	Administrative Assistant

Reclassifications:

N/A

Terminations:

Bravo	Viviana	4/1/2015	Instructional Assistant
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Positions Currently Posted / In the Interview Process / or Recently Hired

AAE:

Certificated:

Guest Teacher – Ongoing Posting
Music Teacher – Posted on Edjoin
Math Teacher – Interviews Completed, reference checks
ROTC Instructor – Posted on Edjoin

Classified:

Classified Substitute – Ongoing Posting
Facilities Assistant – Posted on Edjoin

NSAA:

Certificated:

Education Specialist (2) – Posted on Edjoin
Elementary Teacher (FT) (3) – Posted on Edjoin
Guest Teacher – Ongoing Posting
Speech and Language Pathologist – Recently Hired

Classified:

Administrative Assistant – Recently Hired
Facilities Technician – Posted on Edjoin
Classified Substitute – Ongoing Posting
Instructional Assistant – Posted on Edjoin

HR Activities including both AAE & NSAA:

- Created job postings / descriptions for above positions
- Advertised new positions: internally, Edjoin, Daily Press, Desert Dispatch, LCER Website, Monster.com, Local Universities
- Collected and screened job applicants. Recruited and interviewed employees for NSAA and AAE as well as following up with thank you letters and emails for those applicants/candidates who were not selected
- Conducted new hire orientations for new employees, job-reclassifications, and completed exit interviews
- Processed new hire paperwork for recent new hires, including DOJ, background checks, benefits paperwork, etc.
- Processed paperwork for employee terminations
- Prepared packet for volunteers to include: DOJ fingerprint procedures, LCER Agreements: Proprietary, Child Abuse, Internet Use, etc.
- Maintained volunteer fingerprint information and DOJ database as well as provided training at the Parent/Volunteer workshops at the AAE
- Prepared for this semester's Employee of the Semester: nominations, meetings, selections, awards, presentations, etc.
- Prepared & monitored seasonal coaching contracts
- Follow up to employee notices for: CPR/First Aid, Mandated Sexual Harassment Training for Supervisors, TB tests, etc.
- Maintained employer pull notices through the DMV
- Sent letters to employees for expirations of TB tests, Food handler's cards, CPR/First Aid cards, etc
- Wrote new procedures and set up implementation for TB tests for parents and volunteers to be in line with new laws
- Wrote new procedures and set up implementation for sick time accrual and usage to be in line with new laws.
- Personnel issues: benefits, compensation, FMLA, terminations, EDD claims, UI, DOJ fingerprint issues, Workers' Comp claims, etc
- Maintain program for sending and receiving Employer Pull Notice Information to/from the DMV in a further effort to go paperless
- Balance health insurance statements
- Processed Workers' Comp & Student Injury Claims
- Attended Exec Team, UITs, HDEAC, EDD, BTSA, Credentials, CASBO Contracts, First Investors, Abila/Abra & SBCSS UI meetings workshops & trainings
- Attended board meetings for High Desert Employer Advisory Council

- Calculated pay reconciliations for finance department for employees' terminations, leaves, etc.
- Updated workers' comp and student accident forms
- Information import complete on new HR software. Payroll has been run off of the new system successfully. Next step is to implement web timesheets.
- Board Policy and Charter updates
- Ongoing BTSA/Induction management
- Ongoing credentials monitoring
- Prepared and sent Reasonable Assurance letters for 2015-2016
- Prepared salary calculations to be sent for 2015-2016
- Updated and prepared Employment Agreements for classified and certificated staff to be sent for 2015-2016
- Updated Uniform Complaint Procedures
- Investigated and responded to OCR complaints

IT Board Report

- IT has supported the new testing from the Smarter Balanced Assessment Consortium. Each student laptop grades 4th-8th and 11th had the Secure Browser software installed to allow for testing. Both AAE and NSAA students were fully supported.
- 6 additional wireless access points (WAP) were installed to provide greater stability for wireless communications for SBAC testing.
- All LCER logos converted to vector format for high resolution usage
- UPS batteries replaced across campus and server room
- 35 NSAA staff members, to include all teachers, received new Macbook Airs to upgrade their existing laptops or desktop computers.
- CDO security office at the AAE has been outfitted with multiple monitoring points including a 40" inch TV. This will allow CDOs to better monitor and protect our students from dangerous activities or intruders anywhere on campus.
- All Xerox printers across AAE and NSAA were replaced with new units. NSAA was given an additional high output Xerox to allow for greater printer access while printing EngageNY materials.
- Activities performed for campus consolidation:
 - Performed inventory and orders are prepared for needed equipment.
 - Designed wired network, utilizing as much existing equipment as possible to save funds.
 - Designed security camera network/locations for maximum coverage.
 - Mapped out WiFi network
 - Planned phone location/extensions for teachers
- Replaced security cameras that failed over last quarter.
- 550 supports tickets were resolved since last report.

GAVRT

- 64 antenna sessions conducted with 817 students since last report.
- Visited Northwest Career Technical Academy to work with students from across the school to introduce them to GAVRT. NWCTA Radio Astronomy Team headed by teacher Darrell Warren extended the invitation.
- In collaboration with VVC, GAVRT and the LCER hosted Dr. Mark Showalter of the SETI Institute to talk with our students regarding the arrival of the New Horizons spacecraft at Pluto. Dr. Showalter was then the inaugural speaker at the 1st Annual VVC Stem Lecture Series.

Lewis Center for Educational Research Facilities Department Report

At AAE MRC all portables are in place for consolidation.

Sewer line realignment project is starting.

Edison has switched us over to the new lines. They will be pulling wire on June 15 and taking down the poles.

E108 had water damaged and had to be moved. It will be repaired.

Q103 had water damage and side of building will be repaired.

Construction on A101 will start for the Ramp up Grant through VVC. It will be used as a classroom/training room.

Preparing to hire a Facilities Assistant at AAE to replace open position.

Preparing to hire a full time groundskeeper that will cover AAE and NSAA.

Turned in plans for 2 new portables at NSAA. Planning to sit them in June.

Preparing to hire a Facilities Tech to replace open position at NSAA.

Roof peeled back during high winds on portable building at Corwin. Was able to screw it back down securely.

Facilities Tech retired at Corwin. Moved NSAA Facilities Tech to AAE due to HVAC qualifications that will help the center save money.

Fixed main water leak at Thunderbird and patched parking lot. Will have parking lot repaired over the summer.

Looking into moving T38 Jet Plane from Thunderbird to MRC.

Preparing to inventory furniture to prepare for consolidation.

Attended CCSA conference in March.

Attended weekly construction meetings.

Met with the Town on the sewer project.

Lewis Center for Educational Research

Foundation Board Report Research and Development June 2015

Testing season is in full swing! Below is an update of each assessment given over the past few months:

- As part of the California Assessment of Student Performance and Progress System (CAASPP) students in grades 3 thru 8 and 11 are required to participate in the online SBAC ELA and Math summative assessments. In addition, students in grades 5, 8, and 10 were also given the STAR Science assessment. The State mandates a participation rate of 95%. Attached are the completion rates for each school. Although testing does not begin until late April, preparation starts in January. It requires multiple departments to work together to pull testing off over a 6 week period. The biggest hurdle the assessment office continues to run into is finding space to meet the mandated spacing requirements.
- As part of graduation requirements, students are given the California High School Exit Exam (CAHSEE). Students are first given the exam in February of their sophomore year. Multiple administrations are given through out the year to give students the opportunity to successfully meet the requirement. This year's class of sophomores, totaling 111 students, resulted in 105 students passing the ELA portion and 107 students passing the Math portion of the February administration. Results from the May administration given to 4 juniors and 2 seniors are expected to arrive in mid July from the CDE.
- Advanced Placement (AP) exams were administered May 5th thru May 13th. Juniors and Seniors chose from the following subjects: Calculus AB and BC, English Literature, US Government and Politics, US History, English Language, and Statistics. We had 49 students sign up for a total of 93 tests. Results will be available online in July.
- We hired a new CELDT examiner to service the AAE campus for the 2015-16 school year. She attended a training along with the NSAA examiner in April to prepare for next year. The bulk of CELDT testing will occur July 1 – October 31. Materials have been ordered and we anticipate testing approximately 500 students.
- The window for Physical Fitness Testing (PFT) closes May 31st. The PE department at both schools have been busy testing all students in grades 5, 7,

and 9. Results from these assessments are used by the Physical Education departments to set goals for the upcoming school year.

- Our department will take on the responsibility for CALPADS reporting for the 2015-16 school year to ensure data that is transferred from Illuminate into CALPADS is accurate. Under Local Control Funding Formula (LCFF) this data has a significant impact on the amount of money received by both schools from the California Department of Education. We are starting a Data Team comprised of all departments that input data into one of our management systems to ensure accuracy and reliability when reporting to CDE. This is a collaborative effort involving staff members from all departments and both schools.

5/26/2015

Test Completion Rate
Smarter Balanced

AAE

Test Name	School	Opportunity	Total Student	Total Student Started	Total Student Completed	Percent Started	Percent Completed
G03 Summative ELA PT - Land Formations	AAE	1	112	107	107	95.54%	95.54%
G03 Summative ELA Test	AAE	1	112	107	107	95.54%	95.54%
G03 Summative Math PT - Fitness Challenge	AAE	1	112	105	105	93.75%	93.75%
G03 Summative Math Test	AAE	1	112	106	106	94.64%	94.64%
G04 Summative ELA PT - Deserts	AAE	1	114	113	113	99.12%	99.12%
G04 Summative ELA Test	AAE	1	114	112	112	98.25%	98.25%
G04 Summative Math PT - Class Pet	AAE	1	114	113	113	99.12%	99.12%
G04 Summative Math Test	AAE	1	114	113	113	99.12%	99.12%
G05 Summative ELA PT - Power Of Water	AAE	1	113	113	113	100.00%	100.00%
G05 Summative ELA Test	AAE	1	113	113	113	100.00%	100.00%
G05 Summative Math PT - Sandbox	AAE	1	113	113	113	100.00%	100.00%
G05 Summative Math Test	AAE	1	113	113	113	100.00%	100.00%
G06 Summative ELA PT - Inventions	AAE	1	117	115	115	98.29%	98.29%
G06 Summative ELA Test	AAE	1	117	115	115	98.29%	98.29%
G06 Summative Math PT - Amusement Park	AAE	1	117	115	115	98.29%	98.29%
G06 Summative Math Test	AAE	1	117	115	115	98.29%	98.29%
G07 Summative ELA Test	AAE	1	120	117	116	97.50%	96.67%
G07 Summative Math PT - Walking Path	AAE	1	120	114	114	95.00%	95.00%
G07 Summative Math Test	AAE	1	120	118	118	98.33%	98.33%
G08 Summative ELA Test	AAE	1	113	111	110	98.23%	97.35%
G08 Summative Math PT - South Pole	AAE	1	113	107	107	94.69%	94.69%
G08 Summative Math Test	AAE	1	113	110	108	97.35%	95.58%
G11 Summative ELA Test	AAE	1	83	82	81	98.80%	97.59%
G11 Summative Math PT - Roof Truss	AAE	1	83	78	78	93.98%	93.98%
G11 Summative Math Test	AAE	1	83	82	79	98.80%	95.18%

Test Completion Rate
Smarter Balanced Interim Assessments

Test Name	School	Opportunity	Total Student	Total	Total	Percent Started	Percent Completed
				Student Started	Student Completed		
G04_Interim Math Numbers Ops Base 10 (IAB)	AAE	1	114	72	63	63.16%	55.26%
G04_Interim Math Fractions (IAB)	AAE	1	114	70	51	61.40%	44.74%
G04_Interim ELA Edit Revise (IAB)	AAE	1	114	26	25	22.81%	21.93%
G04_Interim ELA Research (IAB)	AAE	1	114	28	25	24.56%	21.93%
G04_Interim ELA Read Info (IAB)	AAE	1	114	24	24	21.05%	21.05%
HS_Interim ELA Test (ICA)	AAE	1	402	75	70	18.66%	17.41%
G04_Interim ELA Listen Interpret (IAB)	AAE	1	114	23	12	20.18%	10.53%
G04_Interim Math PT Animal Jumping (IAB)	AAE	1	114	22	11	19.30%	9.65%
G03_Interim Math Test (ICA)	AAE	1	401	69	31	17.21%	7.73%
HS_Interim ELA PT Marshmallow (IAB)	AAE	1	402	29	26	7.21%	6.47%
G04_Interim ELA Test (ICA)	AAE	1	114	76	6	66.67%	5.26%
G03_Interim Math Ops Algebraic Think (IAB)	AAE	1	426	25	21	5.87%	4.93%
G04_Interim Math Test (ICA)	AAE	1	114	50	5	43.86%	4.39%
G03_Interim ELA Test (ICA)	AAE	1	427	79	18	18.50%	4.22%
G03_Interim Math Performance Task	AAE	1	401	28	16	6.98%	3.99%
G04_Interim ELA Brief Write (IAB)	AAE	1	114	23	4	20.18%	3.51%
G04_Interim Math Ops Algebraic Think (IAB)	AAE	1	114	24	2	21.05%	1.75%
G03_Interim ELA Test (ICA)	AAE	2	427	7	4	1.64%	0.94%
CAA Gr. 8 ELA	AAE	1	1	1	0	100.00%	0.00%

5/26/2015

Test Completion Rate
Smarter Balanced

Norton Space and Aeronautics Academy

Test Name	School	Opportunity	Total Student	Total Student Started	Total Student Completed	Percent Started	Percent Completed
G03 Summative ELA PT - Trees	NSAA	1	99	98	98	98.99%	98.99%
G03 Summative ELA Test	NSAA	1	99	98	98	98.99%	98.99%
G03 Summative Math PT - Science Kit	NSAA	1	99	98	98	98.99%	98.99%
G03 Summative Math Test	NSAA	1	99	98	98	98.99%	98.99%
G04 Summative ELA PT - Deserts	NSAA	1	84	83	82	98.81%	97.62%
G04 Summative ELA Test	NSAA	1	84	83	83	98.81%	98.81%
G04 Summative Math PT - Class Pet	NSAA	1	84	83	83	98.81%	98.81%
G04 Summative Math Test	NSAA	1	84	83	83	98.81%	98.81%
G05 Summative ELA PT - American West	NSAA	1	83	81	81	97.59%	97.59%
G05 Summative ELA Test	NSAA	1	83	82	80	98.80%	96.39%
G05 Summative Math PT - Cabinet Org	NSAA	1	83	81	81	97.59%	97.59%
G05 Summative Math Test	NSAA	1	83	81	81	97.59%	97.59%
G06 Summative ELA PT - Aztec Empire	NSAA	1	66	66	66	100.00%	100.00%
G06 Summative ELA Test	NSAA	1	66	66	66	100.00%	100.00%
G06 Summative Math PT - Amusement Park	NSAA	1	66	66	66	100.00%	100.00%
G06 Summative Math Test	NSAA	1	66	66	66	100.00%	100.00%
G07 Summative ELA PT - Renewable Energy	NSAA	1	20	20	20	100.00%	100.00%
G07 Summative ELA Test	NSAA	1	20	20	20	100.00%	100.00%
G07 Summative Math PT - Walking Path	NSAA	1	20	20	20	100.00%	100.00%
G07 Summative Math Test	NSAA	1	20	20	20	100.00%	100.00%
G08 Summative ELA PT - Internet	NSAA	1	21	21	21	100.00%	100.00%
G08 Summative ELA Test	NSAA	1	21	21	21	100.00%	100.00%
G08 Summative Math PT - Yogurt	NSAA	1	21	21	21	100.00%	100.00%
G08 Summative Math Test	NSAA	1	21	21	21	100.00%	100.00%



Built by teachers, tested by kids

**Quarterly Report
2nd Quarter 2015**

The K16 Bridge Program's High Desert senior transition project is on pace to set a new record with over 3,000 Bridge seniors in the Victor Valley having applied to VVC for fall admission. Currently over 1,700 of that group have completed the full matriculation process. The Bridge Counselors at our 22 participating area high schools are still working with seniors to get the matriculation number up to 2,000 by June 1st. So far the Bridge Counselors have generated over 1,700 preliminary educational plans which I have been informed by other Bridge Colleges has to be the highest in the State. Unfortunately it's not all good news. The placement testing data shows that so far only 73 out of 1,703 students who took the VVC college placement exam qualified for college level math. When counting English, reading and math scores together only 4% of our area seniors are considered ready to enter college level courses. We are working to remedy that situation and do have a number of pilot courses going on at different schools aimed at raising placement scores. These pilots will be finishing up in the next two weeks at which time the students participating in the pilots will take the college placement exam. The pilots are at AAE, University Prep, and Serrano with each testing different models so that we can evaluate the level of success each one generates. We will be sharing that data with area schools in June. I have been invited to present the results of the pilots at the College Board National Conference in Philadelphia in late June.

On May 1st the K16 Bridge Program held its 2015-2016 Kick Off at Victor Valley College. Dr. Roger Wagner (President of VVC), Joe Brady (VVC Board President), Ted Alejandre (County Superintendent) and Robert Lovingood (County Supervisor) were the featured speakers. The focus of the conference was on the new My Mentor 2.0 system and our approach to meeting the career and preparedness challenge now facing K-12 institutions. We limited the event to only three components of the new programs since we didn't have enough time to cover all of the new features. The first program presented was the new tutoring system which will feature the full Khan Academy program that will be activated by Common Core aligned questions provided by Peterson's. One of the unique feature of this program is that we are working to connect directly with a school's Student Information System (SIS) so that scores can be auto loaded into the teacher's grade book. The second component shown was the new Clear Path career and academic planning system. Working with Virtual Job Shadow of Atlanta, Georgia and EUREKA we are developing a planning system that can be activated by a student's career assessments and exploration or by general inquiry.. The program will provide the student and parent an academic road map for their career choice starting as young as 6th grade. Finally, we presented CPST which is a college placement prep course that is part of the package we offer from Peterson's. We will be working with participating schools through all of our Bridge regions on integrating the software into senior classes in order to reduce the level of remediation students are currently testing into.

My Mentor 2.0 is moving forward with BCT of Fresno, California working on the programming of the new system. The goal is to rollout the first phase of this program in August with the second rollout scheduled in January. We are right now discussing with colleges the best dates in August and September to do presentations to their feeder schools of the new system. We are hoping to also be able to add to the rollout a new project with Virtual Job Shadow and CALSA (California Association of Latino Superintendents and Administrators). This new program will have VJS filming successful Latino's in a variety of career fields. The goal is to integrate these video's into the library of high quality video's now offered on VJS. CALSA is going to take the lead in bringing VJS together with these career standouts.

I didn't want to end this report without mentioning that we received a large number of inquiries about the new Navy Honors Physical Fitness program that was also mentioned at the conference. We had a number of representatives from the Navy at the May 1st event. Katie Piercy is leading the effort to develop the curriculum for the program and will be working with schools to get this program into their schools. The goal of this program is to make sure that students leave their secondary school prepared both mentally and physically for their chosen career, school or military branch. Serrano already has over 150 students signed up for the pilot program starting in the fall.

Thank you,

Chris Piercy
Director, The K16 Bridge Program

**THE HIGH DESERT PARTNERSHIP IN ACADEMIC EXCELLENCE
COMBINED BALANCE SHEET AND INCOME STATEMENT
February 1 - February 28, 2015**

CHECKING (HIGH DESERT PARTNERSHIP)

Beginning Balance			\$1,967.37
Revenue			
Transfer from Savings - Educational Activity Grants and SLT	\$5,610.00		
	<i>Total</i>	\$5,610.00	
Expenditures			
AAE - SLT	\$110.00		
David Pike - Educational Activity Grant for National Board Cert & Academy	\$2,250.00		
Heather Biewend - Educational Activity Grant for BER Courses	\$1,000.00		
	<i>Total</i>	\$3,360.00	
Ending Balance		<i>Total</i>	\$4,217.37

SAVINGS (HIGH DESERT PARTNERSHIP)

Beginning Balance			
Restricted Funds - AAE Capital Campaign			\$126,225.97
Restricted Funds - AAE PTC Scholarship			\$4,016.80
Restricted Funds - AAE Staff Scholarship			\$429.33
Restricted Funds - Damiani Scholarship			\$181.75
Restricted Funds - Davis Endowment			\$11,923.81
Restricted Funds - Foundation Board Scholarship			\$486.29
Restricted Funds - HiDAS Endowment			\$64,235.84
Restricted Funds - IT Scholarship			\$729.29
Restricted Funds - Mike Klein Teacher Scholarship			\$7,473.47
Restricted Funds - Daniel Kobold Scholarship			\$18.00
Restricted Funds - NSAA Capital Campaign			\$96.62
Restricted Funds - Rick Piercy Scholarship			\$2,516.94
Restricted Funds - Schools First Scholarship			\$0.00
Restricted Funds - Senior Leadership Team			\$4,905.17
Unrestricted Funds (includes designated scholarship funds)			\$49,959.76
Restricted Funds - VPA Scholarship			\$966.00
			\$274,165.03
Revenue			
SLT	\$2,748.45		
IT Scholarship	\$25.00		
Art Show - Vendors, Sponsors	\$2,830.00		
Interest	\$20.98		
	<i>Total</i>	\$5,624.43	
Expenditures			
Ed Activity Grants - Biewend, Pike, Hays	\$5,500.00		
SLT	\$110.00		
	<i>Total</i>	\$5,610.00	
Ending Balance			
Restricted Funds - AAE Capital Campaign			\$126,236.46
Restricted Funds - AAE PTC Scholarship			\$4,016.80
Restricted Funds - AAE Staff Scholarship			\$429.33
Restricted Funds - Damiani Scholarship			\$181.75
Restricted Funds - Davis Endowment			\$11,924.86
Restricted Funds - Foundation Board Scholarship			\$486.29
Restricted Funds - HiDAS Endowment			\$64,241.09
Restricted Funds - IT Scholarship			\$754.29
Restricted Funds - Mike Klein Teacher Scholarship			\$7,473.47
Restricted Funds - Daniel Kobold Scholarship			\$18.00
Restricted Funds - NSAA Capital Campaign			\$96.62
Restricted Funds - Rick Piercy Scholarship			\$2,516.94
Restricted Funds - Schools First Scholarship			\$0.00
Restricted Funds - Senior Leadership Team			\$7,543.62
Unrestricted Funds (includes designated scholarship funds)			\$47,293.95
Restricted Funds - VPA Scholarship			\$966.00
		<i>Total</i>	\$274,179.46

Total Checking and Savings

\$278,396.83

**THE HIGH DESERT PARTNERSHIP IN ACADEMIC EXCELLENCE
COMBINED BALANCE SHEET AND INCOME STATEMENT
March 1 - March 31, 2015**

CHECKING (HIGH DESERT PARTNERSHIP)

Beginning Balance		\$4,217.37
Revenue		
Transfer from Savings - SLT	\$1,595.00	
<i>Total</i>	\$1,595.00	
Expenditures		
SLT - Ebmeyer Bus	\$1,595.00	
Ken Hays - Educational Activity Grant for National Board Cert & Academy	\$2,250.00	
<i>Total</i>	\$3,845.00	
Ending Balance	<i>Total</i>	\$1,967.37

SAVINGS (HIGH DESERT PARTNERSHIP)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$126,236.46
Restricted Funds - AAE PTC Scholarship		\$4,016.80
Restricted Funds - AAE Staff Scholarship		\$429.33
Restricted Funds - Damiani Scholarship		\$181.75
Restricted Funds - Davis Endowment		\$11,924.86
Restricted Funds - Foundation Board Scholarship		\$486.29
Restricted Funds - HiDAS Endowment		\$64,241.09
Restricted Funds - IT Scholarship		\$754.29
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - NSAA Capital Campaign		\$96.62
Restricted Funds - Rick Piercy Scholarship		\$2,516.94
Restricted Funds - Schools First Scholarship		\$0.00
Restricted Funds - Senior Leadership Team		\$7,543.62
Unrestricted Funds (includes designated scholarship funds)		\$47,293.95
Restricted Funds - VPA Scholarship		\$966.00
		\$274,179.46
Revenue		
SLT	\$3,536.50	
Foundation Board Scholarship	\$300.00	
Art Show - Vendors, Sponsors, Donations, Reception	\$2,590.00	
Interest	\$24.18	
<i>Total</i>	\$6,450.68	
Expenditures		
SLT	\$1,595.00	
<i>Total</i>	\$1,595.00	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$126,248.55
Restricted Funds - AAE PTC Scholarship		\$4,016.80
Restricted Funds - AAE Staff Scholarship		\$429.33
Restricted Funds - Damiani Scholarship		\$181.75
Restricted Funds - Davis Endowment		\$11,926.06
Restricted Funds - Foundation Board Scholarship		\$786.29
Restricted Funds - HiDAS Endowment		\$64,247.13
Restricted Funds - IT Scholarship		\$754.29
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - NSAA Capital Campaign		\$96.62
Restricted Funds - Rick Piercy Scholarship		\$2,516.94
Restricted Funds - Schools First Scholarship		\$0.00
Restricted Funds - Senior Leadership Team		\$9,485.12
Unrestricted Funds (includes designated scholarship funds)		\$49,888.79
Restricted Funds - VPA Scholarship		\$966.00
	<i>Total</i>	\$279,035.14
Total Checking and Savings		\$281,002.51

**THE HIGH DESERT PARTNERSHIP IN ACADEMIC EXCELLENCE
COMBINED BALANCE SHEET AND INCOME STATEMENT
April 1 - April 30, 2015**

CHECKING (HIGH DESERT PARTNERSHIP)

Beginning Balance		\$1,967.37
Revenue		
Transfer from Savings - SLT	\$1,513.56	
Transfer from Savings - Art Show Expenses	\$2,519.96	
	\$4,033.52	
Expenditures		
Cash for Art Show Expenses and Prizes	\$850.00	
Paul Starks - Parade of Pianos for Art Show	\$100.00	
SLT - Magic Mountain Tickets	\$1,513.56	
Art Show Artist 50%	\$20.00	
Transfer to Savings - Art Show Expenses	\$850.00	
	\$3,333.56	
Ending Balance	<i>Total</i>	\$2,667.33

SAVINGS (HIGH DESERT PARTNERSHIP)

Beginning Balance		
Restricted Funds - AAE Capital Campaign		\$126,248.55
Restricted Funds - AAE PTC Scholarship		\$4,016.80
Restricted Funds - AAE Staff Scholarship		\$429.33
Restricted Funds - Damiani Scholarship		\$181.75
Restricted Funds - Davis Endowment		\$11,926.06
Restricted Funds - Foundation Board Scholarship		\$786.29
Restricted Funds - HiDAS Endowment		\$64,247.13
Restricted Funds - IT Scholarship		\$754.29
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - NSAA Capital Campaign		\$96.62
Restricted Funds - Rick Piercy Scholarship		\$2,516.94
Restricted Funds - Schools First Scholarship		\$0.00
Restricted Funds - Senior Leadership Team		\$9,485.12
Unrestricted Funds (includes designated scholarship funds)		\$49,888.79
Restricted Funds - VPA Scholarship		\$966.00
		\$279,035.14
Revenue		
SLT	\$439.00	
AAE Staff Scholarship	\$240.00	
Foundation Board Scholarship	\$100.00	
Art Show - Vendors, Sponsors, Donations, Reception, Sales	\$12,066.95	
Interest	\$23.08	
	\$12,869.03	
Expenditures		
SLT	\$1,513.56	
Art Show - Artist 50% from Art Show Sales	\$1,011.50	
Art Show Expenses - Reimburse LCER credit cards	\$1,508.46	
	\$4,033.52	
Ending Balance		
Restricted Funds - AAE Capital Campaign		\$126,260.09
Restricted Funds - AAE PTC Scholarship		\$4,016.80
Restricted Funds - AAE Staff Scholarship		\$669.33
Restricted Funds - Damiani Scholarship		\$181.75
Restricted Funds - Davis Endowment		\$11,927.22
Restricted Funds - Foundation Board Scholarship		\$886.29
Restricted Funds - HiDAS Endowment		\$64,252.90
Restricted Funds - IT Scholarship		\$754.29
Restricted Funds - Mike Klein Teacher Scholarship		\$7,473.47
Restricted Funds - Daniel Kobold Scholarship		\$18.00
Restricted Funds - NSAA Capital Campaign		\$96.62
Restricted Funds - Rick Piercy Scholarship		\$2,516.94
Restricted Funds - Schools First Scholarship		\$0.00
Restricted Funds - Senior Leadership Team		\$8,410.56
Unrestricted Funds (includes designated scholarship funds)		\$59,440.39
Restricted Funds - VPA Scholarship		\$966.00
	<i>Total</i>	\$287,870.65
Total Checking and Savings		\$290,537.98

The High Desert Partnership in Academic Excellence Foundation, Inc.

Balance Sheet

As of 6/1/2015

Current Year

Assets

Union-Checking	634,700.24
Union-Savings	500,731.36
Other-Checking	2,255,123.92
Other-Savings	0.00
DCB-NASA	1,441.72
DCB-CD	0.00
Petty Cash	20,809.11
Union Bank Trust Accounts	20,314.24
Accounts Receivable	222,344.66
Prepaid Expenses	17,624.24
Fixed Assets	<u>11,191,071.91</u>
Total Assets	<u>14,864,161.40</u>

Liabilities and Net Assets

Accounts Payable Vendor	187,340.03
Accounts Payable - CDE	0.00
Other Liability	428,657.42
Long Term Debt	5,690,000.00
Fund Balance	9,904,823.81
Excess Revenues over Expenditures	<u>(1,149,841.22)</u>
Total Liabilities and Net Assets	<u>15,060,980.04</u>

The High Desert Partnership in Academic Excellence Foundation, Inc.
Statement of Revenues and Expenditures
From 7/2/2014 Through 6/1/2015

	Bridge	AAE	Global Ops	NSAA	Operating	IT	Total
Revenue							
Revenue							
Revenue	<u>323,228.52</u>	<u>10,781,931.66</u>	<u>74,781.85</u>	<u>6,036,620.64</u>	<u>59,029.29</u>	<u>80.22</u>	<u>17,634,529.46</u>
Total Revenue	323,228.52	10,781,931.66	74,781.85	6,036,620.64	59,029.29	80.22	17,634,529.46
Interest							
Revenue - Interest	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>494.69</u>	<u>0.00</u>	<u>494.69</u>
Total Interest	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>494.69</u>	<u>0.00</u>	<u>494.69</u>
Total Revenue	<u>323,228.52</u>	<u>10,781,931.66</u>	<u>74,781.85</u>	<u>6,036,620.64</u>	<u>59,523.98</u>	<u>80.22</u>	<u>17,635,024.15</u>
Expense							
Salaries							
Certificated	92,306.50	4,348,943.48	0.00	1,956,132.60	262,100.84	0.00	6,659,483.42
Classified	<u>0.00</u>	<u>1,092,808.03</u>	<u>66,465.73</u>	<u>563,918.81</u>	<u>809,065.09</u>	<u>340,405.93</u>	<u>2,872,663.59</u>
Total Salaries	92,306.50	5,441,751.51	66,465.73	2,520,051.41	1,071,165.93	340,405.93	9,532,147.01
Benefits							
	<u>11,631.34</u>	<u>1,500,375.69</u>	<u>20,579.96</u>	<u>673,967.94</u>	<u>354,662.95</u>	<u>127,946.47</u>	<u>2,689,164.35</u>
Total Benefits	11,631.34	1,500,375.69	20,579.96	673,967.94	354,662.95	127,946.47	2,689,164.35
Books and Supplies							
	<u>5,823.43</u>	<u>484,320.95</u>	<u>10,960.56</u>	<u>484,095.44</u>	<u>202,765.26</u>	<u>84,267.79</u>	<u>1,272,233.43</u>
Total Books and Supplies	5,823.43	484,320.95	10,960.56	484,095.44	202,765.26	84,267.79	1,272,233.43
Services, Other Operating Expenses							
	<u>105,893.96</u>	<u>232,672.67</u>	<u>1,302.62</u>	<u>325,266.57</u>	<u>599,302.30</u>	<u>144,239.83</u>	<u>1,408,677.95</u>
Total Services, Other Operating Expenses	105,893.96	232,672.67	1,302.62	325,266.57	599,302.30	144,239.83	1,408,677.95
Operating Expenses							
Capital Outlay							
	<u>35,980.14</u>	<u>10,768.19</u>	<u>0.00</u>	<u>64,861.00</u>	<u>14,860.41</u>	<u>84,101.25</u>	<u>2,497,595.41</u>
Total Capital Outlay	35,980.14	10,768.19	0.00	64,861.00	14,860.41	84,101.25	2,497,595.41
Other Outgo - Debt Service							
	<u>0.00</u>	<u>317,360.93</u>	<u>0.00</u>	<u>0.00</u>	<u>39,916.88</u>	<u>0.00</u>	<u>360,744.69</u>
Total Expense	<u>251,635.37</u>	<u>7,987,249.94</u>	<u>99,308.87</u>	<u>4,068,242.36</u>	<u>2,282,673.73</u>	<u>780,961.27</u>	<u>17,760,562.84</u>

**Lewis Center for Educational Research
Academy for Academic Excellence
Norton Space and Aeronautics Academy**
Statement of Revenues and Expenditures by Period
Comparative of 2011/12 and 2012/13

	07/01/2013 - 06/01/2014			07/01/2014 - 06/01/2015		
	Actuals year-to-date	Total Budget	Budget Variance	Actuals year-to-date	Total Budget	Budget Variance
Revenue						
Revenue						
Revenue	<u>17,286,611.14</u>	<u>15,681,554.00</u>	<u>1,605,057.14</u>	<u>17,634,529.46</u>	<u>16,951,953.00</u>	<u>682,576.46</u>
Budget Carryover	<u>373,495.83</u>	<u>407,450.00</u>	<u>(33,954.17)</u>	<u>3,506,473.67</u>	<u>3,825,244.00</u>	<u>(318,770.33)</u>
Capital Improvements	<u>803,000.00</u>	<u>876,000.00</u>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Total Revenue	<u>18,463,106.97</u>	<u>16,965,004.00</u>	<u>1,605,057.14</u>	<u>21,141,003.13</u>	<u>20,777,197.00</u>	<u>682,576.46</u>
Interest						
Revenue - Interest	<u>818.48</u>	<u>5,000.00</u>	<u>(4,181.52)</u>	<u>494.69</u>	<u>0.00</u>	<u>494.69</u>
Total Interest	<u>818.48</u>	<u>5,000.00</u>	<u>(4,181.52)</u>	<u>494.69</u>	<u>0.00</u>	<u>494.69</u>
Total Revenue	<u>18,463,925.45</u>	<u>16,970,004.00</u>	<u>1,600,875.62</u>	<u>21,141,497.82</u>	<u>20,777,197.00</u>	<u>683,071.15</u>
Expense						
Salaries						
Certificated	<u>6,451,751.49</u>	<u>7,018,742.00</u>	<u>566,990.51</u>	<u>6,659,483.42</u>	<u>7,482,090.00</u>	<u>822,606.58</u>
Classified	<u>2,706,806.86</u>	<u>3,000,582.00</u>	<u>293,775.14</u>	<u>2,872,663.59</u>	<u>3,081,361.08</u>	<u>208,697.49</u>
Total Salaries	<u>9,158,558.35</u>	<u>10,019,324.00</u>	<u>860,765.65</u>	<u>9,532,147.01</u>	<u>10,563,451.08</u>	<u>1,031,304.07</u>
Benefits	<u>2,458,626.36</u>	<u>2,781,255.00</u>	<u>322,628.64</u>	<u>2,689,164.35</u>	<u>3,117,453.28</u>	<u>428,288.93</u>
Books and Supplies	<u>1,316,632.87</u>	<u>1,447,015.00</u>	<u>130,382.13</u>	<u>1,272,233.43</u>	<u>1,442,027.65</u>	<u>169,794.22</u>
Services, Other Operating Expenses	<u>1,226,673.84</u>	<u>1,596,664.00</u>	<u>369,990.16</u>	<u>1,408,677.95</u>	<u>1,634,588.00</u>	<u>225,910.05</u>
Capital Outlay	<u>2,141,043.92</u>	<u>991,883.00</u>	<u>(1,149,160.92)</u>	<u>2,497,595.41</u>	<u>3,678,978.00</u>	<u>1,181,382.59</u>
Other Outgo	<u>318,220.94</u>	<u>161,000.00</u>	<u>(157,220.94)</u>	<u>360,744.69</u>	<u>375,000.00</u>	<u>14,255.31</u>
Total Expense	<u>16,619,756.28</u>	<u>16,997,141.00</u>	<u>377,384.72</u>	<u>17,760,562.84</u>	<u>20,811,498.01</u>	<u>3,050,935.17</u>

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 3/3/2015 Through 6/1/2015

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
3/4/2015	34473	CharterSAFE	19,813.63	Insurance premium pymt for March
3/4/2015	34480	SBCSS	26,105.03	NSAA STRS contributions for Feb
3/4/2015		SBCSS	70,311.78	LCER/AE - STRS contributions for Feb
3/4/2015	34485	Employment Development D	14,822.94	Cert - PIT #815-1243-6 for Feb
3/4/2015	34486	SBCSS	10,831.60	NSAA - PERS contributions for Feb
3/4/2015		SBCSS	36,584.80	LCER/AE - PERS contributions for Feb
3/16/2015	34540	SISC	165,693.20	Health coverage for March 2015
3/26/2015	25567	Lewis Center for Ed Researc	80,000.00	Transfer funds from DCB to Union
3/27/2015	34663	Conco Construction	43,062.77	Progress pymt for Norton expansion
3/27/2015	34668	Impact Construction Service:	20,175.00	Shuttle & reinstall 3 classroom portables
3/31/2015	237		188,766.17	Group: CLASS; Pay Date: 3/31/2015
4/1/2015	238		442,450.60	Group: CERT; Pay Date: 4/1/2015
4/2/2015	34640	CharterSAFE	22,014.63	Insurance premium pymt for April
4/2/2015	34645	Employment Development D	14,907.50	Cert - PIT #815-1243-6 for March
4/2/2015	34648	SBCSS	10,790.14	NSAA - PERS contributions for March
4/2/2015		SBCSS	36,089.82	LCER/AE - PERS contributions for March
4/2/2015	34656	SBCSS	26,275.47	NSAA STRS contributions for March
4/2/2015		SBCSS	68,761.87	LCER/AE - STRS contributions for March
4/10/2015	34693	Conco Construction	14,535.10	Progress payment for Norton
4/10/2015		Conco Construction	26,575.57	Progress payment for Norton
4/13/2015	34742	SISC	165,741.95	Health coverage for April 2015
4/24/2015	34804	BCT Consulting, Inc	18,250.00	Dvlpmt of Data Pipeline, Interface mock-ups,App dvlpmt
4/30/2015	239		175,612.86	Group: CLASS; Pay Date: 4/30/2015
4/30/2015	34856	Allard Engineering, Inc.	10,000.00	R/W and TCE deeds for Traffic Signal
4/30/2015		Allard Engineering, Inc.	30,939.16	AV Rd traffic signal, Roadway design, Urban Crossroads
5/1/2015	240		420,615.20	Group: CERT; Pay Date: 5/1/2015
5/4/2015	34847	SBCSS	24,706.89	NSAA STRS contributions for April
5/4/2015		SBCSS	69,191.84	LCER/AE - STRS contributions for April
5/4/2015	34848	SchoolsFirst Federal Credit	10,902.74	Employee TSA contributions - April 2015
5/4/2015	34852	Employment Development D	14,463.49	Cert - PIT #815-1243-6 for April
5/4/2015	34853	SBCSS	11,371.70	NSAA - PERS contributions for April
5/4/2015		SBCSS	35,885.98	LCER/AE - PERS contributions for April
5/7/2015	34873	Apple Computer, Inc.	40,114.20	35 MacBook airs for Norton
5/7/2015	34877	Bergstrom Construction Inc.	12,500.00	Initial deposit for work in A101
5/12/2015	25568	Lewis Center for Ed Researc	76,000.00	Transfer funds from DCB to Union
5/13/2015	34939	Pontious and Associates	16,925.00	Modifications for portable expansion
5/13/2015	34946	YM & C	11,644.62	Legal services through 4/3/015 - Davis
5/15/2015	34913	SISC	166,855.75	Health coverage for May 2015
5/19/2015	34952	Pine Summit	14,081.52	Final payment for Science Camp - 5/20-22/15
5/29/2015	241		194,269.94	Group: CLASS; Pay Date: 5/31/2015
6/1/2015	242		<u>439,758.84</u>	Group: CERT; Pay Date: 6/1/2015
Report Total			<u>3,298,399.30</u>	

The High Desert Partnership in Academic Excellence Foundation, Inc.
Statement of Revenues and Expenditures
From 7/2/2014 Through 6/1/2015

	Actuals - This Month	Actuals - Year-to- Date	Budget - Year-to-Date	Total Budget for 13/14	Percent Total Budget Remaining
Revenue					
Revenue					
Revenue	17,634,529.46	17,634,529.46	15,539,290.28	16,951,953.00	4.02%
Budget Carryover	0.00	0.00	3,506,473.66	3,825,244.00	(100.00)%
Total Revenue	17,634,529.46	17,634,529.46	19,045,763.94	20,777,197.00	(15.13)%
Interest					
Revenue - Interest	494.69	494.69	0.00	0.00	0.00%
Total Interest	494.69	494.69	0.00	0.00	0.00%
Total Revenue	17,635,024.15	17,635,024.15	19,045,763.94	20,777,197.00	(15.12)%
Expense					
Salaries					
Certificated	6,659,483.42	6,659,483.42	6,858,582.51	7,482,090.00	10.99%
Classified	2,872,663.59	2,872,663.59	2,824,581.00	3,081,361.08	6.77%
Total Salaries	9,532,147.01	9,532,147.01	9,683,163.51	10,563,451.08	9.76%
Benefits					
Total Benefits	2,689,164.35	2,689,164.35	2,857,665.53	3,117,453.28	13.73%
Total Benefits	2,689,164.35	2,689,164.35	2,857,665.53	3,117,453.28	13.74%
Books and Supplies					
Total Books and Supplies	1,272,233.43	1,272,233.43	1,317,275.34	1,437,027.65	11.46%
Total Books and Supplies	1,272,233.43	1,272,233.43	1,317,275.34	1,437,027.65	11.47%
Services, Other Operating Expenses					
Total Services, Other Operating Expenses	1,408,677.95	1,408,677.95	1,502,955.66	1,639,588.00	14.08%
Total Services, Other Operating Expenses	1,408,677.95	1,408,677.95	1,502,955.66	1,639,588.00	14.08%
Capital Outlay					
Total Capital Outlay	2,497,595.41	2,497,595.41	3,372,396.49	3,678,978.00	32.11%
Total Capital Outlay	2,497,595.41	2,497,595.41	3,372,396.49	3,678,978.00	32.11%
Other Outgo - Debt Service					
Total Expense	360,744.69	360,744.69	343,750.00	375,000.00	3.80%
Total Expense	17,760,562.84	17,760,562.84	19,077,206.53	20,811,498.01	14.66%

AAE - Budget Comparison 2013/14 to 2014/15

	2013-2014			2014-2015			Comparison
	Total Budget \$ - Revised	Current Period Actual thru May 2014	Percent Total Budget-to-date	Total Budget \$ - Revised	Current Period Actual thru May 2015	Percent Total Budget-to-date	
Revenue							
Revenue							
Revenue	10,006,485.00	11,762,842.86	117.55%	10,486,608.00	10,625,523.66	101.32%	-16.23%
Budget Carryover	169,000.00	154,916.67		3,120,978.00	2,860,896.50		
Capital Improvements	350,000.00	320,833.33					
Total Revenue	10,525,485.00	12,238,592.86	116.28%	13,607,586.00	13,486,420.16	99.11%	-16.23%
Expense							
Salaries							
Certificated							
Certificated Salaries	4,610,683.00	4,319,840.33	93.69%	4,857,823.00	4,348,943.48	89.52%	-4.17%
Total Certificated	4,610,683.00	4,319,840.33	93.69%	4,857,823.00	4,348,943.48	89.52%	-4.17%
Classified							
Classified Salaries	1,132,898.00	998,391.14	88.13%	1,043,578.00	1,076,900.03	103.19%	15.07%
Referees	12,500.00	10,234.00	81.87%	12,500.00	15,908.00	127.26%	45.39%
Total Classified	1,145,398.00	1,008,625.14	88.06%	1,056,078.00	1,092,808.03	103.48%	15.42%
Total Salaries	5,756,081.00	5,328,465.47	92.57%	5,913,901.00	5,441,751.51	92.02%	-0.55%
Benefits							
Health Benefits	828,564.00	730,156.07	88.12%	885,063.00	806,573.25	91.13%	3.01%
STRS	363,787.00	339,423.27	93.30%	385,465.00	366,851.45	95.17%	1.87%
PERS	149,712.00	111,151.01	74.24%	140,634.00	119,037.34	84.64%	10.40%
Employer Costs	228,647.00	200,340.01	87.62%	286,746.00	207,913.65	72.51%	-15.11%
Total Benefits	1,570,710.00	1,381,070.36	87.93%	1,697,908.00	1,500,375.69	88.37%	0.44%
Books and Supplies							
Approved Text Books	141,503.00	33,302.32	23.53%	117,000.00	54,825.80	46.86%	23.32%
Books	7,250.00	0.00	0.00%	5,900.00	31.23	0.53%	0.53%
Class Supplies	112,613.00	205,441.54	182.43%	152,725.00	170,181.54	111.43%	-71.00%
Equipment (under 5K)	14,700.00	1,042.00	7.09%	69,025.00	3,829.51	5.55%	-1.54%
Testing	12,000.00	9,170.50	76.42%	12,000.00	9,909.05	82.58%	6.15%
Field Trip	2,000.00	18,698.76	934.94%	2,000.00	15,814.50	790.73%	-144.21%
Food	120,000.00	97,438.90	81.20%	110,000.00	110,057.26	100.05%	18.85%
Office Supplies	10,500.00	12,706.92	121.02%	12,500.00	6,087.25	48.70%	-72.32%
Emergency-First Aid	1,500.00	0.00	0.00%	1,500.00	1,056.44	70.43%	70.43%
Bus	32,000.00	47,419.31	148.19%	40,000.00	56,216.28	140.54%	-7.64%
Computers	124,500.00	125,557.17	100.85%		2,108.68		-100.85%
Books, Media, Library	12,000.00	11,741.03	97.84%	15,000.00	12,179.43	81.20%	-16.65%
Total Books and Supplies	590,566.00	562,518.45	95.25%	537,650.00	442,296.97	82.26%	-12.99%
Services, Other Operating Expenses							
Employee Admin	1,600.00	1,880.91	117.56%	1,600.00	1,749.95	109.37%	-8.19%
Travel	12,000.00	4,408.99	36.74%	12,000.00	7,158.98	59.66%	22.92%
Training and Conferences	43,275.00	38,460.43	88.87%	41,757.00	25,903.38	62.03%	-26.84%
Dues and Memberships	10,150.00	9,828.66	96.83%	10,500.00	10,892.25	103.74%	6.90%
AVUSD Fees		0.00		7,800.00	0.00	0.00%	0.00%
S B Co Fees	7,800.00	1,500.00			427.00		
Legal Fees	850.00	1,139.97		900.00	841.00	0.00%	0.00%
Consulting	79,250.00	4,936.25	6.23%	0.00	20,060.00	0.00%	-6.23%
SELPA Services				19,250.00	0.00		0.00%
Postage	250.00	2,972.81		250.00	3,728.13		
Rental - Leases	169,000.00	146,952.78	86.95%	133,524.00	154,882.84	116.00%	29.04%
Special Events	10,100.00	5,459.23	54.05%	10,100.00	3,989.13	39.50%	-14.56%
Furniture	7,500.00	2,826.52	37.69%	10,000.00	11,071.79		-64.48%
Total Services, Other Operating	341,775.00	220,366.55	64.48%	247,681.00	240,704.45	97.18%	32.71%
Capital Outlay							
Site Improvements				103,812.00	1,023.84	0.99%	0.99%
Bldg Improvements	350,000.00	238,490.65	68.14%	2,846,141.00	1,716,778.02	60.32%	-7.82%
Capital Equipment (over 5K)				0.00	6,979.50	0.00%	
Total Capital Outlay	350,000.00	238,490.65	68.14%	2,949,953.00	1,724,781.36	58.47%	-9.67%
Other Outgo							
Interest Expense				260,000.00	164,113.10	63.12%	63.12%
DCB- Loan Principal				115,000.00	135,000.00	117.39%	117.39%
DCB- LOC Loan Fees				0.00	6,913.76	0.00%	0.00%
Tetra					14,800.95	0.00%	0.00%
Total Other Outgo				375,000.00	320,827.81	85.55%	
Total Expense	8,609,132.00	7,730,911.48	3.40	11,722,093.00	9,670,737.79	3.60	19.61%

Total active accts = 961, Accts with one current pymt late = 4, Inactive accts (students have left) = 0, % that are up-to-date = 99.6%

The High Desert Partnership in Academic Excellence Foundation, Inc.
Statement of Revenues and Expenditures
From 7/2/2014 Through 6/1/2015

NSAA - All Depts w/construction

	Actuals for 14/15	Total Budget for 14/15	Percent of Budget Remaining
Revenue			
Revenue			
Revenue	<u>6,487,394.14</u>	<u>6,107,153.00</u>	6.22%
Total Revenue	6,487,394.14	6,107,153.00	6.23%
Interest			
Budget Carryover	<u>0.00</u>	<u>659,112.00</u>	(100.00)%
Total Interest	<u>0.00</u>	<u>659,112.00</u>	(100.00)%
Total Revenue	<u>6,487,394.14</u>	<u>6,766,265.00</u>	(4.12)%
Expense			
Salaries			
Certificated			
Certificated Salaries	1,757,089.93	2,100,694.00	16.35%
Cert - Hourly	25,437.88	0.00	0.00%
Cert - Subs	87,681.34	62,545.00	(40.18)%
Cert - Supplemental	23,626.57	0.00	0.00%
Cert - Stipend	<u>62,296.88</u>	<u>52,887.00</u>	(17.79)%
Total Certificated	1,956,132.60	2,216,126.00	11.73%
Classified			
Classified Salaries	439,364.69	539,349.00	18.53%
Class - Hourly	63,285.66	60,132.00	(5.24)%
Class - Subs	38,547.36	2,563.00	(1,403.99)%
Class - Supplemental	18,859.01	0.00	0.00%
Class - Stipend	2,000.00	0.00	0.00%
Class - OT	1,212.09	0.00	0.00%
Sports Program	<u>650.00</u>	<u>20,000.00</u>	96.75%
Total Classified	<u>563,918.81</u>	<u>622,044.00</u>	9.34%
Total Salaries	2,520,051.41	2,838,170.00	11.21%
Benefits			
Employee Benefits	329,505.73	408,869.00	19.41%
STRS	148,302.99	160,039.00	7.33%
PERS	83,781.39	99,815.00	16.06%
SS Classified	50,017.47	54,087.00	7.52%
Medicare	35,496.24	40,777.00	12.95%
SUI Classified	1,257.44	1,405.00	10.50%
Workers Comp	<u>25,606.68</u>	<u>30,372.00</u>	15.68%
Total Benefits	673,967.94	795,364.00	15.26%
Books and Supplies			
Approved Text Books	54,855.95	85,500.00	35.84%
Books	0.00	4,000.00	100.00%
Class Supplies	59,418.28	71,456.00	16.84%
Equipment (under 5K)	6,854.20	19,000.00	63.92%
Testing	603.10	13,000.00	95.36%
Food	189,399.60	190,000.00	0.31%
Janitorial	20,686.67	12,000.00	(72.38)%
Security	73,788.36	25,000.00	(195.15)%
Office Supplies	10,867.93	16,500.00	34.13%
Copier	20,174.11	20,000.00	(0.87)%
Emergency-First Aid	353.07	500.00	29.38%

The High Desert Partnership in Academic Excellence Foundation, Inc.
Statement of Revenues and Expenditures
From 7/2/2014 Through 6/1/2015

Facilities - Maintenance	15,614.94	15,000.00	(4.09)%
Computers	23,071.60	0.00	0.00%
Books, Media, Library	<u>7,945.00</u>	<u>10,000.00</u>	<u>20.55%</u>
Total Books and Supplies	483,632.81	481,956.00	(0.35)%
Services, Other Operating Expenses			
Employee Admin	2,160.27	1,100.00	(96.38)%
Travel	8,734.61	11,200.00	22.01%
Training and Conferences	15,451.53	74,041.00	79.13%
Provided Training	0.00	5,000.00	100.00%
Dues and Memberships	3,077.10	5,150.00	40.25%
S B Co Fees	2,872.31	50,496.00	94.31%
Legal Fees	6,995.71	750.00	(832.76)%
Consulting	63,957.52	49,005.00	(30.51)%
Trash-Sewer	8,365.33	0.00	0.00%
Gardening	1,152.25	6,000.00	80.79%
Telephone	44.45	0.00	0.00%
Utilities	62,506.06	55,000.00	(13.64)%
Postage	2,223.41	3,000.00	25.88%
Rental - Leases	133,445.24	147,600.00	9.58%
Advertising - Marketing	8,818.40	8,500.00	(3.74)%
Public Relations	306.66	3,280.00	90.65%
Special Events	3,458.72	6,000.00	42.35%
Furniture	<u>14,203.68</u>	<u>0.00</u>	<u>0.00%</u>
Total Services, Other Operating Expenses	337,773.25	426,122.00	20.73%
Capital Outlay			
Sites - Improvements of Site	590,371.78	568,525.00	(3.84)%
Building -Improvements of Bldg	15,323.20	5,000.00	(206.46)%
Capital Equipment (over 5 K)	<u>6,979.50</u>	<u>0.00</u>	<u>0.00%</u>
Total Capital Outlay	<u>612,674.48</u>	<u>573,525.00</u>	<u>(6.83)%</u>
Total Expense	<u>4,628,099.89</u>	<u>5,115,137.00</u>	<u>9.52%</u>

Total active student accts = 254, Accts with 1 or more payments late = 6, Inactive accts (students have left) = 17 (Of the Inactive accts, ones not making payments = 3 + 3 staff who have left w/out paying) % up-to-date = 97.8% (Active accts not late + inactive accts making payments)



The High Desert "Partnership in Academic Excellence" Foundation, Inc.
Statement of Financial Position
As Of March 31, 2015

	March 31, 2015
ASSETS	
Current Assets	
Cash and Cash Equivalents	\$ 2,284,868
Cash held in Trust	658,006
Accounts Receivable	1,239,455
Laptop Lease Receivable	346,112
Laptop Inventory	-
Prepaid Expenses	<u>66,418</u>
Total Current Assets	<u>4,594,859</u>
Non-Current Asset	
Lease Payment Receivable - Long Term	98,750
Unamortized Debt Issuance Costs	<u>447,001</u>
Total Non-Current Assets	<u>545,751</u>
Capital Assets	
Non-depreciable Assets	3,292,606
Depreciable Assets	19,506,200
Accumulated Depreciation	<u>(6,474,430)</u>
Total Capital Assets	<u>16,324,376</u>
TOTAL ASSETS	<u>21,464,986</u>
LIABILITIES AND NET ASSETS	
LIABILITIES	
Current Liabilities	
Current Portion of Long Term Liabilities	552,900
Accrued Payroll and Payroll Expenses	847,907
Accounts Payable	74,620
Deferred Revenue	47,673
Due to Student Groups	<u>17,053</u>
Total Current Liabilities	<u>1,540,154</u>
Long-Term Liabilities	
Interest Rate Swap Agreement	303,245
Voluntary Retirement Program, Less Current Portion	328,031
Laptop Capital Lease Payments Less Current Portion	223,536
Loans Payable, Less Current Portion	<u>5,380,000</u>
Total Long-Term Liabilities	6,234,812
TOTAL LIABILITIES	<u>7,774,966</u>
NET ASSETS	
Unrestricted	13,301,136
Temporarily Restricted	312,710
Permanently Restricted	<u>76,173</u>
TOTAL NET ASSETS	<u>13,690,019</u>
TOTAL LIABILITIES AND NET ASSETS	<u>21,464,985</u>



The High Desert "Partnership in Academic Excellence" Foundation, Inc.
 Statement of Activities
 For the Nine Months March 31, 2015

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUES, GAINS, AND OTHER SUPPORT				
Federal Special Education		\$ -		\$ -
National School Lunch		\$ 171,946		171,946
Other Federal Revenues	482,782	123,894		606,676
State General Purpose Apportionment	9,959,103			9,959,103
District In-Lieu Property Tax	549,768			549,768
State Categorical Funding	215,029			215,029
Lottery	85,528	(82)		85,446
State Special Education		635,272		635,272
Class Size Reduction				-
Other State Revenues	158,406			158,406
Donations	61,464	36,658	350	98,472
Donations - In-Kind		303,653		303,653
Student Activities	86,301			86,301
Class Fees	51,313			51,313
Food Services	47,907	14,625		62,532
Other Local Revenues	439,093			439,093
Interest Earned	556	98	59	713
Net Assets Released From Restrictions:				
Other Federal Restricted Funds	123,894	(123,894)		-
Lottery	(82)	82		-
Other State Funds	138,187	(138,187)		-
Special Education	635,272	(635,272)		-
Food Services	186,571	(186,571)		-
Restricted Cash Donations	26,301	(25,601)	(700)	-
Restricted In-Kind Donations	503,653	(503,653)		-
REVENUES, GAINS, AND OTHER SUPPORT	13,751,044	(327,032)	(291)	13,423,721
EXPENSES				
Certificated Salaries	5,454,993			5,454,993
Classified Salaries	2,345,549			2,345,549
Benefits	2,203,575			2,203,575
Total Salaries and Benefits	10,004,117			10,004,117
Books and Supplies	871,299			871,299
Services, Other Operating Expenses	1,518,224			1,518,224
Free Use of Facilities - Apple Valley School District	303,653			303,653
Capital Outlay	29,699			29,699
Debt Service	206,044			206,044
Amortization of Bond Cost	12,169			12,169
Depreciation	395,557			395,557
Total Expenditures	13,340,761	-	-	13,340,761
Net Change in Assets from Operations	410,283	(327,032)	(291)	82,960
Net Assets Beginning of Year as originally stated	12,890,853	639,742	76,464	13,607,059
Unrealized gain/(loss) on Interest Rate Swap	-	-	-	-
Net Assets Beginning of Year, as restated	12,890,853	639,742	76,464	13,607,059
Net Assets End of Year	13,301,136	312,710	76,173	13,690,019



The High Desert "Partnership in Academic Excellence" Foundation, Inc.
Statement of Cash Flows
For the Nine Months March 31, 2015

CASH FLOWS FROM OPERATING ACTIVITIES

Increase in Net Assets	\$ 82,960
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities	
Depreciation and Amortization	407,726
Unrealized loss/(gain) on interest rate swap	-
(Increase) Decrease in operating assets:	
Accounts Receivable	2,340,203
Stores Inventory	-
Prepaid Expense	784
Increase (Decrease) in operating liabilities:	
Current portion of loans payable	
Accrued Payroll and Payroll Expenses	98,781
Accounts Payable	(67,054)
Deferred Revenue	7,084
Due to Student Groups	<u>5,394</u>
Net Cash Provided by Operating Activities	2,875,878

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of Equipment, Furniture and Building Improvements	(2,581,282)
Net Cash Used by Investing Activities	(2,581,282)

CASH FLOWS FROM FINANCING ACTIVITIES

Proceeds from Voluntary Retirement Program net Additional Bond Issuance Cost	-
Additional Laptop Lease	360,434
Payments on Outstanding Loans	<u>(335,694)</u>
Net Cash Used by Financing Activities	24,741
Net Increase in Cash	319,336
BEGINNING CASH	2,623,538
ENDING CASH	2,942,874

Supplimental Required Disclosures:	
Total Interest Paid	206,044



The High Desert "Partnership in Academic Excellence" Foundation, Inc.
 Notes to Financial Statements
 As Of March 31, 2015

NOTE 2 - Cash and Cash Equivalents

The organization maintains accounts at several banks as follows, Union Bank being the primary despository.

As described below the organization entered into an agreement with Union whereby its existing note payable secured by a deed of trust on real estate in Apple Valley, Ca., along with a Line of Credit and a line of credit were retired. New obligations were issued. As part of the refinancing, the organization entered into a building contract to construct a gymnasium on its Apple Valley Campus. During the construction and the first years under the debt obligation, Union Bank is acting as trustee of funds set aside for the construction and payment of obligation debt and interest. The accounts involved are listed below as Cash and Equivalents Held by Trustee Bank. All of the funds in the accounts are invested in Blackrock Liquidity Fund T Fund Dollar MMKT Shares. Each share is valued at \$1 and there is no gain or loss on the transactions.

	Balance at March 31, 2015
Union Bank	\$ 2,155,091
Union Banc Investment (short term CD)	7
Union Bank Corporate Trust Department	658,006
Desert Community Bank	80,271
Bank of American Fork	49,500
	<u>\$ 2,942,874</u>

NOTE 3 - Accounts Receivable

Accounts receivable as of March 31, 2015 consist of the following:

Federal Government:

- Title I
- Title II
- Title III
- Other
- Special Education
- School Lunch and Breakfast Program

State Government

- Apportionment \$ 1,239,455
- Special Education \$ -
- Lottery
- Other State

Local

- Laptop Lease \$ -
- Property Tax \$ -
- Other Local \$ -
- \$ 1,239,455

Pledges receivable as of March 31, 2015 consist of the following:

- Pledges Receivable \$ -

NOTE 4 - Capital Assets

A schedule of changes in capital assets for the period ended March 31, 2015 is shown below:

	Balance, July 1, 2014	Additions	Retirements	Balance, March 31, 2015
Capital assets not being depreciated:				
Land	\$ 798,729			\$ 798,729
Work In Progress	497,235	1,996,641		2,493,877
Total capital assets not being depreciated	<u>1,295,964</u>	<u>1,996,641</u>	-	<u>3,292,606</u>
Capital assets being depreciated:				
Buildings and improvements	13,557,274	-		13,557,274
Furniture, and equipment	2,001,041	-		2,001,041
Leasehold improvements	3,169,970	584,641		3,754,611
Cassini documentary	193,273	-	-	193,273
Total capital assets being depreciated	<u>18,921,559</u>	<u>584,641</u>	-	<u>19,506,200</u>
Accumulated depreciation for:				
Buildings and improvements	(3,442,395)	(263,260)		(3,705,655)
Furniture, and equipment	(1,614,159)	(33,828)		(1,647,988)
Leasehold improvements	(829,045)	(98,468)		(927,514)
Cassini documentary	(193,273)	-	-	(193,273)
Total accumulated depreciation	<u>(6,078,872)</u>	<u>(395,557)</u>	-	<u>(6,474,430)</u>
Total capital assets being depreciated, net	<u>12,842,686</u>	<u>189,084</u>	-	<u>13,031,770</u>
Total capital assets, net	<u>\$ 14,138,651</u>	<u>\$ 2,185,725</u>	\$ -	<u>\$ 16,324,376</u>

NOTE 5 - Long Term Debt

	Balance, July 1, 2014	Additions	Deductions	Balance, March 31, 2015	Due within 1 Yr	Balance Due Subsequent Years
Long-Term Liabilities						
Loan Payable	5,515,000	-	-	5,515,000	(185,000)	5,380,000
Charter School Revolving Loan	-	-	-	-	-	-
Interest Rate Swap	303,245	-	-	303,245	-	303,245
Voluntary Retirement Program	398,323	-	-	398,323	(70,292)	328,031
Line of Credit	-	-	-	-	-	-
Capital Lease	546,403	360,434	335,694	571,144	(347,608)	223,536
Totals	\$ 6,762,972	\$ 360,434	\$ 335,694	\$ 6,787,712	\$ (552,900)	\$ 6,234,812

A-Loan

Following is a schedule of principal payments due under the agreement:
Fiscal Year Ending June 30,

2015	135,000
2016	140,000
2017	120,000
2018	125,000
2019-2023	710,000
2024-2028	860,000
2029-2033	1,030,000
2034-2038	1,235,000
2039-2042	1,160,000
Total	5,515,000

B-Voluntary Retirement Program

2015	70,292
2016	93,723
2017	117,154
2018	117,154
Total	398,323

C-Capital Leases

Following is a schedule of payments under Capital Lease agreements:

Fiscal Year Ending June 30, Monthly Payment	Phase 4 Amount	Phase 5 Amount	Phase 6 Amount	Phase 7 Amount
2015	\$ 5,849	\$ 1,058	\$ 3,756	\$ 9,255
2016	\$ 5,849	\$ 5,288	\$ 26,283	\$ 111,060
2017	0	\$ -	\$ -	\$ 9,470
2017	-	\$ -	\$ -	\$ -
Total	11,698	6,345	30,039	129,785

Continued

Fiscal Year Ending June 30, Monthly Payment	Phase 8 Amount	Phase 9 Amount	Phase 10 Amount	Phase 11 Amount	Phase 12 Amount	Total
2015	1,838	1,980	2,764	8,398	1,614	\$ 347,608
2016	\$ 22,056	\$ 23,760	\$ 33,168	\$ 100,776	\$ 19,368	\$ 183,485
2017	\$ 9,228	\$ 15,882	\$ 28,760	\$ 100,776	\$ 19,368	\$ 183,485
2017	\$ -	\$ -	\$ -	\$ 33,605	\$ 6,446	\$ 40,051
Total	33,122	41,622	64,692	243,555	46,796	571,144

NOTE 6 - Net Asset Classifications

Temporarily Restricted Net Assets consist of the following at March 31, 2015

Restricted Pledges Receivable	\$	-
Restricted State Programs	\$	159,737
Restricted Capital Campaign Donations		\$126,248.55
Restricted Scholarship Donations		\$26,724.60
Total Temporarily Restricted Net Assets	\$	<u>312,710</u>

Permanently restricted assets are those net assets not available for expenditures, but the Organization may spend the interest thereon. Permanently restricted net assets as of March 31, 2015 are as follows

HIDAS Endowment		\$64,247.13
Davis Aeronautics		\$11,926.06
Total Permanently Restricted Net Assets	\$	<u>76,173</u>

NOTE 7 - Contributions

Donations consist of cash and non-cash donations. The following were recorded as public supported donations during the fiscal year:

Cash Contributions	\$	98,472
FMV of Donated Facilities		<u>303,653</u>
Total Public Support Donations		<u>\$402,124</u>

High Desert "Partnership in Academic Excellence" Foundation, Inc. Board
Joint Meeting Schedule
2015-2016 School Year

Day	Date	Time	Location
Monday	September 14, 2015	7:00 a.m.	Norton Space and Aeronautics Academy – Room K-5
Monday	December 14, 2015	7:00 a.m.	Academy for Academic Excellence, Building G
Monday	March 14, 2016	7:00 a.m.	Norton Space and Aeronautics Academy – Room K-5
Monday	June 13, 2016	7:00 a.m.	Academy for Academic Excellence, Building G

Academy for Academic Excellence
17500 Mana Rd.
Apple Valley, CA 92307

Norton Space and Aeronautics Academy
503 E. Central Ave.
San Bernardino, CA 92408

Contact: 760-946-5414 ext. 201

AAE School Board Committee
Meeting Schedule
2015-2016 School Year

Day	Date	Time	Location
Thursday	August 13, 2015	7:00 a.m.	Academy for Academic Excellence - Building G
Monday	September 14, 2015	7:00 a.m.	Norton Space and Aeronautics Academy – Room K-5
Thursday	October 22, 2015	7:00 a.m.	Academy for Academic Excellence – Building G
Thursday	November 12, 2015	7:00 a.m.	Academy for Academic Excellence - Building G
Monday	December 14, 2015	7:00 a.m.	Academy for Academic Excellence - Building G
Thursday	January 14, 2016	7:00 a.m.	Academy for Academic Excellence - Building G
Thursday	February 11, 2016	7:00 a.m.	Academy for Academic Excellence – Building G
Monday	March 14, 2016	7:00 a.m.	Norton Space and Aeronautics Academy – Room K-5
Thursday	April 14, 2016	7:00 a.m.	Academy for Academic Excellence – Building G
Thursday	May 12, 2016	7:00 a.m.	Academy for Academic Excellence – Building G
Monday	June 13, 2016	7:00 a.m.	Academy for Academic Excellence – Building G

Academy for Academic Excellence
17500 Mana Rd.
Apple Valley, CA 92307

Norton Space and Aeronautics Academy
503 E. Central Ave.
San Bernardino, CA 92408

Contact: 760-946-5414 ext. 352

NSAA School Board Committee
Meeting Schedule
2015-2016 School Year

Day	Date	Time	Location
Tuesday	August 18, 2015	7:00 a.m.	Norton Space & Aeronautics Academy, Room K-5
Monday	September 14, 2015	7:00 a.m.	Norton Space & Aeronautics Academy, Room K-5
Tuesday	October 20, 2015	7:00 a.m.	Norton Space & Aeronautics Academy, Room K-5
Tuesday	November 17, 2015	7:00 a.m.	Norton Space & Aeronautics Academy, Room K-5
Monday	December 14, 2015	7:00 a.m.	Academy for Academic Excellence, Building G
Tuesday	January 19, 2016	7:00 a.m.	Norton Space & Aeronautics Academy, Room K-5
Tuesday	February 16, 2016	7:00 a.m.	Norton Space & Aeronautics Academy, Room K-5
Monday	March 14, 2016	7:00 a.m.	Norton Space & Aeronautics Academy, Room K-5
Tuesday	April 19, 2016	7:00 a.m.	Norton Space & Aeronautics Academy, Room K-5
Tuesday	May 17, 2016	7:00 a.m.	Norton Space & Aeronautics Academy, Room K-5
Monday	June 13, 2016	7:00 a.m.	Academy for Academic Excellence, Building G

Norton Space and Aeronautics Academy
503 E. Central Ave.
San Bernardino, CA 92408

Academy for Academic Excellence
17500 Mana Rd.
Apple Valley, CA 92307

Contact: 909-386-2300 ext. 703

**Foundation Board, NSAA School Board Committee and AAE School Board Committee
Joint Attendance Log 2015**

	January	February	March Combined	April	May	June Combined	August	September Combined	October	November	December Combined	% of Attendance To Date
Regina Bell			Present									100%
Bud Biggs			Present									100%
Buck Goodspeed			Present									100%
Donna Siegel			Present									100%
Kirtland Malhum			Absent									0%
NSAA School Board Committee												
Duberly Beck	Present	Present	Present	Present	Present							100%
Tom Rosenbaum	Present	Present	Present	Present	Present							100%
Scott Johnson	Present	Present	Present	Present	Present							100%
Andrew Jaramillo	Present	Present	Present	Present	Absent							80%
Marcia Vargas	Present	Absent	Present	Present	Present							80%
AAE School Board Committee												
Jose Palavox	Present	Present	Present	Present	Present							100%
Kevin Porter	Present	Present	Present	Present	Present							100%
David Bains	Present	Present	Absent	Present	Present							80%
Russell Stringham	Present	Present	Present	Absent	Present							80%
Robert Lovingood	Present	Present	Absent	Present	Absent							60%
Rick Wolf	Present	Absent	Present	Present	Absent							60%

Exhibit A - Board Give and Get
High Desert "Partnership in Academic Excellence" Foundaiton, Inc.

Member	Current Fiscal Year 2014 /2015				Previous Fiscal Year 2013 / 2014			
	Give	Get	In-kind	Total	Give	Get	In-kind	Total
David Bains	\$ 100			\$ 100	\$ 200		\$ -	\$ 200
Duberly Beck	\$ 50			\$ 50	\$ 383		\$ -	\$ 383
Bud Biggs		\$ 2,500		\$ 2,500	\$ 100		\$ -	\$ 100
Buck Goodspeed	\$ 25	\$ 3,000		\$ 3,025	\$ 600		\$ -	\$ 600
Jack Hamilton				\$ -	\$ 100		\$ -	\$ 100
Andy Jaramillo	\$ 350			\$ 350	\$ 615		\$ -	\$ 615
Scott Johnson				\$ -	\$ 50		\$ -	\$ 50
Jeff Lewis					\$ 233		\$ -	\$ 233
Robert Lovingood	\$ 650			\$ 650	\$ -		\$ -	\$ -
Kirtland Mahlum				\$ -				\$ -
Jose Palafox				\$ -	\$ 527		\$ -	\$ 527
Kevin Porter	\$ 25	\$ 100		\$ 125	\$ -	\$ 100	\$ -	\$ 100
Tom Rosenbaum		\$ 250		\$ 250				
Donna Siegel	\$ 275	\$ 173		\$ 448	\$ 633	\$ -	\$ -	\$ 633
Russ Stringham	\$ 100		\$ 634	\$ 100	\$ -	\$ -	\$ 293	\$ -
Marcia Vargas	\$ 200			\$ 200	\$ 250	\$ -	\$ -	\$ 250
Regina Weatherspoon-Bell	\$ 125			\$ 125	\$ 150	\$ -	\$ -	\$ 150
Rick Wolf				\$ -				\$ -
Total	\$ 1,900	\$ 6,023	\$ 634	\$ 7,923	\$ 3,839	\$ 100	\$ 293	\$ 3,939

Robert A. DeNike
16172 Dunning Way
Victorville, CA 92395-9549
760-243-5733
robertdenike587@gmail.com

April 7, 2015

Board of Directors
Lewis Center for Educational Research
17500 Mana Road
Apple Valley, CA 92307

Dear Board of Directors,

I am writing to you as one of your substitute teachers urging you to abandon your inferior Sub-O-Matic substitute management system and adopt a superior one: AESOP.

I discovered upon arriving today at MRC that my job had been assigned to another substitute, the third time this has happened to me. Another substitute checking in beside me at the front desk was also told the same thing and that his services were no longer required.

Sub-O-Matic regularly allows two substitutes to sign up for the same job.

The AESOP system never permits this. AESOP also provides a confirmation number when a job is assigned. Sub-O-Matic does not.

Here are some other advantages of the AESOP system:

- AESOP provides the classroom teacher's position or grade level; Sub-O-Matic does not.
- AESOP provides the job's start and end times; Sub-O-Matic does not.
- AESOP informs the substitute whether the job is for the full day; Sub-O-Matic does not.
- AESOP is used by the following local school districts, allowing substitutes who work for multiple districts to view all available jobs in one place:
 - Apple Valley Unified School District
 - Hesperia Unified School District
 - Victor Elementary School District
 - Oro Grande Unified School District
- Other helpful AESOP features include:
 - a map of the campus location
 - a calendar to aid substitutes in scheduling jobs
 - audible notifications when a job becomes available
 - Sub-O-Matic has none of these features

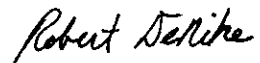
continued...

You can view details of the AESOP system at:

<http://www.frontlinek12.com/Products/Aesop.html>

In short, I will be consulting AESOP for all of my substitute assignments in the future and will use Sub-O-Matic only as a last resort. At the very least, AESOP guarantees me that I will never arrive at the school site only to be told to go back home.

Sincerely,

A handwritten signature in cursive script that reads "Robert DeNike".

Robert DeNike

**Regular Joint Meeting of the
High Desert “Partnership in Academic Excellence” Foundation, Inc. Board of Directors
Academy for Academic Excellence School Board Committee and
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
March 9, 2015**

1.0 Call to Order

Chairman Bud Biggs called the meeting to order at 7:10 a.m.

2.0 Roll Call

Foundation Board Members Duberly Beck, Bud Biggs, Regina Bell, Buck Goodspeed, Andrew Jaramillo, Scott Johnson, Jose Palafox, Kevin Porter, Tom Rosenbaum, Donna Siegel, Russell Stringham, Marcia Vargas and Rick Wolf were present.

Foundation Board Members David Bains, Jack Hamilton, Robert Lovingood, and Kirt Mahlum were absent.

AAE School Board Committee Members Jose Palafox, Kevin Porter, Russell Stringham and Rick Wolf were present.

AAE School Board Committee Members David Bains and Robert Lovingood were absent.

NSAA School Board Committee Members Duberly Beck, Andrew Jaramillo, Scott Johnson, Tom Rosenbaum and Marcia Vargas were present.

Staff members Ryan Dorcey, Darren Dowd, Teresa Dowd, Guadalupe Girard, Lisa Lamb, Stacy Newman, Toni Preciado, Jim Quinn, Paul Rosell, Gordon Soholt and Jim Southwick were also present.

Linda Fabre represented the San Bernardino County Superintendent of Schools.

3.0 Public Comments: None

4.0 Special Presentations/Announcements: Bud Biggs, Chairman of the Board, noted that Employee of the Semester Awards went to Vivian Llaneras and Teresa Villanueva.

5.0 Correspondence: Thank you letters from Nick Natali, Nancy Mendoza and David Pike for scholarship funds were included in the packet.

6.0 Discussion Items

.01 Jim Southwick discussed assessments and accountability. This is the first year we are doing CASPP testing, which replaces STAR. There is a State board agenda item to postpone API. California is applying for a waiver.

.02 Rick Piercy reported that he has been interviewing all Directors and went over some of their answers to the following questions: 1. What has been the highlight of the year so far? 2. What has been the low point? 3. What do you see as the greatest challenge to your department over the next 3-5 years? 4. What do you see as the greatest challenge to the organization over the next 3-5 years? 5. What needs to be done to assure LCER reaches its goals?

7.0 Information

.01 Staff reports were included in the packet.

.02 Internal Financials were included in the packet.

.03 Foundation Board Attendance Log was included in the packet.

.04 Gordon Soholt reported that he and Darren Dowd met with VVWRA regarding the sewer line to be sure it is clear of where the fields will go at AAE. They also met with SB County Flood Control who is moving forward on their project. They also met with the Town of Apple Valley and our architects regarding relocating the sewer line that is near the middle school portables. Jim Quinn is working on traffic signal reimbursement from the Town. Gordon, Dale Marsden and Dr. Morales of CSUSB are meeting this week regarding a possible site on their campus. 2 more portables will be added to NSAA next year. Thank you to Buck for a \$3,000 donation he got for us from Chevron.

.04 Lisa Lamb reported that the AAE WASC review was a great visit and was very positive. Their recommendations were to create a more intentional long term plan for curriculum adoption and to keep up what we're doing with math and language arts. Last week AAE was notified they were the Daily Press "Best of the Desert" again for elementary, middle school and high school. The AAE charter renewal is going to AVUSD for review.

.04 Lupita Girard reported that their student leadership attended a conference with AAE student leadership. NSAA is continuing to emphasize college readiness and is attending a CSUSB field trip tomorrow. Staff is working with the new Illuminate program. AAE and NSAA will be playing each other in soccer on April 7 at 3:30 at NSAA. The basketball team didn't have enough students to participate.

8.0 Standing Board Committee Reports

.01 (a) Budget/Audit Committee – Russ Stringham reported that the Budget Committee met and reviewed bank accounts and discussed the Tetra relationship. A discussion was also held on exploring NSAA 9-12. The fundraising to building AAE's first campus was discussed as well as issues with SB. An ad hoc exploration committee could be established to work on this. There were no volunteers for the committee.

(b) Fundraising Committee – Donna Siegel reported that the Foundation's art show is on April 18. There will art from all ages, a craft fair, face painting, music, caricatures, food, and more. Radio interviews have been set up as well as Daily Press ads. There will be a reception the evening before. Please invite friends and acquaintences. All proceeds provide scholarships that are available for AAE, NSAA and community students and teachers. Regina appealed for the Board to attend or purchase tickets for others.

(c) Personnel Committee – Regina Bell reported that the Personnel Committee is working on policies to bring forward. She also asked if anyone would like to join the committee. Jose volunteered to join the committee.

9.0 Staff Comments: None

10.0 Board Member Comments: Scott Johnson asked if AYP is also in transition like API. We will still get an AYP score.

11.0 Foundation Board Consent Agenda

On a motion by Andrew Jaramillo, seconded by Buck Goodspeed, vote 13-0, the Foundation Board of Directors approved Consent Agenda Items 11.01 – 11.13.

.01 Approve Minutes of December 8, 2014 Regular Meeting

- .02 Approve July 1, 2014 – February 28, 2015 Financial Reports
- .03 Approve Foundation Financial Reports for November, December and January 2015
- .04 Approve AR1340 – Request for Public Records
- .05 Approve BP1340 – Request for Public Records
- .06 Approve BP2000 – Concepts and Roles Revisions
- .07 Approve AR2400 – Hiring Practices Revisions
- .08 Approve BP2400 – Hiring Practices Revisions
- .09 Approve BP2401 – At Will Employer Revisions
- .10 Approve BP2410 – Employee Status Change Revisions
- .11 Approve BP4361 – Family & Medical Leave Revisions
- .12 Approve Mission Statements and Foundational Pillars Updates
- .13 Approve California Association of Health and Education Linked Professions JPA Agreement

12.0 Foundation Board Action Items

- .01 The audit of the EUREKA acquisition is currently in the hands of the lawyers. It is a nonprofit California Career Information System company in San Francisco. If acquired we would want to keep it a separate organization and name this Board as their Board members. On a motion by Scott Johnson, seconded by Marcia Vargas, vote 13 - 0, the Foundation Board of Directors authorized Gordon Soholt to make the final acquisition deal once we hear back from the lawyers.

13.0 AAE School Board Committee Consent Agenda

On a motion by Jose Palafox, seconded by Russ Stringham, vote 4-0, the AAE School Board Committee approved Consent Agenda Items 13.01 – 13.04.

- .01 Approve Minutes of February 12, 2015 Regular Meeting
- .02 Approve AAE Comparatives
- .03 Approve AAE High School Graduation Requirement Changes
- .04 Approve AAE 1st Interim Report

14.0 AAE School Board Committee Action Item

The State of California is reviewing those on waivers and granted those in the program to be on a waiver an additional 2 years. On a motion by Russ Stringham, seconded by Jose Palafox, vote 4-0, the AAE School Board Committee approved a Subsequent SLP Variable Term Waiver permit for Courtney Robinson.

15.0 NSAA School Board Committee Consent Agenda

On a motion by Duberly Beck, seconded by Marcia Vargas, vote 5-0, the NSAA School Board Committee approved Consent Agenda Items 15.01 – 15.03.

- .01 Approve Minutes of February 17, 2015 Regular Meeting
- .02 Approve NSAA Finance Report
- .03 Approve NSAA 1st Interim Report

16.0 Closed Session

The Foundation Board convened into closed session at 8:23 a.m. to conference with legal counsel regarding significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: 1 case. The Foundation Board reconvened into open session at 8:53 a.m. Bud Biggs, Chairman of the Board reported that no action was taken during closed session.

17.0 Adjournment

Chairman Biggs adjourned the meeting at 9:03 a.m.



Teresa Dowd, Executive Assistant
LCER/AAE/NSAA
17500 Mana Rd.
Apple Valley, CA 92307

April 20, 2015

To Whom it May Concern

Due to other responsibilities in my life at this time I need to resign my position as a Board Member for LCER.

It has been an enjoyable experience working with the other board members and staff.

Please let me know if there is anything else I need to do.

In Christ,

Jack Hamilton
Executive Pastor

Lewis Center for Educational Research

BP 1312.3: COMMUNITY RELATIONS UNIFORM COMPLAINT PROCEDURES

Adopted: June 11, 2012

Revised: September 8, 2014

The Lewis Center for Educational Research ("LCER") ~~policy is to comply~~ies with applicable federal and state laws and regulations. The LCER is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group including actual or perceived discrimination, including discrimination on the basis of characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, sex, sexual orientation, gender expression, gender identity, gender, ethnic group identification, race or ethnicity, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any LCER program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Special Education Programs, Title II, Section 504 of the Rehabilitation Act, Consolidated categorical Aid Programs, No Child Left Behind, Child Nutrition Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their

families' ability or willingness to pay fees or request special waivers, as provided in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
 - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the LCER finds merit in a pupil fees complaint the LCER shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the LCER to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(2)(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sectional 47606.5 and 47607.3 of the Education Code, as applicable.

The LCER acknowledges and respects every individual's rights to privacy. Unlawful ~~D~~iscrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. ~~While~~ The LCER cannot guarantee anonymity of the complainant. ~~T~~ this includes keeping the identity of the complainant confidential. The LCER will attempt to do so, as appropriate. The LCER may find it necessary to disclose information regarding the complaint/complainant and except to the extent necessary to carry out the investigation or proceedings, as determined by the ~~CEO/President~~ President/Chief Executive Officer ("CEO") or designee on a case-by-case basis.

The LCER prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful ~~—~~ discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Foundation Board ~~of Directors~~—designates the following compliance officer(s) to receive and investigate complaints and to ensure the LCER’s compliance with law:

Coordinator of Uniform Complaint Procedures:

CEO Executive Assistant

~~Child Nutrition Programs GA Generalist Discrimination Issues Director Human Resources~~

Compliance Officers:

Director, Human Resources

Director, Special Education

Director, Finance

Director, Categorical Programs

~~Special Education Programs Director, Special Services~~

Lewis Center for Educational Research

17500 Mana Road

Apple Valley, CA 92307

(760) 946-5414

The ~~CEO/President~~CEO or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the ~~CEO/President~~CEO or designee.

Should the complaint be filed against the compliance officer, the compliance officer for that case shall be the CEO ~~of the LCER~~ or designee.

Notifications

The ~~CEO/President~~CEO or designee shall annually provide written notification of the LCER’s uniform complaint procedures to students, employees, parents and/or guardians, advisory committees, the Foundation Board, appropriate private officials or representatives, and other interested parties.

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the school site speak a single primary language other than English.

The ~~CEO/President~~CEO or designee shall make available copies of the LCER’s uniform complaint procedures free of charge.

The annual notice shall include the following:

- a) A statement that the LCER is primarily responsible for compliance with state and federal laws and regulations. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.
- b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.
- c) A statement Identifying the person(s), position(s), or unit(s) responsible for receiving complaints. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.
- d) A statement that ~~T~~the complainant has a right to appeal the LCER's decision to the CDE by filing a written appeal within 15 days of receiving the LCER's decision.; and ~~Include statements that:~~
- e) A statement ~~a~~Adviseing the complainant of any civil law remedies that may be available to him/her under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- d)f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.
 - a. ~~The LCER is primarily responsible for compliance with state and federal laws and regulations;~~
 - b. ~~The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;~~
 - c. ~~An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO/President or his or her designee;~~
 - d.b. The complainant has a right to appeal the LCER's decision to the CDE by filing a written appeal within 15 days of receiving the LCER's decision; and
 - e. ~~The appeal to the CDE must include a copy of the complaint filed with the LCER and a copy of the LCER's decision~~

Procedures

The following procedures shall be used to address all complaints which allege that the LCER has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the LCER.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six (6) months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation, or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, LCER staff shall assist him/her in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a unlawful discrimination, harassment, intimidation, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the LCER's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the LCER's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The LCER's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

~~OPTION 1:~~

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the LCER's investigation and decision, as described in Step #5 below, within (60) days of the LCER's receipt of the complaint.

~~OPTION 2:~~

~~Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the LCER's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.~~

~~The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.~~

~~If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the LCER's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.~~

- Step 5: Final Written Decision

The LCER's decision shall be in writing and sent to the complainant. The LCER's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the LCER's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

- ~~9. Rationale for such disposition.~~
- ~~10. Corrective actions, if any are warranted.~~
- ~~11. Notice of the complainant's right to appeal the LCER's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.~~
- ~~12. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.~~
- ~~13. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.~~

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the LCER's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the LCER's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the LCER's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the LCER's decision.

Upon notification by the CDE that the complainant has appealed the LCER's decision, the ~~CEO/President~~compliance officer or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the LCER, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the LCER's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the LCER when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the LCER has not taken action within sixty (60) days of the date the complaint was filed with the LCER.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the LCER's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the LCER has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Lewis Center for Educational Research

BP 1312.1: COMMUNITY RELATIONS COMPLAINTS CONCERNING LEWIS CENTER PERSONNEL

Adopted: June 5, 2003

Revised: March 14, 2011

June 8, 2015

The Foundation Board of Directors ("Board") places trust in its employees and desires to support their actions in such a manner that employees are freed from unwarranted, spiteful or negative criticism and complaints.

The President/Chief Executive Officer ("CEO") shall adhere to established guidelines, which will permit the public to lodge criticism against staff members, assure a complete investigation and protect the rights of the staff members and the Lewis Center for Educational Research ("LCER").

Complaints against an employee initially made to a Board member or at a Board meeting will be referred to the President/CEO for appropriate consideration and action according to administrative guidelines.

LCER employees who are sued as a consequence of performing their assigned duties shall be provided full legal service unless they have violated LCER policy, regulation or instructions, or violation of state or federal law.

When public complaints involve accusations of child abuse by LCER employee, the provisions of this policy and regulation shall be implemented only after having completed the child abuse reporting requirements specified by law.

Lewis Center for Educational Research

AR 1312.1: COMMUNITY RELATIONS COMPLAINTS CONCERNING LEWIS CENTER PERSONNEL

Adopted: June 5, 2003

Revised: March 14, 2011

June 8, 2015

In order to promote communication that is fair and constructive, the following procedures for resolving complaints are provided for all employees or other third parties to seek resolution of complaints. This policy is intended to supplement the open door policy that all employees and others have free access to administrators or supervisors or to informally express their work-related concerns or if resolution is not obtained, to formally address such matters. Every effort should be made to resolve a complaint at the earliest possible stage.

Complainants or witnesses participating in the complaint process will be advised that retaliation by any person as a result of participation in the complaint process will not be tolerated. Employees have the right to make good-faith complaints without retaliation.

1. Complaints concerning Lewis Center for Educational Research ("LCER") personnel shall be made directly by the complainant to the person against whom the complaint is lodged unless circumstances prevent such interaction. If the complaint is not resolved at this level, the complainant may submit the complaint in writing via the LCER Complaint Form to the ~~immediate supervisor or~~ appropriate administrator/supervisor.

2. All written complaints regarding LCER personnel shall be initially filed with the complainant's administrator/supervisor. If the complaint regards an immediate supervisor, then the written complaint shall be filed with the appropriate administrator who oversees the immediate supervisor and/or Human Resources ("HR"). If the written complaint concerns the President/CEO ("CEO"), it shall be initially filed with the Board.

23. Any individual wishing to file a written complaint with an administrator may do so as soon as possible after the event(s) that gives rise to the work-related concerns. The written complaint should set forth in detail the basis for the complaint. A complaint form may be provided to the complainant to assist in the filing of the complaint. When necessary, administrative support staff shall assist in the preparation of the written complaint so as to meet the requirement of this regulation. The administrative staff shall inform the complainant that such assistance is available if he/she is unable to prepare the written complaint without help.

A written complaint must include the name of each employee involved and a brief but specific summary of the complaint and the facts surrounding it. It must also include a specific description of a prior attempt to discuss the complaint with the employee involved and the failure to resolve the matter.

The ~~immediate supervisor or~~ appropriate administrator/supervisor is responsible for investigating complaints and will attempt to resolve the complaint to the satisfaction of the person(s) involved. ~~If the complaint is resolved, the~~ After the investigation has been finalized, the ~~immediate supervisor/administrator/supervisor or Principal~~ will so advise, in writing, the findings ~~and conclusions to all concerned parties, including to the~~ President/Chief Executive Officer ("CEO") and HR. The administrator's findings of the complaint shall contain ~~the following: a copy of the signed original complaint and a~~ a. ~~The name of each employee involved.~~

b. A brief but specific summary of the complaint to include but not limited to factual background, the investigatory process, allegations and summary of findings and recommended action taken, and the facts surrounding it, sufficient to inform the Board and the employee(s) as to the precise nature of the complaint and to allow the employee(s) to prepare a defense.

c. A copy of the signed original complaint.

d. A summary of the action taken by the CEO/President or designee, with his/her specific finding that disposition of the case at the CEO/President's level has not been possible, and the reason why.

34. ~~If the complaint remains unresolved after review by the appropriate Administrator or director of the immediate supervisor, the appropriate Administrator shall refer the written complaint, together with a report and analysis of the situation, to the CEO/President or his/her designee. The complainant, the employee or the CEO/President may request a closed hearing before the appropriate school board or Foundation Board. The Board may confirm the CEO/President's~~ may confirm the administrator's decision, request further review by the administration, or conduct the closed hearing ~~open an additional investigation. If the employee so requests, an open hearing will be held. After the CEO reviews the investigation findings, the administrator will forward the findings to the necessary parties to include the complainant. The decision of the CEO shall be final.~~

4. ~~— All written complaints regarding personnel at the LCER site shall be initially filed with the immediate supervisor. If the complaint regards an immediate supervisor, then the written complaint shall be filed with the appropriate administrator. If the written complaint concerns the administrator, it shall be initially filed with the CEO/President. If the written complaint concerns the CEO/President, it shall be initially filed with the Board.~~

5. ~~Except when a complaint is directed against the CEO/President, no party to a complaint may address the Board, either in closed or open session, unless the Board has received the CEO/President's or designee's written report concerning the complaint. The CEO/President's or designee's report shall contain, but not be limited to:~~

a. The name of each employee involved.

~~b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the employee(s) as to the precise nature of the complaint and to allow the employee(s) to prepare a defense.~~

~~c. A copy of the signed original complaint.~~

~~d. A summary of the action taken by the CEO/President or designee, with his/her specific finding that disposition of the case at the CEO/President's level has not been possible, and the reason why.~~

All parties to a complaint, including the school administration, may be asked to attend a Board meeting or part of such meeting for the purpose of presenting all available evidence and allowing every opportunity for explaining and clarifying the issue.

Complaints concerning an employee shall be addressed in a closed session of the Board unless the employee requests that the issue be addressed in open session.

The decision of the Board following the hearing shall be final.

Lewis Center for Educational Research

**BP 2120: ADMINISTRATION
 PRESIDENT/CEO**

Adopted: September 5, 2002

Revised: June 8, 2015

The President / Chief Executive Officer ("CEO") is the educational leader of the High Desert "Partnership in Academic Excellence" Foundation, inc. with operates the Lewis Center for Educational Research, the charter schools of the Academy for Academic Excellence and Norton Space & Aeronautics Academy, as well as operates GAVRT, Local Outreach and K-16 Bridge Programs. ~~He/she~~The CEO executes all Foundation Board of Directors ("Board") decisions and is accountable to the Board for managing the ~~AAE and the~~ various divisions and organizations, which operate under the Foundation in accordance with the Board's policies. ~~He/she~~The CEO informs the Board about school programs, practices and problems and offers professional advice on items requiring Board action, with appropriate recommendations based on thorough study and analysis.

The Board delegates to the ~~President~~/CEO the power to make decisions concerning internal operations of the Foundation. The ~~President~~/CEO may delegate to other ~~LCER staff~~employees any duties imposed upon him/her by the policies or vote of the Board, as far as the law permits. This delegation of power or duty shall not relieve the ~~President~~/CEO of responsibility for actions taken by his/her designees.

The ~~President~~/CEO shall have general supervision of all personnel and shall develop and execute consistent, fair and fiscally sound personnel procedures and practices, including an evaluation program for all Foundation employees. He/she shall oversee all financial operations of the Foundation and actively seek out new funding sources for the LCER Foundation.

The ~~President~~/CEO shall take an active leadership role in the development and improvement of the instructional program. He/she is expected to create a feeling of unity and enthusiasm among students and staff for the accomplishment of Foundation goals.

The ~~President~~/CEO shall articulate educational issues and values before the community and other governmental agencies. He/she shall be accessible to community members and shall work with them to further the Foundation's goals and build a strong, positive community attitude toward the ~~LCER and AAE~~Foundation and the programs it operates.

The Board expects the ~~President~~/CEO to remain current on educational thoughts and practices by reading educational publications, attending educational conferences, and visiting other school systems in the interest of improving the Foundation's instructional program and overall operation. The ~~President~~/CEO shall inform the Board and staff of new developments and significant events in the field of education.

Lewis Center for Educational Research

**BP 2121: ADMINISTRATION
PRESIDENT/CEO EMPLOYMENT ~~CONTRACT~~ AGREEMENT**

Adopted: September 5, 2002

Revised: June 8, 2015

The Foundation Board of Directors ("Board") shall employ a President / Chief Executive Officer ("CEO") for a period of ~~three two~~ years by entering into a Fixed Term Employment - The a Agreement ("Agreement") ~~shall be renewed automatically for succeeding terms of one year each unless either party gives notice to the other at least 90 days prior to the expiration of any term of his/her or its intention not to renew.~~ The Agreement will define the employment relationship, duties and expectations of both the CEO and the Board to include but not limited to term and work schedule, compensation and benefits, duties, employment requirements, conflicts of interest, proprietary information, termination provisions, severance amount and indemnifications.

~~The Board shall not enter into a President / CEO contract without obtaining advise from legal counsel.~~

The Board reserves the right to terminate the ~~contract~~ Agreement with cause as outlined in the Agreement to include but not limited to breach of the Agreement, any grounds enumerated in the Board policies and procedures, employee handbook, charter documents and bylaws, or the Employee's failure to perform his/her duties as set forth in the Agreement, as defined by law, or as specified in the job description. ~~if the President / CEO willfully breaches or habitually neglects the duties which he is required to perform under the terms of this agreement; or commits such acts of dishonesty, fraud, misrepresentation or other acts of moral turpitude as would prevent the effective performance of his duties.~~

The Board ~~may shall not at its option~~ terminate the ~~contract~~ Agreement for cause, until a for the reasons stated in this Section by giving written notice statement of the of termination to the President / CEO without prejudice to any other remedy to which the President / CEO may be entitled either at law, in equity, or under the contract.

~~The notice of termination required by this section shall specify the grounds for termination has first been served upon the CEO, that and shall be supported by a statement of all relevant facts. The CEO shall have the right to a representative of his choice at the properly posted closed session of the Board. Termination requires a 2/3 vote of the Board, consisting of a legal quorum, as described in the Bylaws and Agreement. The conference with the Board shall be the CEO's exclusive right to any hearing otherwise required by law.~~

~~Termination under the terms of the contract shall be considered "for cause" for the purposes of the contract.~~

The Board shall evaluate the President / CEO's performance early enough to ensure compliance with this notice requirement and any requirements of the existing contract.

The Board also reserves the right to terminate the Agreement without cause or advance notice for any number of reasons as stated in the Agreement to include but not limited to death or incapacitation of employee, revocation/non-renewal of charter, effect of merger, transfer of assets or dissolution, request of termination by employee.

~~If the Board enters into a roll-over or evergreen contract, the contract's extension shall be contingent upon a satisfactory evaluation of the President / CEO's performance.~~

Lewis Center for Educational Research

**BP 2122: ADMINISTRATION
PRESIDENT/CEO JOB DESCRIPTION**

Adopted: September 5, 2002

Revised: June 8, 2015

The job of President / Chief Executive Officer ("CEO") entails many complex duties, some specified in law and some assigned by the Foundation Board of Directors ("Board"). The Board shall provide the ~~President~~/CEO with a job description that indicates his/her the required qualifications, job requirements, job major responsibilities and duties and working conditions. -These responsibilities and additional duties are further detailed throughout the CEO Fixed Term Employment Agreement and -Board's Policies and Procedures.

~~Attached Job Description~~

Lewis Center for Educational Research

**BP 2123: ADMINISTRATION
EVALUATION OF THE PRESIDENT/~~CEO~~
CHIEF EXECUTIVE OFFICER**

Adopted: September 5, 2002

Revised: June 8, 2015

The Foundation Board of Directors ("Board") believes that an annual evaluation of the President / Chief Executive Officer's ("CEO") ~~EO's~~ performance serves to measure the organization's progress toward established goals and objectives and strengthens working relationships between the ~~President/CEO~~ and the Board. The Board's evaluations should include commendations in areas of strength and recommendations for improving effectiveness, thus ~~The evaluation process should~~ clarifying the ~~President/~~CEO's role and giving the Board and ~~President/~~CEO an opportunity to jointly identify immediate priorities among the ~~President/~~CEO's many responsibilities. Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension. ~~The Board's evaluations should include commendations in areas of strength and recommendations for improving effectiveness.~~

Performance Objectives

~~By July 1 of~~ Each year, the Board and ~~President/~~CEO shall ~~agree establish upon~~ a limited number of objectives which shall be used to rate and evaluate the ~~President/~~CEO's performance. These objectives shall reflect established goals and needs of the Foundation with regard to critical areas such as the educational program, personnel, operations, management, community relations, Board-~~President/~~CEO relations, and professional leadership. For each objective, the Board and ~~President/~~CEO shall identify, in writing, the activities to be performed, expected results and timelines, and resources or constraints which may affect achievement.

Evaluation Process

By May 15 of each year, ~~each the~~ Board ~~member~~ shall ~~independently~~ rate the ~~President/~~CEO's performance in each performance objective. The Board shall meet in closed session of the Board's Personnel Committee to discuss these evaluations.

The Board shall examine all Board members' ratings and reach a consensus upon each performance objective. The Chair~~man~~person of the Personnel Committee~~Board~~ or designee shall then develop a single evaluation, illustrating the Board's collective judgment of each objective and provide a copy to the ~~President/~~CEO. The Chair~~man~~person of the Board Personnel Committee or designee shall also provide to the ~~President/~~CEO the evaluations with all written comments intact.

By June 15 of each year, the Board shall meet in closed session of the regular scheduled Foundation Board meeting with the ~~President/~~CEO to discuss the evaluation and to identify goals and objectives for the next year. The ~~President/~~CEO and Board members shall agree upon and sign an evaluation summary. The CEO will have the right to make an oral and/or written response to the evaluation.

Additional evaluations may be arranged at any time during the school year at the request of either the Board Chairperson or the ~~President/~~CEO~~CEO~~.

Lewis Center for Educational Research

**BP 2210: ADMINISTRATION
ADMINISTRATIVE LEEWAY IN ABSENCE OF GOVERNING
BOARD POLICY**

Adopted: September 5, 2002

Revised: June 8, 2015

The President / Chief Executive Officer ("CEO") or designee shall have the power to act, within the parameters of law, in cases where action must be taken and where the Foundation Board of Directors ("Board") has not provided guidelines for administrative action. If the action necessitates addition or revision of policies, the ~~President~~/CEO or designee shall make the necessary recommendations to the Board.

It shall be the duty of the ~~President~~/CEO or designee to keep the Chairmanperson of the Board apprised of any action taken in emergency situations as soon as practicable after its occurrence and certainly prior to the Board's next regular meeting. ~~The president shall use his/her discretion in informing the Board before its next regular meeting.~~

Lewis Center for Educational Research

**BP 4112.4: PERSONNEL
HEALTH EXAMINATIONS**

Adopted: June 5, 2003

Revised: June 8, 2015

New Employees

~~No person shall be employed initially unless he/she has submitted to a tuberculosis examination within the past 60 days to determine whether he/she is free from active tuberculosis. No person shall be employed unless he/she produces or has on file with LCER Human Resources ("HR") a certificate showing that within the last 60 days the person has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors are identified, has been examined by a physician, nurse practitioner, or local health department and has been found to be free of infectious tuberculosis. In the event of an examination, the individual must present HR with a signed statement from the reviewing physician stating they are free of active tuberculosis. The If required, the tuberculosis examination shall consist of an approved intra-dermal tuberculin test. An X-ray of the lungs shall only be required if the intra-dermal test is positive. If no risk factors are identified in the risk assessment, an examination is not required.~~

The cost of the initial test upon hiring is to be borne by the applicant.

A person who is subject to the requirements of this policy may submit to an examination instead of submitting to the tuberculosis risk assessment.

~~Each employee shall place have on file with the LCER a TB Risk Assessment or a certificate from the examining physician showing that the employee is free from active tuberculosis. Persons who have not complied with provisions of this policy shall not be allowed to work in any LCER capacity with the organization. school of the LCER.~~

~~Persons transferring from another district shall fulfill the requirements of this policy by either: a) producing a certificate showing that the employee was examined within the last four years and found free of active tuberculosis, b) having the last employing school verify that a current certificate is on file, or c) undergoing the tuberculosis examination. A person who transfers employment from one school/school district to another school/school district shall be deemed to meet the requirements if that person can produce a certificate that shows he or she was found to be free of infectious tuberculosis within 60 days of initial hire, or the school where they were previously employed verifies that the person has a certificate on file showing that the person is free from infectious tuberculosis.~~

~~The Foundation Board shall follow provisions in those cases where an employee's religious belief prevents them from undergoing a physical examination.~~

Regular Employees

All employees who submit a "No Risk" Tuberculosis Risk Assessment or a test-negative or tuberculin skin tests shall be required to undergo a Tuberculosis Risk Assessment or a tuberculosis examination at least once every four years and submit the negative results to HR. This Risk Assessment will be provided by the LCER Lewis Center for Educational Research ("LCER") District Registered Nurse at no cost to the employee. In the event that a Tuberculosis examination is required, examination shall be provided by the LCER or at LCER expense. the LCER will reimburse the employee the cost of the intra-dermal tuberculosis test, providing the fee is reasonable.

Once an x-ray of the lungs has been submitted to HR, no further assessments, testing, or x-rays are required, unless the individual who had the x-ray has had a risk of being exposed to TB after the x ray of the lungs has been performed. In this event, the individual will be required to undergo another chest x-ray to show they are free from active tuberculosis.

~~If the CEO or designee has probable cause to suspect that an employee has an infectious, contagious or communicable disease, or an illness or ailment which would directly affect the health and welfare of students, he/she shall have the authority to require a medical examination administered by a physician licensed under the Business and Professions Code. The cost of such examination shall be at the expense of the LCER.~~

The Foundation Board shall follow provisions in those cases where an employee's religious belief prevents them from undergoing a physical examination.

~~Employees whose mental health is in question may be subject to review by a psychiatric panel.~~

Attached is the proposed budget for 2015-16

Highlights:

The overall financial health of the state seems very positive presently and we expect that the revenue numbers we are using may be too pessimistic, but we would rather have a pleasant surprise next year than a negative one.

- 1.) We are expecting a \$2.2 million dollar increase in revenue for 2015-16. This comes from two calculations. First, the California funding model is moving closer to the target funding per pupil which gives increases to both schools totaling \$1.05 million plus a new block grant of \$183 per ADA adding \$366 thousand. In addition we expect to add 41 students at AAE and 67 at NSAA which will add \$700 thousand.
- 2.) We will continue to give the regular step and column increases to all qualifying staff members costing about \$311 thousand.
- 3.) We will give an across the board salary increase of 5%. The cost of that increase including payroll taxes is \$635 thousand.
- 4.) Additional staffing required by our growth, consolidation and increased student population is \$720 thousand including payroll taxes, benefits and retirement contributions.
- 5.) We are sharing in the previous under-funding of the state's retirement systems STRS and PERS. Our share of the percentage increases over prior year salaries contributions is about \$200 thousand, but new hires participate in the overall increase in payroll costs.
- 6.) One additional increase is an approximation of a 5% increase in health insurance. Staff is presently evaluating the existing vendor along with additional proposals.

G/L		Budget Total	Proposed Raise Result of Raise	Budget Total	Proposed	Proposed
		Budget 15-16		2014-15	2016-17	2017-18
5100	Certificated Salaries	\$7,801,799	5.00%	\$ 7,098,865	\$ 8,191,889	\$ 8,601,483
5102	Cert - Hourly	\$42,672		\$ 40,846	\$ 44,806	\$ 47,046
5103	Cert - Subs	\$205,719		\$ 119,570	\$ 216,005	\$ 226,805
5104	Cert - Supplemental	\$63,689		\$ 9,420	\$ 66,873	\$ 70,217
5105	Cert - Stipend	\$257,175		\$ 213,388	\$ 270,034	\$ 283,536
5106	Cert - O/T	\$0		\$ -		
5107	Cert - Differential	\$0				
	Total Certificated	\$8,371,055		\$ 7,482,090	\$ 8,789,608	\$ 9,229,088
5110	Classified - Salaried	\$2,915,953		\$ 2,768,413	\$ 3,061,750	\$ 3,214,838
5112	Class - Hourly	\$189,738		\$ 223,361	\$ 178,225	\$ 187,137
5113	Class - Subs	\$181,324		\$ 2,563	\$ 190,390	\$ 199,909
5114	Class - Supplemental	\$113,853		\$ 30,572	\$ 119,546	\$ 125,523
5115	Class Stipend	\$28,458		\$ 23,950	\$ 29,881	\$ 31,375
5116	Class - OT	\$0		\$ -	\$ -	\$ -
5117	Class - Differential	\$0		\$ -	\$ -	\$ -
	Total Classified	\$3,409,326		\$ 3,048,859	\$ 3,579,792	\$ 3,758,782
5200	Employee Benefits	\$1,702,919		\$ 1,574,822	\$ 1,788,065	\$ 1,877,468
5201	STRS	\$892,849	10.73%	\$ 578,792	\$ 937,492	\$ 984,366
5202	PERS	\$403,903	11.85%	\$ 401,208	\$ 424,098	\$ 445,303
5204	Social Security	\$211,378	6.20%	\$ 217,291	\$ 221,947	\$ 233,044
5205	Medicare	\$170,816	1.45%	\$ 152,612	\$ 179,356	\$ 188,324
5207	Voluntary Retirement Program	\$70,292		\$ 73,721	\$ 73,807	\$ 77,497
5208	State Unemployment	\$5,890	0.05%	\$ 5,290	\$ 6,185	\$ 6,494
5209	Workers Comp	\$127,228	1.08%	\$ 113,717	\$ 133,590	\$ 140,269
	Total Benefits	\$3,585,275		\$ 3,117,454	\$ 3,764,539	\$ 3,952,766
	Subtotal Personnel Exp	\$15,365,658		\$ 13,648,404	\$ 16,133,939	\$ 16,940,836
5300	Approved Text Books	\$235,000		\$ 202,500	\$ 240,875	\$ 246,897
5301	Books	\$7,850		\$ 10,750	\$ 8,046	\$ 8,247
5320	Class Supplies	\$259,688		\$ 228,931	\$ 266,180	\$ 272,834
5325	Equipment (under 5K)	\$47,000		\$ 106,025	\$ 48,175	\$ 49,379
5360	Food	\$315,000		\$ 300,000	\$ 322,875	\$ 330,947
5530	Office Supplies	\$40,000		\$ 41,500	\$ 41,000	\$ 42,025
5540	Postage	\$21,500		\$ 15,500	\$ 22,038	\$ 22,588
6210	Computers	\$111,200		\$ 118,700	\$ 113,980	\$ 116,830
6211	Laptop Program	\$0		\$ -	\$ -	\$ -
6212	Equip for Resale	\$0		\$ -	\$ -	\$ -
6220	Software	\$113,120		\$ 114,500	\$ 115,948	\$ 118,847
6230	Furniture	\$18,000		\$ 15,000	\$ 18,450	\$ 18,911
6240	Books, Media, Library	\$25,000		\$ 25,000	\$ 25,625	\$ 26,266
	Total Supplies	\$1,193,358		\$ 1,178,408	\$ 1,223,192	\$ 1,253,771
5220	Employee Admin	\$2,800		\$ 2,800	\$ 2,870	\$ 2,942
52201	Volunteer Fingerprinting	\$0		\$ -	\$ -	\$ -
5331	Testing	\$25,000		\$ 25,000	\$ 25,625	\$ 26,266
5340	Referees	\$17,000		\$ 32,500	\$ 17,425	\$ 17,861
5350	Field Trip	\$8,000		\$ 2,000	\$ 8,200	\$ 8,405
5400	Travel	\$44,700		\$ 71,700	\$ 45,818	\$ 46,963
5410	Training & Conferences	\$86,475		\$ 138,885	\$ 88,637	\$ 90,853
5415	Provided Training	\$8,000		\$ 8,000	\$ 8,200	\$ 8,405
5420	Dues & Memberships	\$21,200		\$ 19,850	\$ 21,730	\$ 22,273
5421	AVUSD Oversight Fee	\$8,200		\$ 7,800	\$ 8,405	\$ 8,615
5422	SB Co Oversight Fees	\$80,477		\$ 56,496	\$ 82,489	\$ 84,551
5425	Bank fees	\$4,000		\$ 3,500	\$ 4,100	\$ 4,203
5430	Insurance	\$210,000		\$ 210,000	\$ 215,250	\$ 220,631

	Insurance deductible	\$0
5440	Legal Fees	\$52,000
5441	Consulting	\$170,100
54411	SELPA services	\$0
5460	Trash-Sewer	\$38,000
5470	Gardening	\$22,000
5480	Janitorial	\$179,480
5500	Security	\$28,800
5510	Telephone	\$68,481
5520	Utilities	\$389,000
5531	Copier	\$95,000
5532	Emergency-First Aid	\$5,500
5550	Rental - Leases	\$231,024
5561	Advertising - Marketing	\$9,350
5562	Public Relations	\$6,480
5563	Special Events	\$16,850
6010	Facilities - Maintenance	\$160,000
6110	Auto (Bus, Van, Truck, ATV)	\$13,000
6115	Bus	\$45,000
6205	Equipment Repairs	\$88,250
	Total Services	\$2,132,167
6000	Sites Improvements	\$219,737
6100	Bldg-Imprv to Bldgs	\$5,000
6200	Capital Equip (over 5 K)	\$0
	Total Capital	\$224,737
5571	Bond - interest	\$226,000
55711	Bond - principal	\$140,000
		\$0
	Total Debt Service	\$386,000
	Subtotal Non Personnel Exp	\$3,918,282
	Total Expenditures	\$19,281,918
	IT General	\$0
	IT Specific	\$0
	Ops	\$0
	Intra-school	\$0
	Bridge	\$0
	Contingency Reserve	\$0
	Total Allocated Expense	\$0
	Total Expenses and Overhead	\$19,281,918
	4200 - Carryover	\$0
	4000 - Proj Revenue 13-14	\$19,208,426
	Net Surplus (Deficit)	(\$73,492)

	\$ -	\$ -	\$ -
	\$ 51,650	\$ 53,300	\$ 54,633
	\$ 178,505	\$ 174,353	\$ 178,711
	\$ 19,250	\$ -	\$ -
	\$ 38,000	\$ 38,950	\$ 39,924
	\$ 8,000	\$ 22,550	\$ 23,114
	\$ 110,822	\$ 183,967	\$ 188,566
	\$ 28,800	\$ 29,520	\$ 30,258
	\$ 65,748	\$ 70,193	\$ 71,948
	\$ 355,000	\$389,000	\$389,000
	\$ 95,000	\$ 97,375	\$ 99,809
	\$ 5,500	\$ 5,638	\$ 5,778
	\$ 281,124	\$231,024	\$231,024
	\$ 9,350	\$ 9,584	\$ 9,823
	\$ 9,480	\$ 6,642	\$ 6,808
	\$ 16,450	\$ 17,271	\$ 17,703
	\$ 87,000	\$ 164,000	\$ 168,100
	\$ 9,500	\$ 13,325	\$ 13,658
	\$ 40,000	\$ 46,125	\$ 47,278
	\$ 72,500	\$ 88,406	\$ 90,616
	\$ 2,060,210	\$ 2,169,971	\$ 2,208,719
	\$ 698,337	\$ 100,000	\$ 100,000
	\$ 2,851,141	\$ 100,000	\$ 100,000
	\$ -	\$ 25,000	\$ 25,000
	\$ 3,549,478	\$ 225,000	\$ 225,000
	\$ 260,000	\$ 200,000	\$ 180,000
	\$ 115,000	\$ 120,000	\$ 125,000
	\$ 375,000	\$ 320,000	\$ 305,000
	\$ 7,163,094	\$ 3,938,162	\$ 3,992,491
	\$ 20,811,497	\$ 20,072,101	\$ 20,933,127
	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -
	\$ 20,811,497	\$ 20,072,101	\$ 20,933,127
	\$ 3,824,860		
	\$ 16,960,916	\$ 20,168,848	\$ 21,177,290
	\$ (25,722)	\$ 96,746	\$ 244,163

**Fixed Term Employment Agreement
Between
Lewis Center for Educational Research & Gordon Sohlt**

This Employment Agreement ("Agreement") is entered into by and between the above named employee ("Employee") and the Governing Board of the High Desert "Partnership in Academic Excellence" Foundation, Inc. ("Foundation"). The Foundation desires to hire employees who will assist the Board in achieving the goals and meeting the requirements of its charters. The parties recognize that the provisions of the California Education Code do not govern the Foundation, except as expressly set forth in the Charter Schools Act of 1992 and its successors.

RECITALS

WHEREAS, the Foundation is a non-profit public benefit corporation which operates the Lewis Center for Educational Research as well as the charter schools of the Academy for Academic Excellence and the Norton Space & Aeronautics Academy, which were approved by the Apple Valley Unified School District and the San Bernardino County Board of Education, respectively (collectively referred to herein as ("Granting Agencies")). The charter schools organized and operate pursuant to the provisions of the Charter documents ("Charters") and applicable law. The Foundation also operates GAVRT, Local Outreach and K-16 Bridge Programs, as well as future program development and opportunities for growth and expansion; and

WHEREAS, the Foundation is authorized pursuant to the terms of its policies, procedures and Charters to appoint and hire the Employee to assist the Board and to carry out the duties and functions as outlined in the job description attached and incorporated to this Agreement as **Attachment A**; and

WHEREAS, the Foundation desires to retain the services of the Employee by way of this Agreement and the Employee is qualified to perform such duties; and

WHEREAS, the Employee and the Foundation desire to formalize the employment relationship by way of this Agreement;

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual terms and conditions contained herein, the parties hereto do agree as follows:

AGREEMENT

1. TERM AND WORK SCHEDULE.

Section 1.01. Subject to Section 16 of this agreement herein, the Foundation hereby employs the Employee to serve as the President/Chief Executive Officer ("President/CEO") for a term of two (2) years commencing on July 1, 2015 and ending on June 30, 2017.

Section 1.02. The President/CEO position is a full-time position, exempt from overtime law. As a minimum performance requirement, the work schedule for the Employee shall be Monday through Friday, with daily work hours at the Foundation offices of 7 a.m. to 4 p.m. As this

position is exempt from overtime, additional duties of the Employee may need to be performed outside of the daily work schedule.

Section 1.03 The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with the Foundation.

2. COMPENSATION.

Section 2.01 The Employee will receive a salary subject to all regular withholdings, in accordance with the Foundation's Administrative/CEO salary schedule, which is attached and incorporated to this Agreement as **Attachment B**. Based upon the annual performance of the Employee documented in the performance evaluation, the Employee may be eligible, on an annual basis, to receive additional compensation in the form of an increase and/or step on the salary schedule.

3. BENEFITS.

Section 3.01 Health and Benefits. The Employee shall be afforded such health and benefits as shall be granted to the Foundation's employees, including entitlement to participation in the State Teachers Retirement System (STRS), subject to program and eligibility requirements.

Section 3.02 Sick Leave. The Employee shall be afforded such sick leave benefits as shall be granted to the Foundation's employees.

Section 3.03 Holidays. The Employee shall take holiday days according to the calendar of holidays observed annually by the Foundation.

4. DUTIES.

Section 4.01 The Employee shall perform the duties of the President/CEO as directed by the Foundation, board policy and procedures, prescribed by the Charters, and specified in the attached job description which is incorporated by reference as **Attachment A** to this Agreement. This description and the job duties for the Employee may be altered from time to time at the sole discretion of the Foundation.

5. WORK YEAR.

Section 5.01 In accordance with the term of this Agreement, the Employee shall be required to work 210 days throughout the calendar year. The nature of the Employee's job duties requires that he work evenings, weekends and a variety of schedules. The Employee will use the Absence Verification Time Sheet used by all regular, salaried Foundation employees to track and verify non-duty days, along with sick leave and holidays. Furthermore, the Employee will be available either in person or by phone twenty-four hours per day, seven days a week, three hundred and sixty-five days a year in case of emergencies.

6. EVALUATION.

Section 6.01 In accordance with Board Policy, the Foundation shall evaluate the performance

of the Employee at least once annually and review accomplishments and completion of goals and objectives. This evaluation shall be based on the job description which is incorporated by reference as **Attachment A**, and goals and objectives developed by the Foundation Board's Personnel Committee, in cooperation with the Employee, and ratified by the full Foundation Board at a regularly scheduled meeting.

7. FINGERPRINTING/TB CLEARANCE.

Section 7.01 Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice and Federal Bureau of Investigations. Employee will be required to submit a certificate showing that within the last 60 days he/she has submitted to a tuberculosis risk assessment and if tuberculosis risk factors were identified, has been examined by a licensed physician or nurse practitioner or local health department and has been found to be free of infectious tuberculosis. Both fingerprint and tuberculosis clearances need to be in place prior to the first day of service.

8. CHILD ABUSE AND NEGLECT REPORTING.

Section 8.01 California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges he/she is a child care custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. CONFLICTS OF INTEREST.

Section 9.01 The Employee understands that while employed at the Foundation, he or she will have access to confidential and proprietary information. The Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or school that will in any way conflict with his employment with the Foundation.

10. OUTSIDE PROFESSIONAL ACTIVITIES.

Section 10.01 The Employee shall devote his entire productive time, ability, and attention to the business of the Foundation during the term of this contract.

Section 10.02 The Employee shall not engage in any other business duties or pursuits whatsoever, or directly or indirectly render any services of a business, commercial, or professional nature to any other person or organization, whether for compensation or otherwise, without the prior written consent of the Foundation. The Employee may, on behalf of the Foundation, expend reasonable amounts of time for educational, charitable, or professional activities, including serving on committees and boards, i.e. CCSA, WASC, etc. This shall not be deemed to be a breach of this Agreement if those activities do not materially interfere with the

services required under this Agreement.

Section 10.03 This Agreement shall not be interpreted to prohibit the Employee from making passive personal investments or conducting private business affairs if those activities do not materially interfere with the services required under this Agreement. However, the Employee shall not directly or indirectly acquire, hold, or retain any interest in any business competing with or similar in nature to business or the Foundation.

Section 10.04 The Employee is strongly encouraged as part of this Agreement to participate in both elected and non-elected positions, such as CCSA Member Council or other such positions, with State and National Charter School organizations.

11. MATTERS REQUIRING CONSENT OF THE FOUNDATION BOARD.

Section 11.01 The Employee shall not, without specific approval of the Finance Committee of the Foundation, obligate the Foundation or incur debt on behalf of Foundation in an amount in excess of \$50,000. Items in excess of \$50,000 must be approved by the Foundation, except as follows: (1) Approved debt items included in annual budget (2) Emergency non-budget items necessary to maintain day-to-day operations wherein approval of the Foundation cannot be obtained in advance. Any non-budgeted debt in excess of \$50,000 must be submitted to the Foundation with written evidence and justification for ratification at the next regularly scheduled Foundation meeting.

12. PROPRIETARY INFORMATION.

Section 12.01 The parties acknowledge and agree that during the term of this Agreement and in the course of the discharge of his duties hereunder, the Employee shall have access to and become acquainted with information concerning the operation and processes of the Foundation, including without limitation, financial, personnel, sales, scientific, and other information that is owned by the Foundation and regularly used in the operation of the Foundation's business, and that such information constitutes the Foundation's trade secrets.

Section 12.02 The Employee specifically agrees that he shall not misuse, misappropriate, or disclose any such trade secrets, directly or indirectly, to any other person or use them in any way, either during the term of this Agreement or at any other time thereafter, except as is required in the course of his employment hereunder.

Section 12.03 The Employee acknowledges and agrees that the sale or unauthorized use or disclosure of any of the Foundation's trade secrets obtained by the Employee during the course of this employment under this Agreement, including information concerning the Foundation's current or any future and proposed work, services, or products, the facts that any such work, services, or products are planned, under consideration, or in production, as well as any description thereof, constitute unfair competition. The Employee promises and agrees not to engage in any unfair competition with the Foundation, either during the term of this Agreement or within one year of leaving employment with the Foundation.

Section 12.04 The Employee further agrees that all files, records, documents, drawings, specifications, equipment, and similar items relating to the Foundation's business, whether

prepared by the Employee or other, are and shall remain exclusively the property of the Foundation and that they shall be permanently removed from the premises of the Foundation only with the express prior written consent of Foundation's Board Chairperson.

13. USE OF EMPLOYEE'S NAME.

Section 13.01 The Foundation shall have the right to use the name of the Employee as part of the trade name or trademark of the Foundation if it should be deemed advisable to do so. Any trade name or trademark, of which the name of the Employee is a part that is adopted by Employer during the employment of the Employee may be used thereafter by the Foundation for as long as the Foundation deems advisable.

Section 13.02 The Employee shall not, for a period of one year after termination of this Agreement, use or permit the use of his name in the trade name or trademark of any other enterprise if that other enterprise is engaged in a business similar in any respect to that conducted by the Foundation, unless that trade name or trademark clearly indicates that the other enterprise is a separate entity entirely distinct from and not to be confused with the Foundation and unless that trade name or trademark excludes any words or symbols stating or suggesting prior or current affiliation or connection by that other enterprise or its employees with the Foundation.

14. REIMBURSEMENT OF BUSINESS EXPENSES.

Section 14.01 The Foundation shall promptly reimburse Employee for all reasonable business expenses incurred by the Employee in connection with the business of the Foundation and within the Foundation's policies and procedures regarding expense reimbursements for employees. The Employee must obtain pre-approval for any expense in excess of \$5,000.00 from the Foundation. Failure of the Employee to obtain said approval shall result in the waiver of any reimbursement rights to that expense by the Employee except as detailed in Section 2.02.

Section 14.02 Each such expenditure shall be reimbursable only if it is of a nature qualifying it as a proper deduction of the federal and state income tax return of the Foundation.

Section 14.03 Each such expenditure shall be reimbursable only if the Employee furnishes to the the Foundation adequate records and other documentary evidence required by federal and state statutes and regulations issued by the appropriate taxing authorities for the substantiation of each such expenditure as an income tax deduction.

15. TERMINATION OF CONTRACT. This Agreement may be terminated by any of the following:

Section 15.01 Termination For Cause. The Employee may be terminated by the the Foundation at any time for cause. In addition, the Employee may be disciplined (e.g. reprimand, suspension without pay) for cause during the term of this Agreement. "Cause" shall include, but is not limited to, breach of this Agreement; any ground enumerated in the Foundation's Policies & Procedures, Charters, Bylaws, Employee Handbook, or the Employee's failure to perform his duties as set forth in this Agreement, as defined by law, or as specified in the above-mentioned and incorporated by reference job description.

The Foundation shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee, which states the specific grounds for termination that shall be supported by a statement of all relevant facts. The Employee shall have the right to a representative of his choice at a closed session conference with the Foundation Board. Termination requires a 2/3 vote of the Foundation Board, consisting of a legal quorum as described in the Bylaws. The conference with the Foundation shall be the Employee's exclusive right to any hearing otherwise required by law.

In the event that the Foundation terminates this Agreement for cause as specified herein, the Employee shall automatically and completely forfeit any compensatory rights other than those specifically stated in Section 17.01.

Section 15.02 Early Termination Without Cause. The Foundation may unilaterally and without cause or advance notice terminate this Agreement. In the event that the Foundation terminates this Agreement prior to the completion of the term of employment specified herein, the Employee shall automatically and completely forfeit any compensatory rights other than those specifically stated in Section 17.01.

Section 15.03 Death or Incapacitation of the Employee. The death of the Employee shall terminate this Agreement and all rights entitled under this Agreement. In the event that the Employee becomes incapacitated to the extent that, in the judgment of the Foundation, the Employee may no longer perform the essential functions of his job with or without reasonable accommodation, as set forth in job specifications, the Foundation may terminate this Agreement.

Section 15.04 Effect of Merger, Transfer of Assets or Dissolution. This Agreement shall not be terminated by any voluntary or involuntary dissolution of the Foundation resulting from either a merger or consolidation in which the Foundation is not the consolidated or surviving corporation, or transfer of all or substantially all of the assets of the Foundation. In the event of any such merger or consolidation or transfer of assets, the Foundation's rights, benefits, and obligations hereunder shall be assigned to the surviving or resulting corporation or the transferee of the Foundation's assets.

Section 15.05 Termination by Employee. The Employee may terminate his obligations under this Agreement by giving the Foundation at least ninety (90) days written notice in advance. The Foundation may vote to vacate this provision for the mutual benefit of both parties. In the event that the Employee terminates his obligations under this Agreement prior to the completion of the term of employment specified herein, the Employee shall automatically and completely forfeit any compensatory rights including those specifically stated in Section 17.01.

16. SEVERANCE.

Section 16.01 In consideration of the Foundation right to terminate this Agreement with or without cause, the Foundation shall pay to the Employee the severance amount calculated as follows: six months of salary upon termination. In addition, the Employee is guaranteed continuation of his medical/dental/vision plan, paid for by the Foundation for the remainder of the current fiscal year, plus an additional 12 months.

17. NON-RENEWAL/EXPIRATION OF TERM.

Section 17.1 The Foundation may elect not to offer future employment Agreements to the Employee at its sole discretion, without cause, and this Agreement will lapse by its own terms.

18. REQUIRED CONTRACT PROVISION. The following provisions are required to be included in this Agreement by the California Government Code:

Section 18.1. Limitations on Cash Settlement. In no case upon termination of this Agreement shall the maximum cash settlement exceed an amount equal to the monthly salary of the President/CEO multiplied by 18.

Section 18.2. Required Reimbursements. The Employee shall be required to reimburse the Foundation for any salary or fees he/she receives from the Foundation in relation to his placement on paid administrative leave pending criminal charges if he/she is convicted of a crime involving the abuse of his office/position. Regardless of the term of this Agreement, if the Agreement is terminated, the Employee must reimburse the Foundation for any cash settlement he/she receives in relation to his termination if he/she is convicted of a crime involving the abuse of his office/position.

19. ENTIRE AGREEMENT.

Section 19.1 This Agreement supersedes any and all other Agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other Agreement, statement or promise related to the subject matter of this Agreement which is not contained in this Agreement shall be valid or binding.

20. WAIVER.

Section 20.1 Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

21. INDEMNIFICATION.

Section 21.01 The Employee shall indemnify and hold the Foundation harmless from all liability for loss, damage, or injury to persons or property resulting from willful misconduct of the Employee. The Foundation shall indemnify and hold the Employee harmless from all liability for loss, damage, or injury to persons or property resulting from negligence of the Foundation.

Section 21.02 The Foundation shall indemnify the Employee for all losses sustained by the

Employee in direct consequence of the discharge of his duties on the Foundation's behalf.

22. JURISDICTION.

Section 22.1 The parties hereby understand and agree that this Agreement, and the attachments hereto, have been negotiated and executed in the State of California and shall be governed by, and construed under, the laws of the State of California.

23. AMENDMENTS.

Section 23.1 No addition to, or modification of, any provision contained in this Agreement shall be effective unless fully set forth in writing **and** signed by the authorized representative of both of the parties hereto.

24. INTERPRETATION AND OPPORTUNITY TO COUNSEL.

Section 24.1 The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.

25. SEVERABILITY.

Section 25.1 If any term, provision, condition or covenant of the Agreement shall, to any extent, be held invalid or unenforceable, the remainder of the Agreement shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforceable to the fullest extent provided by law.

26. EXECUTION OF COUNTERPARTS.

Section 26.1 This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

27. SIGNATURES.

Section 27.1 In witness therein, we affix our signatures to this Agreement with the full and complete understanding of the relationship between the parties hereto.

The Governing Board of and on behalf of the Foundation

DATED: _____ By: _____
H. O. Biggs Foundation Board Chairperson

DATED: _____
Employment Agreement for President/CEO Page 8 of 12

This Employment Agreement is subject to ratification and approval by the Governing Board of LCER.
ATTACHMENT A

JOB DESCRIPTION
President / Chief Executive Officer ("CEO")

MISSION STATEMENT: The Lewis Center for Educational Research ("LCER") is an organization dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

DESCRIPTION: The President/CEO is employed by and works under the direction of the High Desert "Partnership in Academic Excellence" Foundation, Inc. Board of Directors ("Foundation"). The President/CEO will provide executive leadership in administering the various aspects of the Foundation, LCER, the Academy for Academic Excellence ("AAE") Charter School, the Norton Space and Aeronautics ("NSAA") Charter School, as well as future program development and opportunities for growth and expansion. The President/CEO will be responsible for providing organizational direction and guidance in a collaborative and results-oriented fashion. As the President/CEO, he/she will be expected to provide consistent leadership through example, provide guidance and support, and make complicated decisions pertaining to personnel, budget and programs.

REQUIRED QUALIFICATIONS:

- ◆ Master's degree in education, school administration, business/leadership or related field.
- ◆ Five years of full time school administrative experience.
- ◆ Five years of successful full time teaching experience.
- ◆ Appropriate Administrative Services Credential.
- ◆ Valid California Drivers License.

PRE-EMPLOYMENT REQUIREMENTS:

- ◆ A certificate stating freedom from tuberculosis.
- ◆ Candidates selected for employment are required to be fingerprinted and cleared by the CA Department of Justice through the LCER and must provide the LCER with a certificate stating freedom from tuberculosis before beginning work.

JOB REQUIREMENTS (Skills, Knowledge and Abilities):

- ◆ Adeptness at dealing effectively with employees and others on a one-to-one basis and in groups.
- ◆ Effective oral and written communication skills.
- ◆ Ability to forge cooperative relationships with community members and other public agency personnel.
- ◆ Operating procedures of an educational based organization.

- ◆ Principles, practices and techniques related to areas of responsibility.
- ◆ Applicable Federal, State and local laws, regulations and procedures.
- ◆ Principles and practices of organization.
- ◆ Administrative and personnel management.
- ◆ School and community partnerships.
- ◆ Student expulsion process.
- ◆ Research and development of the LCER, AAE and NSAA; and curriculum development, course of study and scope and sequence in a comprehensive educational program.
- ◆ Organize and present ideas effectively in oral and written form.
- ◆ Maintain effective, cooperative working relationships with administrators, certificated and classified employees, parents, students and community members.
- ◆ Effectively represent the Foundation in the community; plan, organize and direct programs, services and projects related to areas of assignment.
- ◆ Budget and effectively manage budget; prepare clear, complete and concise reports and proposals.
- ◆ Analyze situations carefully and adopt effective courses of action.
- ◆ Supervise, train and evaluate assigned staff.
- ◆ High moral and ethical character.
- ◆ Demonstrate ability to maintain effective working relations with employees, parents, students, and the community.
- ◆ Ability to work under pressure and meet deadlines.
- ◆ Ability to organize work, lead and supervise associates.
- ◆ Will be required to use personal vehicle to travel between campuses and attend meetings as needed.

JOB RESPONSIBILITIES/DUTIES:

- ◆ Provide leadership in planning, developing, implementing and evaluating the overall instructional programs provided under the umbrella of the Foundation.
- ◆ Ensure that the various programs and projects are consistent with the established goals, objectives and policies, and implement the Vision of the Foundation.
- ◆ Provide oversight for the Lewis Center's research-based, longitudinal study to ensure its compliance to proven scientific guidelines.
- ◆ Direct the integration and coordination of services with other organizations, AVUSD, groups, schools, colleges, universities and individuals.
- ◆ Represent the Foundation at various community functions and events.
- ◆ Facilitate a friendly, "team orientated", collaborative working environment for employees of the Foundation and LCER, and support informed decision-making among the team to effect improved communication, trust and efficiency throughout the organization.
- ◆ Define quality indicators for the organization through the active participation of the staff.
- ◆ Ensure the establishment of K-12 Common Core Standards, benchmarks, rubrics and curriculum guides that provide measurable student results-indicators to ensure instructional quality and accountability.
- ◆ Design, develop and implement a comprehensive evaluation program for employees of the Foundation.
- ◆ Provide program evaluation utilizing research-based models.
- ◆ Implement state-of-the-art Instructional Technology.

- ◆ Direct and prepare an annual budget for all organizational factions of the Foundation..
- ◆ Direct and oversee staff, ensuring compliance with procedural policies.
- ◆ Oversee the development of board policies related to all areas of operation, including but not limited to personnel, fiscal management and educational issues.
- ◆ Actively seek out partnerships with businesses, organizations and individuals to promote the goals and mission of the Foundation.
- ◆ Actively seek grants to fund the programs and activities of the Foundation and its various organizations.
- ◆ Communicate with political leaders to promote and clarify the goals and mission of the Foundation.
- ◆ Oversee all building programs of the Foundations.
- ◆ Act as the designated offer of the Board to initiate legal opinion from the Foundations' attorneys, secure Board approval before initiating any legal action on behalf of the Board.
- ◆ Perform other duties as assigned by the Board.

WORKING CONDITIONS:

Environment:

- ◆ Indoor/Outdoor school campus environment.
- ◆ Subject to constant interruptions, public contact and multiple tasks and timelines.
- ◆ Occasional outside weather conditions.
- ◆ Occasionally works weekends and/or evenings.

Physical Abilities:

- ◆ Ability to observe, see, hear, and respond to children and youth's needs, emergencies, and conflicts that might occur in any form of program setting.
- ◆ Ability to stand, sit, stoop, walk, kneel, and perform grasping and handling motions and torso rotations on a continuous basis and the ability to reach in all directions.
- ◆ Ability to hear and speak clearly to exchange information in person and/or on the telephone.
- ◆ Seeing to read and compose written materials.
- ◆ Dexterity of hands & fingers to operate computer keyboard & other office equipment for extended periods of time.
- ◆ Lift or lift and carry up to 35 pounds.

Employment Policy: It is the policy of the Lewis Center, in accordance with applicable provisions of state and federal law, to be an equal opportunity employer, by providing and safeguarding the opportunity for all qualified persons to seek, obtain and hold employment at the Lewis Center without discrimination based on race, color, religious creed, political or union affiliation, national origin, sex, age (over 40), physical or mental handicap, medical condition as defined in the California Government Code, or marital status. The Lewis Center for Educational Research is an at-will employer. The conditions of the job, including hours, wages, and working conditions, may be changed at any time.

ATTACHMENT B

Administrative-CEO Salary Schedule 2015-2016 with 5%											
Range	Days	Column 1		Column 2		Column 3		Column 4		Column 5	
		Per Dier	Annual	Per Dier	Annual	Per Dier	Annual	Per Dier	Annual	Per Dier	Annual
1	190	\$392.65	\$74,603.50	\$408.36	\$77,588.40	\$424.69	\$80,691.10	\$441.68	\$83,919.20	\$459.35	\$87,276.50
1	195	\$392.65	\$76,566.75	\$408.36	\$79,630.20	\$424.69	\$82,814.55	\$441.68	\$86,127.60	\$459.35	\$89,573.25
1	200	\$392.65	\$78,530.00	\$408.36	\$81,672.00	\$424.69	\$84,938.00	\$441.68	\$88,336.00	\$459.35	\$91,870.00
2	200	\$410.95	\$82,190.00	\$427.39	\$85,478.00	\$444.48	\$88,896.00	\$462.27	\$92,454.00	\$480.76	\$96,152.00
2	210	\$410.95	\$86,299.50	\$427.39	\$89,751.90	\$444.48	\$93,340.80	\$462.27	\$97,076.70	\$480.76	\$100,959.60
3	210	\$450.60	\$94,626.00	\$468.63	\$98,412.30	\$487.36	\$102,345.60	\$506.86	\$106,440.60	\$527.13	\$110,697.30
4	210	\$524.54	\$110,153.40	\$545.52	\$114,559.20	\$567.36	\$119,145.60	\$590.05	\$123,910.50	\$613.64	\$128,864.40
5	210	\$643.99	\$135,237.90	\$669.75	\$140,647.50	\$696.54	\$146,273.40	\$724.41	\$152,126.10	\$753.38	\$158,209.80
Range	Position										
	1 Dean / Coordinator of Assessment & Student Achievement										
	2 Vice Principal, School Psychologist										
	3 Principal, Director of IT, Director Business, Director GA										
	4 CAO										
	5 CEO										

Advisor Contract

This agreement entered into on this the _____ 2015 between Richard A. Piercy (Advisor) and the HDPAE Foundation Board of Directors, (Board).

The Board wish to extent a formal contract for services to Mr. Piercy the former President / CEO of the HDPAE Foundation, as the Advisor to the Board for the 2015/2016 Fiscal Year beginning July 1, 2015. His duties will be to meet with staff, directors and the President / CEO on a regular basis to provide insight and knowledge concerning all aspects of the organization. He will provide quarterly reports to the Board on the organization. Be available to advise the Board, staff and others and be of assistance to the President / CEO and the Administrative Directors.

The Foundation will pay for Mr. Piercy's health plan through the organizations health plan and include his spouse. All other costs will be covered by Mr. Piercy, other than travel for distances greater than 100 miles.

Academy for Academic Excellence School Board Committee

Regular Meeting of the Board of Directors

Minutes

May 14, 2015

1.0 CALL TO ORDER:

The meeting was called to order by Kevin Porter, 7:12 a.m.

2.0 ROLL CALL:

Directors Present: David Bains, Jose Palafox, Kevin Porter, Russell Stringham

Directors Absent: Robert Lovingood, Rick Wolf

Staff Members Present: Lisa Lamb, Wes Kanawyer, Ryan Dorcsey, George Armstrong, Rena Payne

Student Representatives: Kaleb Bryant, Jesse Vaage

3.0 PUBLIC COMMENTS:

- Mr. Kanawyer shared information regarding AAE Expulsion Case 31615-01
- Mr. Kanawyer shared information regarding AAE Expulsion Case 31615-02
- Parent shared information regarding AAE Expulsion Case 31615-02
- Student shared information regarding AAE Expulsion Case 31615-02

4.0 SPECIAL PRESENTATIONS/ANNOUNCEMENTS:

- Colonel George Armstrong shared the AFJROTC School Board Report, included in the Board Packet, highlighting all goals and achievements they received this year. Colonel Armstrong said AFJROTC earned the “Distinguished Unit Award” for the 7th year in a row. AAE is one out of only 260 units that received the award this year.
- Mr. Porter shared on behalf of the Board, they are proud of the ROTC program and Colonel Armstrong is doing a great job.
- Colonel Armstrong shared, ROTC had their annual awards ceremony last night and 44 cadets earned the Good Conduct Award. One of the requirements is the cadet has to have no discipline on their record for the entire year to be able to earn this award.
- Mr. Porter asked how many cadets are in ROTC this year?
- Colonel Armstrong advised AAE currently has 115 cadets in ROTC.
- Mr. Porter asked how the students are advised about joining the ROTC program.
- Mrs. Lamb shared ROTC sponsors an 8th grade recruiting dance. During registration students are advised about ROTC.
- Colonel Armstrong shared, ROTC had their 1st evenly combined Military Ball and there were 408 cadets in attendance.

5.0 STUDENT REPRESENTATIVE COMMENTS:

- Kaleb Bryant and Jesse Vaage shared AAE school events:
 - Dodgeball tournament 5/15/15
 - Mud Fest at Horseman’s Center
 - Mr. Knight – Kaleb won “crowd favorite” award
 - Fall Festival – last October and total earnings was approximately \$18,000. ASB runs the Haunted House during Fall Festival.
 - Homecoming – hosted by ASB
 - Winter Formal – hosted by ASB
 - Prom – 5/16/15 will be at Mission Inn in Redlands.

- AP testing just finished this week.
- ASB hosted private viewing Movie Night – Avenger at Digiplex in Apple Valley
- AAE graduation in June 12th.
- Spirit Week this week
- Relay For Life at VVC
- Kaleb shared that he attended Advocacy Day in Sacramento on May 5th, 2015 with Mrs. Lamb, Mr. Soholt and Nissi Rodriguez. He stated they were advised regarding the different bills that are affecting Charter Schools. Kaleb shared they were able to discuss the bills with Sharon Runner and Jay Obernolte.
- Mrs. Lamb shared that Kaleb and Nissi did an excellent job representing AAE. Lupita attended and brought two Norton students. Mr. Obernolte gave them all a personal tour and they got to go to the private patio of the “speaker of the house.”
- Mrs. Lamb shared, next school year we will be starting an educational intern program next year for High School students and they will be working with Mr. Titherley, Mrs. Juarez, and Mrs. Rollins.

6.0 **CORRESPONDENCE:** None

7.0 **DISCUSSION ITEMS:** None

8.0 **INFORMATION:**

.01 Principal’s Report

- Mrs. Lamb shared, Advocacy Day in Sacramento with our students was a great opportunity. Our students stood out and were able to advocate and articulate our stance about the bills that were presented.
- Mrs. Lamb shared, she attended a Coalition of Charter Organizations conference in place of Gordon, while he is away in China. This was a special conference presented by Jed Wallace, CCSA President. A select few Charter School leaders attended, and they discussed issues facing Charter Schools today.
- Mrs. Lamb shared, our current AAE waiting list is one of the largest in the state at approximately 2500.
- Mrs. Lamb said the Charter renewal has been submitted to AVUSD and is pending approval.
- Mrs. Lamb said construction updates at MRC are moving along well.
- Mr. Dorcey said the construction has four crews here daily working on construction.
- Mrs. Lamb provided an update on the traffic light.
- Mrs. Lamb advised the playground needed for elementary would cost \$60,000 to complete; therefore AAE is trying to raise funds. PTC has already donated \$14,000 towards elementary playground equipment.
- Mr. Bains asked what is going to happen to the Thunderbird Campus?
- Mrs. Lamb advised no decision has been made yet.
- Mr. Dorcey advised we are looking into having the flight simulator moved to MRC.

9.0 **CONSENT AGENDA:** None

10.0 ACTION ITEM:

.01 Approve AAE Board Minutes, April 9, 2015, Regular Meeting

.02 Approve Walt Disney World, Orlando, Florida – Wind Ensemble field trip – March 18-24, 2016

On a motion by David Bains and seconded by Jose Palafox, vote 4-0 Action Items 10.01 was approved.

On a motion by Russell Stringham and seconded by David Bains, vote 4-0 Action Items 10.02 was approved.

11.0 STAFF COMMENTS: None

12.0 BOARD MEMBER COMMENTS:

- Mr. Palafox shared the US News Report on High Schools that listed AAE High School as 1405 in the nation and is a good report to read.
- Mr. Palafox advised he is moving out of the area; however he still wants to be on the AAE School Board Committee.

13.0 CLOSED SESSION:

The AAE School Board Committee convened into closed session at 7:50 am and reconvened into open session on 8:25 am to discuss items 13.01 & 13.02. Kevin Porter reported the following action was taken.

.01 AAE Expulsion Case 31615-01 – On a motion by Kevin Porter, seconded by David Bains, vote 4-0, the AAE School Board Committee approved the Administrative Hearing Panel Recommendation of expulsion remainder of this semester to return January 2016.

.02 AAE Expulsion Case 31615-02 – On motion by Kevin Porter, second by Russell Stringham, vote 4-0, the AAE School Board Committee approved the Administrative Hearing Panel Recommendation of expulsion remainder of this semester to return August 2015.

14.0 ADJOURNMENT:

There being no further business to come before the Board, the meeting was adjourned at 8:28 a.m.

Respectfully submitted,
Rena Payne
Administrative Assistant to the AAE Principal

2015-2016

A.A.E. Field Trip Request Form

Office use only

Date/Time submitted:

Initials:

Calendared:

Initials:

Today's Date 05/14/15
Requested by: Christian Ruiz

Phone/ext.: 740 946 5414 ext. 368
Phone:

Destination: Camp Whittle (Fawnskin, La)

Alternate date:

Desired date for trip: 08/28 - 08/30

School return time: 08/30 @ 12:00 pm

School departure time: 08/28 @ 12:30 pm

Destination departure: 08/30 @ 10:30 am

Destination arrival time: 08/28 @ 2:00 pm

Overnight/Out-of-State stay: YES NO

Water activities involved: YES NO

Grade level: 9th-12th

cost: students: \$100.00 adults: \$100.00

Group size: students: 30 adults: 4

AAE Bus requested? YES NO

AAE van requested? YES NO
(Van seats = eight including driver)

AAE Bus available? YES NO

Charter Bus requested? YES NO

Bus company name: N/A
Bus company contact name: N/A

PTC sponsored? (paid by PTC) YES NO

Trip description High school ASB Camp; to team high school students how to work together and overcome obstacles

Learning objectives (standards supported)

I have followed the checklist prior to submitting this form

Principal Signature: [Signature]

Date: 5/15/15

Teacher Signature [Signature]

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE -- ITINERARY INCLUDED FOR EACH FIELD TRIP
BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIP

2015-2016

A.A.E. Field Trip Request Form

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

Today's Date 05/14/15
 Requested by: Christian Ruiz
 Destination: Pine summit (Big Bear)
 Desired date for trip: Sept 11-13th
 School departure time: Sept 11th @ 12:30pm
 Destination arrival time: @ 2:00pm
 Overnight/Out-of-State stay: YES NO
 Grade level: 6-8th
 Group size: students: 20 adults: 4

Phone/ext.: 760 946 5414
 Phone: ext. 368
 Alternate date:
 School return time: Sept 13th @ 12:00pm
 Destination departure: Sept 13th @ 10:30
 Water activities involved: YES NO
 cost: students: \$120 adults: \$120

AAE Bus requested? YES NO
 AAE Bus available? YES NO
 Charter Bus requested? YES NO
 PTC sponsored? (paid by PTC) YES NO
 AAE van requested? YES NO
 (Van seats = eight including driver)

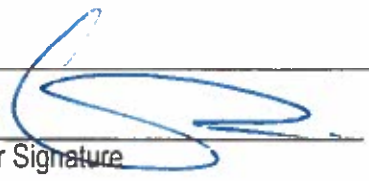
Bus company name: N/A
 Bus company contact name: N/A

Trip description it is a middle school leadership camp that teaches the kids team-building, social, and leadership skills.

Learning objectives (standards supported)

I have followed the checklist prior to submitting this form

Principal Signature: Lisa Parks

Teacher Signature: 
 Date: 5/15/15

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE -- ITINERARY INCLUDED FOR EACH FIELD TRIP
 BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
 THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY

A.A.E. Field Trip Request Form

2015-2016

Office use only

Date/Time submitted:

Initials:

Calendared:

Initials:

Today's Date 18 May 2015

Requested by: Colonel George Armstrong

Phone/ext.: 122

Destination: MRC Gym (overnight stay)

Phone: 760-646-8822

Desired date for trip: 17 July 2015

Alternate date: 24 July 2015

School departure time: 8:45 AM - Friday

School return time: 2:45 PM - Saturday

Destination arrival time:

Destination departure:

Overnight stay: YES

Water activities involved: NO

Grade level: 9-12

cost: students: \$12 adults: \$0

Group size: students: 30 adults: 3

AAE Bus requested? NO

AAE van requested? NO
(Van seats = eight including driver)

AAE Bus available? NO

Charter Bus requested? NO

Bus company name: NA
Bus company contact name: NA

PTC sponsored? (paid by PTC) NO

Trip description: AFJROTC Cadet Officer Candidate Training School

Learning objectives (standards supported) Supports Science of Leadership Goals

I have followed the checklist prior to submitting this form


Teacher Signature

Principal Signature: 

Date: 5/26/15

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE - ITINERARY INCLUDED FOR EACH FIELD TRIP
BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

A.A.E. Field Trip Request Form

2015-2016

Office use only

Date/Time submitted:

Initials:

Calendared:

Initials:

Today's Date 18 May 2015

Requested by: Colonel George Armstrong

Phone/ext.: 122

Destination: MRC Gym (overnight stay)

Phone: 760-646-8822

Desired date for trip: 21 July 2015

Alternate date: 27 July 2015

School departure time: 8:45 AM - Tuesday

School return time: 2:45 PM - Wednesday

Destination arrival time:

Destination departure:

Overnight stay: YES

Water activities involved: NO

Grade level: 9-12

cost: students: \$12 adults: \$0

Group size: students: 20 adults: 3

AAE Bus requested? NO

AAE van requested? NO
(Van seats = eight including driver)

AAE Bus available? NO

Charter Bus requested? NO

Bus company name: NA
Bus company contact name: NA

PTC sponsored? (paid by PTC) NO

Trip description: AFJROTC Cadet Special Teams Training School

Learning objectives (standards supported) Supports Science of Leadership Goals

I have followed the checklist prior to submitting this form

Principal Signature:

Lisa Lamb

Date:

Angie A. Adams
Teacher Signature

5/26/15

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE - ITINERARY INCLUDED FOR EACH FIELD TRIP
BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

A.A.E. Field Trip Request Form

2015-2016

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

Today's Date 18 May 2015

Requested by: Colonel George Armstrong

Phone/ext.: 122

Destination: MRC Gym (overnight stay)

Phone: 760-646-8822

Desired date for trip: 7 August 2015

Alternate date: 8 August 2015

School departure time: 3:45 PM - Friday

School return time: 2:45 PM - Saturday

Destination arrival time:

Destination departure:

Overnight stay: YES

Water activities involved: NO

Grade level: 10-12

cost: students: \$12 adults: \$0

Group size: students: 30 adults: 3

AAE Bus requested? NO

AAE van requested? NO
(Van seats = eight including driver)

AAE Bus available? NO

Charter Bus requested? NO

Bus company name: NA
Bus company contact name: NA

PTC sponsored? (paid by PTC) NO

Trip description: AFJROTC Cadet Advanced Leadership Training School

Learning objectives (standards supported) Supports Science of Leadership Goals

I have followed the checklist prior to submitting this form

Principal Signature: 


Teacher Signature

Date: 5/20/15

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE – ITINERARY INCLUDED FOR EACH FIELD TRIP
BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

A.A.E. Field Trip Request Form

2015-2016

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

Today's Date 18 May 2015

Requested by: Colonel George Armstrong

Phone/ext.: 122

Destination: Washington D.C.

Phone: (760) 646-8822

Desired date for trip: 3 October - 7 October, 2015

Alternate date: None

School departure time: 6:00pm, 3 October

School return time: 11:00pm, 7 October

Destination arrival time: 5:00am, 4 October

Destination departure: 6:00pm, 7 October

Overnight/Out-of-State stay: YES

Water activities involved: NO

Grade level: 12 Cost: students: \$800.00 adults: \$800.00

Group size: students: 16 adults: 4 (2 male, 2 female)

AAE Bus requested? NO

AAE van requested? NO
(Van seats = eight including driver.)

AAE Bus available? N/A
(AAE bus should be priority if available)

Chartered Bus requested? N/A

Bus Company Name:

Bus Company contact name:

PTC sponsored (paid by PTC): NO

Trip description

Sixth AFJROTC Senior Cadet Trip to Washington D.C.

Learning Objectives (standards supported): Supports AFJROTC AS-400 curriculum

I have followed the checklist prior to submitting this form

Principal Signature:

Lisa Lamb

Date:

5/26/15

George A. Armstrong
Teacher Signature

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE – ITINERARY INCLUDED FOR EACH FIELD TRIP
BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

A.A.E. Field Trip Request Form

2015-2016

<u>Office use only</u>	
Date/Time submitted:	
Initials:	
Calendared:	
Initials:	

Today's Date 18 May 2015

Requested by: Colonel George Armstrong

Phone/ext.: 122

Destination: MRC Gym (overnight stay)

Phone: 760-646-8822

Desired date for trip: 5 January 2016

Alternate date: 6 January 2016

School departure time: 8:45 AM - Tuesday

School return time: 2:45 PM - Wednesday

Destination arrival time:

Destination departure:

Overnight stay: YES

Water activities involved: NO

Grade level: 9-12

cost: students: \$12 adults: \$0

Group size: students: 30 adults: 3

AAE Bus requested? NO

AAE van requested? NO
(Van seats = eight including driver)

AAE Bus available? NO

Charter Bus requested? NO

Bus company name: NA
Bus company contact name: NA

PTC sponsored? (paid by PTC) NO

Trip description: AFJROTC Cadet Advanced Leadership Training School

Learning objectives (standards supported) Supports Science of Leadership Goals

I have followed the checklist prior to submitting this form

George A. Armstrong
Teacher Signature

Principal Signature:

Date:

5/26/15

Notes:

Lisa Lamb

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE -- ITINERARY INCLUDED FOR EACH FIELD TRIP
BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

A.A.E. Field Trip Request Form

2015-2016

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

Today's Date 18 May 2015

Requested by: Colonel George Armstrong

Phone/ext.: 122

Destination: El Segundo, CA

Phone: 713-240-2670

Desired date for trip: 4 March 2016

Alternate date: 5 March 2016

School departure time: 7:00 AM Approx

School return time: 5 March, 6:30 PM Approx

Destination arrival time: 10:00 AM Approx

Destination departure: 4 March, 4:00 PM Approx

Overnight/Out-of-State stay: Overnight

Water activities involved: NO

Grade level: 9-12 cost: students: \$0 adults: \$0

Group size: students: 20 adults: 5

AAE Bus requested? NO

AAE van requested? NO

(Van seats = eight including driver)

AAE Bus available? NO

Charter Bus requested? NO

Bus company name: N/A

Bus company contact name: N/A

PTC sponsored? (paid by PTC) NO

Trip description AAE AFJROTC Drill Team and Color Guard participating in the Southern California Invitational Drill Meet (SCIDM)

Learning objectives (standards supported) Supports Aerospace Science learning objectives

I have followed the checklist prior to submitting this form

Principal Signature:

Lisa Lamb

Date:

5/20/15

[Handwritten Signature]
Teacher Signature

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE -- ITINERARY INCLUDED FOR EACH FIELD TRIP

BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES

THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

Rev. 6/15

rp

Received approval from AAE School Committee Board of Directors at their monthly meeting _____.

A.A.E. Field Trip Request Form

2015-2016

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

Today's Date 18 May 2015

Requested by: Colonel George Armstrong

Phone/ext.: 122

Destination: YMCA Camp, Faunskin, CA

Phone: 760-646-8822

Desired date for trip: March 21 - 25, 2016

Alternate date: March 28 - April 1, 2016

School departure time: 6:00 AM, March 21

School return time: 12:00 PM, March 25

Destination arrival time: 8:00 AM

Destination departure: 11:00 AM

Overnight/Out-of-State stay: YES

Water activities involved: NO

Grade level: 9-12 cost: students: \$250.00 adults: \$200.00

Group size: students: 90 adults: 5 from AAE YMCA Camp staff is on duty 24/7, and are contracted to act as supplemental adult supervision. Gender specific chaperones will be addressed once camp registration is complete and we know the male/female ratios)

AAE Bus requested? NO

AAE van requested? NO
(Van seats = eight including driver.)

AAE Bus available? NO
(AAE bus should be priority if available)

Chartered Bus requested? YES

Bus Company Name: Ebmeyer
Bus Company contact name: Mr. Bryant

PTC sponsored (paid by PTC): NO

Trip description: 9th Annual AFJROTC Leadership Camp (3rd at this location)

Learning objectives (standards supported) AFJROTC Leadership Education goals and standards

I have followed the checklist prior to submitting this form

Principal Signature: Lisa Lamb Date: 5/26/15

Teacher Signature

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE - ITINERARY INCLUDED FOR EACH FIELD TRIP
BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

A.A.E. Field Trip Request Form

2015-2016

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

Today's Date 18 May 2015

Requested by: Colonel George Armstrong

Phone/ext.: 122

Destination: Los Alamitos, CA

Phone: 909-455-5156

Desired date for trip: 22-23 April 2016

Alternate date: 23-24 April 2016

School departure time: 7:00 AM Approx

School return time: 23 April, 6:30 PM Approx

Destination arrival time: 10:00 AM Approx

Destination departure: 23 April, 4:00 PM Approx

Overnight/Out-of-State stay: Overnight

Water activities involved: NO

Grade level: 9-12 cost: students: \$0 adults: \$0

Group size: students: 20 adults: 5

AAE Bus requested? NO

AAE van requested? NO

(Van seats = eight including driver)

AAE Bus available? NO

Charter Bus requested? NO

Bus company name: N/A

Bus company contact name: N/A

PTC sponsored? (paid by PTC) NO

Trip description AAE AFJROTC Drill Team and Color Guard participating in the Golden Bear JROTC Drill Meet

Learning objectives (standards supported) Supports Aerospace Science learning objectives

I have followed the checklist prior to submitting this form


Teacher Signature

Principal Signature:  Date: 5/20/15

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE -- ITINERARY INCLUDED FOR EACH FIELD TRIP
BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

A.A.E. Field Trip Request Form

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

Today's Date

Requested by: STEVEN BAILEY

Phone/ext.: 279

Destination: WESTIN HOTEL PALM SPRINGS

Phone:

Desired date for trip: JULY 13-15

Alternate date: NONE

School departure time: 6:30 AM

School return time: 5:00 PM

Destination arrival time: 8:30 AM

Destination departure: 3:00 PM

Overnight/Out-of-State stay: YES NO

Water activities involved: YES NO MAYBE POOL AVAILABLE

Grade level: 11-12

cost: students: adults: \$499
\$449 ea.

Group size: students: 43 adults: 1

~~11000~~

AAE Bus requested? YES NO

AAE van requested? YES NO
(Van seats = eight including driver)

AAE Bus available? YES NO

Charter Bus requested? YES NO

Bus company name: N/A
Bus company contact name:

PTC sponsored? (paid by PTC) YES NO

Trip description	<u>YEARBOOK CAMP</u>
------------------	----------------------

Learning objectives (standards supported)	<u>PHOTOJOURNALISM / YEARBOOK</u>
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I have followed the checklist prior to submitting this form

Principal Signature: Lisa Lamb

Date:

Steve P. Bailey
Teacher Signature
5/29/15

Notes:

BOARD APPROVAL REQUIRED BEFORE TICKET PURCHASE -- ITINERARY INCLUDED FOR EACH FIELD TRIP
BOARD APPROVAL REQUIRED FOR OVERNIGHT/OUT-OF-STATE STAYS and WATER ACTIVITIES
THREE MONTHS PRIOR BOARD APPROVAL FOR OUT OF THE COUNTRY TRIPS

July 13, 2015

Check in from 8:00 AM to 11:00 AM

The Western Mission Hills

July 15, 2015

Check out at 3:00 PM

Our Keynote Speaker



Jim Bellomo

Our keynote speaker is the one of a kind yearbook guy, Jim Bellomo. Jim has been working with yearbooks since he assisted the yearbook staff at Raymond Cree Junior High in Palm Springs, back in 1969. Since then he has advised yearbooks in California and Oregon, worked for Jostens since 1981 and owned his own graphic design firm. Jim brings a unique perspective on yearbooks and we know you will love him.

Costs

Registration Fee - Before June 1, 2015

Students \$449

Advisers \$499

Adviser single room \$740

Late Registration Fee - After June 1, 2015

Students \$474

Advisers \$524

Adviser single room \$765

Your registration is complete when we have your completed insurance form AND payment or purchase order. You will receive email confirmation once we have all your information. In late June/early July you'll receive detailed information on what to bring, where to be and when to be there. You can call or email us if you have any questions.

How to Pay:

We can accept personal checks, money orders, and school checks made payable to Camp Yearbook. We can not accept checks made out to Jostens and will return any registration forms that come with a check made out to the rep or to Jostens. School purchase orders will be accepted until June 11th. Purchase orders must be paid before the start of camp, July 13, 2015.

NO WORKSHOP REFUNDS AFTER JUNE 15, 2015

Questions:

Contact your rep or a workshop coordinator:

Chris Joy

758 Pescadero Circle

Corona, CA. 92879

chris.joy@jostens.com

951-799-0686

Register online at: www.CampYearbook.net

Mail your insurance form by June 19, 2015 to:

Camp Yearbook • 758 Pescadero Circle • Corona, CA 92879



They can't all be selfies





The Westin Mission Hills Resort

Don't get stuck feeling unprepared this year. What better place to meet other advisers and staff, share ideas, and set your sights high than a world class resort set aside exclusively for Camp Yearbook? The Westin Mission Hills is considered one of the top resorts in the world. It is the perfect place to plan, organize, and create all the things that matter in your yearbook!

They can't all be selfies

YearbookExtreme

You asked and we listened. If you are looking for a rigorous designing and planning experience to take your book to the next level, almost non-stop on your theme and concept and developing it throughout your book. Working closely with some of our BEST designers, you'll leave with your Theme/Concept clearly laid out along with completed Dividers, Section layouts, Index and Opening and Closing sections. School will still have the opportunity to attend all the general sessions.

There is an additional charge of \$300 per school to take this class.

Due to the unique nature of this course, there will only be 8 students per school allowed to attend. As soon as this class is full, it will be closed.

Registration for YearbookExtreme

- At least one laptop per school
- Top 3 themed/concept ideas from your staff
- COMPLETED page layout (a night change, but you need it to start)
- Cover idea
- Collocated ideas from magazines and web that you are using as inspiration

Yearbook Tracks

When you register, each camper chooses one of the different tracks below where they get in depth instruction in the specific area. Here are the awesome choices available for each camper:

Leadership - There is more to yearbook than just photographs and layouts! Nothing helps a yearbook staff become successful than great leadership. Once you have completed leadership you will know how to edit proofs accurately and easily, prevent and deal with conflict, build staff morale and teamwork, form systems of communication and expectations, learn how to delegate effectively, and establish a solid working relationship with your adviser. You will be able to create the best environment to make the production of the yearbook as smooth and successful as possible.

Photography - Campers bring their own digital cameras and practice taking better candid and action photographs. Students learn how to take great group shots and how to plan for better pictures. It's time to get the most out of the cameras you have. This is a must take class for photo editors and staff photographers. Don't forget to bring plenty of extra batteries.

Layout and Design - Using examples from today's hottest magazines and yearbooks, students will learn what is in and how to get more trendy designs into their books. This is a very hands-on, cutting-edge, "think outside the box" approach to getting more into and out of every double page spread. This is a great class to take if you are tired of pre-designed layouts and you want to take your designs from OK to WOW!!!

New Adviser - A full 12 hours of instruction for first time advisers. New advisers get lots of training and tools to make them more prepared during that tough first year. It includes an introduction to desktop publishing, classroom management techniques, deadline planning, and things to expect as a first year adviser! Many 2nd year advisers take this track.

Marketing Your Book - Hope is NOT a strategy. Every staff MUST have a team dedicated to the marketing of your book. This is not just about sitting at a table at lunch, hoping kids will bring you money. Each participant will leave with a written, month by month plan of how they are going to reach more students and let them know about the great book you are creating! Participants will leave winners of marketing ideas. From social networking, to creating great wall sized posters, the class is designed to help you sell more books.

Copy Writing - Students will learn the latest trends in copy writing and the techniques required to make the stories in their yearbook matter to today's teens. We'll also practice interviewing techniques and learn to develop a plan for each section of the yearbook.

"CAMP YEARBOOK IS THE BEST PLACE TO TRAIN YOUR STAFF, PLAN YOUR BOOK, AND START WORKING LIKE A TEAM...ALL WHILE HAVING MORE FUN THAN YOU CAN IMAGINE!"
Vance Rouse, Patron HS adviser

More Yearbook Tracks

Photoshop - This is the class for schools who want to do more than just take pictures. We'll teach you how to crop, brighten photos, apply cool filters and a lot more. We will show you how to integrate Photoshop and other cool tricks into your book whether you are using iDesign or YTO (Maximum of 2 students per school and each school must bring 1 laptop and mouse)

InDesign - If you have used iDesign for a year or two and want to take your program to the next level, or are new to the program, this is the class for you! We'll review Jostens Yeartech and all the basic skills required to create pages and then you'll learn shortcuts and tricks that really matter and that will help you create the yearbook of your dreams in less time than ever.

Electives

When you are at camp, you also get to choose what you would like to learn more about. These electives occur twice during camp. We suggest you try to attend a different one each time. (You do not need to sign up for these in advance)

Advisers and the 7 Minute Starters - Come check out how we are helping save you tons of time! We have put together lesson plans for you and tied them all back to the Common Core Standards. So often we get too focused on the project that is the yearbook, we forget to take a few minutes each day to make sure we are improving our students skills.

Basics of Digital Photography - This elective will explain how to set your digital camera so you can get the best photos out of them. Learn how to set up for sports, inside gyms, and all about resolution. Then we'll explain how to get those pictures onto your layout using Jostens Picture Place and how to get the pictures onto Yearbook Avenue.

Yearbook for Middle School (2 part elective) - There are MAJOR differences in doing a big school yearbook and a middle school yearbook. This 2 part elective will cover what standards a middle school book must achieve, and share several examples of books so your staff feels like it knows what to expect. We will cover how to get the photos you need, single page layout design, what coverage you should have, and why every page DOES NOT need a background.

Make Your Deadlines - Open to all editors and advisers. How to create a plan and stick to it, so that you turn in your pages ON TIME! How to set and achieve page goals with your team at what to do if they don't. If your staff struggles to make their deadlines, you NEED to come to this.

Google Docs for Yearbook - There has to be an easier way to keep track of stories and interviews. There will! If you haven't considered using Google Docs in your Yearbook Program, you are in for a treat. Full of tips and tricks and philosophies, even the most experienced advisers should consider it elective

Yeartech Online - This is the class for schools who are creating a book online. This next year, YTO interface is going to be getting some awesome upgrades and we want you to be able to make the most of them. We'll teach you how to make the most of this program. From designing pages, to uploading pictures. Your staff will be able to work live on the web and actually practice creating pages. (Maximum of 3 students per school)

Chronological Yearbooks - If you have ever wanted to try doing a chronological yearbook, this is the place to start. Learn the tricks and tips of how to place coverage in your book in a logical manner and then how to divide the workload so you can make your deadlines. It's a totally different world when you do a chronological book



"MY STAFF ALWAYS LEAVES CHARGED UP, FULL OF IDEAS, AND READY TO MAKE THE BEST BOOK EVER I CAN'T IMAGINE TRYING TO DO OUR BOOK WITHOUT CAMP!"
Vince Williams, Silverado High School

Taking a GREAT Group Shot - Getting great group photos is harder than you think. Come learn how to set up and shoot groups quickly, effectively and in an organized way. Don't just wait for the group to organize themselves, this elective will save you tons of time!

Artist Session - Each school will have a 45 minute staff appointment with our AMAZING plant artists designed to give each staff the opportunity to plan the upcoming cover design. Be prepared! Bring all preliminary ideas and sketches to this session. No charge to schools for this.
*NOTE: Staff will be assigned artist sessions prior to registration. At registration, see school packet for dates and times.

Theme Creatives - These are special 50 minute brainstorming sessions with our Creative Gurus 6 and your staff to help you get more complete theme development. You will spend the time creating carefully crafted ideas to help carry through the theme of your book. When you are done, you will have your cover theme carried throughout your book on division pages, photos, and quick reads. We have a very limited number of appointments available so you must reserve quickly. You MUST have ideas for your theme cover and ladder ready.

Additional \$50 charge per school

Introduction:

LEA: Academy for Academic Excellence

Contact (Name, Title, Email, Phone Number):

Gordon Soholt, President/CEO, gsoholt@lcer.org, 760-946-5414

Lisa Lamb, Principal, llamb@lcer.org, 760-946-5414

LCAP Year: 2014-2015

LCER's Mission: The Lewis Center for Educational Research is an organization grounded in our three core principals of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data-driven educational programs that support students to exceed expectations.

AAE's Mission: The Academy for Academic Excellence exists to prepare students for post-secondary success through a relevant, rigorous college preparatory education.

To accomplish our school's mission, we must ensure that all students are reaching mastery. We will do this by creating common core based formative and summative assessments, implementing intentional academic interventions, and increasing cross-curricular lessons and collaboration across all grade levels.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school

accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Stakeholder input has been gathered via survey data, Parent and Pastries monthly meeting feedback, Professional Learning Community collaboration, special parent forums regarding the transition to Common Core, Board Meeting discussions, Academic Team Meetings, senior student forums, and other feedback.	These meetings and forums have informed the development of our goals and spending priorities. As a result of these discussions, we have sought data to inform our goals and progress indicators. We will continue to use these methods of communication to ensure that the AAE is meeting the needs of its students and community. After SBAC and AAE assessment

	<p>baseline data is established in 2014-2015, regular progress reports will be shared with stakeholders (staff, parents, students, and board members).</p>
<p>Annual Update: We have continued to involve our stakeholders in the ongoing schoolwide accountability plan through open parent forums, student panels and AAE Professional Learning Community collaboration.</p> <p>Parent Involvement:</p> <ul style="list-style-type: none"> • Parents and Pastries is offered on the last Thursday of each month in the morning and evening to allow for greater participation and involvement. These meetings are an opportunity for parents to stay informed of school improvement, goals, progress and updates. There is also an open forum for parents to express their concerns to administration and to be involved in the development of plans for school improvement. • Parent Teacher Committee meets monthly. The PTC Board is highly involved in AAE activities, athletics, field trips, consolidation, fundraising and classroom support. They work closely with the school administration and their input is often requested. • There are currently 1,140 approved parent volunteers. The approval process includes the completion of a volunteer workshop and fingerprint clearance. Our volunteers participate as chaperones, classroom helpers, coaches, office assistants, playground helpers and PTC members. • Special meetings are held to inform and seek input regarding major changes such as the transition to common core and changes to academic policies. <p>Student panels:</p> <ul style="list-style-type: none"> • Administration has met with the middle and high school 	<p>Annual Update: The meetings and forums have continued to inform the development of our goals and spending priorities. We look forward to receiving the initial SBAC scores in order to focus our actions and services on the desired student outcomes.</p> <p>Specifically, the stakeholder involvement served to:</p> <ul style="list-style-type: none"> • Guide the LCER budget process by ensuring that AAE goals were reflected in all spending priorities. Any budget increases were specifically linked to student outcomes and/or the eight state priorities. • Revise the 2013 LCAP goals to align with the WASC Action Plan and AAE Mission. • Revise the AAE Technology Plan. • Create the AAE Mission. • Develop the plan for the consolidation of the three campuses. • Revisit the grading policy. • Create Essential Standards Charts for English/Language Arts and Mathematics in grades K-12. • Create scope and sequences for English/Language Arts and Mathematics to reflect the California Common Core

Associated Student Body Officers to gather feedback on improving AAE's Learning Management System, MyMentor, and the classroom implementation of other technology.

- The Ambassadors participated in a countywide Student Voice Panel with the County Superintendent, Ted Alejandre. During this all day event, students were involved in small group feedback sessions focusing on school reform for San Bernardino County. They shared their findings with the school administrative team.
- The administration regularly seeks input from the Ambassadors and ASB regarding school policies, culture, activities, academics and technology.

WASC:

- AAE had its Mid-Term WASC Review Visit this school year. In order to prepare for that visit and ongoing improvement, the AAE Professional Learning Community specifically analyzed the current action plan and progress toward WASC goals.
- The Academic Leadership Team reviewed and revised the Action Plan for the remainder of the six-year term.

Surveys:

- AAE Administration Feedback Survey regarding administrative support of all staff
- Technology Survey to gather information to teachers regarding the effectiveness and usage of paid subscriptions, iPads and laptops
- Grade Policy survey to gather teacher input of the current No D policy
- Illuminate survey for all staff to determine professional development needs
- LCAP Student Survey to gather feedback on each of the eight state priorities

State Standards.

- Review and revise board policies, administrative regulations and the Parent/Student Handbook.
- Upgrade to Illuminate as an integrated student information and data management system.
- Develop an AAE K-12 Assessment Plan to reflect diagnostic, formative and summative assessments.
- Adoption of integrated math curriculum.
- Increase participation and attendance at extra-curricular activities.

<ul style="list-style-type: none"> • LCAP Parent Survey to gather feedback on each of the eight state priorities <p>School Board:</p> <ul style="list-style-type: none"> • The Principal reports the progress toward school goals monthly. • Student Ambassadors share information about school culture. • The President/CEO consults the Board regarding organizational vision, policies, goals and initiatives. 	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?

13)What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget.

<p>GOAL 1:</p>	<p>Increase proficiency levels in Mathematics.</p>	<p>Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u> </u> 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7 <u>x</u> 8 <u>x</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify</p>
<p>Identified Need:</p>	<p>Previous California Standards Test scores and current AAE Benchmark scores continue to be lower than desired in the area of mathematics. Although interventions have been put into place in grades kindergarten through twelfth, scores and grades indicate the need for further growth.</p> <p>Recent Data:</p> <ul style="list-style-type: none"> • The most recent CST data showed that 58.7% of students are Proficient and Above. • Our Socioeconomically Disadvantaged student's rate is 57.7% Proficient and Advanced. • 43.3% of students are working within the basic, below basic, and far below basic domains (42.3% for our Socioeconomically Disadvantaged students). • The EAP scores for Summative Math in 2014 Show that 14% of participating students are College Ready with 76% Conditionally Ready. • On the Accuplacer test in 2014, 9% of students tested college ready in Math, 62% College Ready in Reading and 38% College Ready in English. • AP Data shows 65 students took a total of 119 exams in 2014. Of those students, 31(47.7%) scored a 3 or better on at least one exam. On the Calculus AB exam, 1 out of 13(7%) scored a 3. On the Calculus BC exam, 3 out of 6(50%) scored a 3 or better. • In 2014 our CAHSEE Data shows out of 101 students 95(94%) passed math. Our Socioeconomically Disadvantaged Student data shows out of 25 students 21(84%) passed math. • On the ACT exam, 72% of the students that tested met the College Readiness Benchmark for Math. 	
<p>Goal Applies to:</p>	<p>School:</p>	<p>Academy for Academic Excellence</p>

Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:

Students' proficiency on formative and summative assessments will increase by at least 3% until growth targets within this goal are met. The specific growth targets for each type of assessment will be set as baselines are established.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Through PLC collaboration, teachers have created formative and summative assessments in the areas of Mathematics. Grades K-5 have created their assessments in Illuminate. Secondary math created the assessments in Carnegie.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Illuminate Package-\$22,000
The daily schedule will be adjusted to include intentional re-teaching of math skills not yet mastered. Teachers reflected on assessment scores and grouped students for leveled group instruction, "Flex Time", based on specific need (remediation, extended learning, advancement).	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Increased supp. costs-\$10,000
Transitioned to integrated, common core aligned curriculum. Pilot EngageNY math curriculum in grades K-4 and Carnegie curriculum in grades 6-9.	Grades K-9	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Engage NY-\$ Carnegie Curriculum-\$31,636

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Students' overall proficiency on math formative and summative assessments will increase by at least 3% until growth targets within this goal are met.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the transition to integrated, common core aligned curriculum. Grade 5 will begin EngageNY pilot and Grade 10 will phase in the Integrated Math II.	Grades 5 and 10	<input checked="" type="checkbox"/> ALL	Carnegie Curriculum-\$31,626
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Hire an additional secondary math teacher/coach to support the demands of additional courses in the master schedule and to provide intensive in-class support for all secondary math teachers.	Grades 6-12	<input checked="" type="checkbox"/> ALL	Math Coach-\$85,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Complete the creation of teacher-developed diagnostic, common formative and summative assessments. Teachers will create the assessments in Illuminate or Carnegie software. Teachers will individually and collaboratively analyze results to improve instruction and target students in need of targeted intervention.	Grades K-12.	<input checked="" type="checkbox"/> ALL	Illuminate Package-\$22,000 Carnegie Digital Software-\$14,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2016-17

Expected Annual Measurable	Students' overall proficiency on math formative and summative assessments will increase by at least 3% until growth targets within this goal are met.
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Complete the transition to integrated, common core aligned curriculum. Grade 11 will phase in Integrated Math III using Carnegie Math.	Grade 11	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Curriculum-\$31,626
Grow the secondary math teacher/coach position to support the demands of additional courses in the master schedule and flex instruction for elementary. Will provide intensive in-class support for all AAE math teachers. Also, provide in-house math professional development for all math teachers in grades K-12. Work with the instructional assistants and education specialists in improve effectiveness of support services for identified students.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Math Coach-\$70,000
Revise diagnostic, common formative and summative assessments drafted in the 15-16 SY as a result of PLC analysis.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Illuminate Package-\$22,000 Carnegie-\$31,626

GOAL 2: Increase writing proficiency scores on summative assessments.

Related State and/or Local
Priorities:
1 x 2 x 3 4 x 5 x 6 x
7 x 8 x
COE only: 9 10
Local : Specify _____

Identified Need:

Previous California Standards Test scores and previous Schoolwide Writing Assessment scores demonstrated a need in the area of overall writing and/or written expression. Although ELA supports have been put into place in grades kindergarten through twelfth through elementary flex or secondary ELA intervention courses, summative scores and class grades indicate the need for further growth.

Supporting Data:

- The most recent CST data showed that while 68.5% of students were proficient or advanced in overall ELA, 31.5% were working within the basic, below basic, and far below basic in ELA.
- For our Socioeconomically Disadvantaged students, 59.6% are Proficient or Advanced and 40.4 are basic, below basic or far below basic.
- The EAP scores for ELA in 2014 Show that 37% of participating students are College Ready.
- On the Accuplacer test in 2014, 9% of students tested college ready in Reading and 38% College Ready in English.
- On the ACT exam, 72% of the students that tested met the College Readiness Benchmark, 60% met the Reading College Readiness Benchmark and 84% met the English College Readiness Benchmark.
- On the ACT exam, 60% of students tested met the Reading College Readiness Benchmark and 84% met the English College Readiness Benchmark.
- SAT Writing Mean Score was 520 for those students that chose to take the test.
- AP Data shows 65 students took a total of 119 exams in 2014. Of those students, 31 (47.7%) scored a 3 or better on at least one exam.
- On the English Language and Composition exam, 17 out of 37 (45%) scored a 3 or better. On the English Literature and Composition exam, 9 out of 23 (39%) scored a 3 or better.
- In 2014 our CAHSEE Data in ELA shows, out of 102 students tested, 93 (91%) passed. Our Economically

Disadvantaged Student data shows out of 26 students 19 (73%) passed.

Goal Applies to:

Schools: Academy for Academic Excellence

Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:

Increase student proficiency as measured by common writing rubrics until growth targets within this goal are met.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers created common formative assessments in Illuminate in the areas of English/Language Arts. Elementary teachers will create comprehensive ELA formative and summative assessments to include all of the CCSS domains.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Illuminate Package-\$22,000
The daily schedule was adjusted to include intentional re-teaching of skills not yet mastered.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond base
The AAE hired a Reading Specialist to focus on early literacy interventions.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Reading Specialist salary-\$85,000+ benefits

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Increase student proficiency as measured by common writing rubrics until growth targets within this goal are met.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Elementary and middle school teachers will further develop and refine common formative language arts exams in Illuminate. High school ELA teachers will create common writing assessments scored with a common rubric and aligned to the CCSS writing standards. All of these scores will be entered into Illuminate to allow for PLC reflection and analysis.	Grades K-12	<input checked="" type="checkbox"/> ALL	Illuminate Package-\$22,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
First grade teachers will pilot EngageNY ELA curriculum to test the impact of this new curriculum on students' mastery of writing and other language arts skills.	Grade 1	<input checked="" type="checkbox"/> ALL	EngageNY ELA curriculum-\$1,500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Professional Development to support writing instruction. Writing will be emphasized across content areas. Cross-curricular projects will be developed in all grades.	Grades K-12	<input checked="" type="checkbox"/> ALL	Professional Development \$10,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2016-17

Expected Annual Measurable	Increase student proficiency as measured by common writing rubrics until growth targets within this goal are met.
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Schoolwide Writing Assessments will be developed for grades K-8 and be scored with common rubrics. The K-12 scores will be analyzed for trends and instruction will address identified weaknesses.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	None beyond base
Teachers will begin to pilot newly available CCSS aligned ELA curriculum.	Specific grades TBD/All levels will begin to pilot	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Curriculum \$50,000
Professional Development to support writing instruction. Writing will be emphasized across content areas. Cross-curricular projects will be developed in all grades.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Professional Development \$10,000

GOAL 3:	Implement the intentional use of formative assessment data, in addition to outside assessments, to ensure students master the Common Core State Standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need:	AAE teachers had not previously developed common formative assessments. The Professional Learning Community process has shown the importance of using teacher-developed assessment data to drive collaborative analysis of instruction. The outside summative assessments were previously used to make curriculum decisions or course placement decisions for students. However, these results were not disaggregated in time to impact student mastery within a given year. As a result, interventions were not built into a student's school day, but were instead, offered as optional afterschool tutoring.		
Goal Applies to:	Schools:	Academy for Academic Excellence	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Passing rates of core classes will increase in each grade level as a result of instruction based upon student identified needs within the core classes. Teachers will base flex or intervention instruction on the formative assessment data which will result in improved student performance.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Elementary teachers will use flex time to provide intentional remediation to students in language arts, specifically reading fluency, vocabulary and reading comprehension. Secondary teachers will organize homeroom time to allow for students who need additional time to master English or Math concepts.	Grades K-12	<input checked="" type="checkbox"/> ALL	Illuminate-SIS \$14,350 DNA \$5,538 Item Bank \$2,076 Renaissance \$19,280
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
The Reading Specialist and Education Specialist will work with low performing students in elementary grades to provide additional support	Grades K-5	<input checked="" type="checkbox"/> ALL	Reading Specialist-\$75,000+
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

and help students raise their reading proficiency at a more rapid rate.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	benefits
Secondary math and English intervention courses created. These small group classes have additional support from instructional assistants. Middle school students, who had not proved proficiency, were placed in a fundamentals math course in addition to their grade level math class.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond base

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Passing rates of core classes will increase in each grade level as a result of instruction based upon identified student needs within the core classes. Teachers will base flex time or intervention instruction on the formative assessment data which will result in improved student performance.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Elementary teachers will use flex time to provide intentional remediation to students in language arts and math. Secondary teachers will structure homeroom time to allow for students who need additional time with English or Math concepts.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development \$10,000
During flex time, the grade level teachers, Reading Specialist and/or Education Specialist will work with low performing students in elementary grades to provide targeted support and help students raise their reading proficiency at a more rapid rate.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	Instructional Materials- \$10,000

		Subgroups:(Specify)_____	
Secondary intervention math and English courses will continue to have additional support from instructional assistants. Middle school students, who had not proved proficiency, will be placed in a fundamentals math course in lieu of their grade level math class.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Fundamentals Math Curriculum-\$7,500 Instructional Materials-\$5,000

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Passing rates of core classes will increase in each grade level as a result of instruction based upon student identified needs within the core classes. Teachers will base flex time or intervention instruction on the formative assessment data which will result in improved student performance.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Flex time will be driven by common formative assessments and students will be regrouped based on mastery of identified essential standards. Additional support will be provided to the students in greatest need.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Instructional Materials-\$10,000
Secondary intervention math and English courses will continue to have additional support from instructional assistants.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Education Specialist/Instructional Assistants-Salaries in base funding calculations

GOAL 4:	Incorporate the use of technology and technological advances into its core curriculum.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Identified Need :	Today's students face a rapidly changing world where technology is pervasive. It is no longer sufficient to teach technology as a subject, but rather it is time to leverage the power of technology as a tool for more effective teaching and learning. The ultimate goal of our Laptop Learning Program is to equip our students with the knowledge and tools to become effective life long learners.
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Goal Applies to:	Schools: Academy for Academic Excellence
	Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-12. Students will show an increase in technology proficiency for real-world application.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expanded the one-to-one laptop program to include grades 4-12.	Grades 4-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Wireless Access Points and Infrastructure-\$12,230
Increased the number of iPads available for primary grade learning centers.	Grades K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	72 iPads=\$44,000

		Subgroups:(Specify)_____	
Carefully reviewed the paid subscriptions for applications and digital access. Ensure that students had access to programs to support the core content areas.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	List paid subscriptions to include textbook support

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-12. Students will show an increase in technology proficiency for real-world application.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create a standing computer lab on the new 3-5 campus. This will be used as the high school yearbook classroom and the kindergarten through third grade lab.	Grades K-3 and 9-12.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Lab set up=\$1,200
Purchase additional subscriptions and applications: <ul style="list-style-type: none"> Reading applications for iPads to be used during intervention blocks allowing students to practice targeted reading skills. Upgrade IXL subscription to include targeted grammar practice. 	Grades K-3	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Reading Applications=\$1,000 IXL Grammar=\$3,500
Purchase additional technology equipment:	Grades K-	<input checked="" type="checkbox"/> ALL	ELMOS=

<ul style="list-style-type: none"> • ELMOs for secondary teachers, as needed • Increase iPads in K-3 to replace out-of-date equipment and an increase in student population • Two desktop PCs for grades K-3 and 4-12 (technology rich classes only) to allow access for all students. • Apple TVs for one-to-one classrooms to allow teacher mobility and increased student interaction. 	12	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,800 72 desktop computers= \$23, 450 32 Apple TVs= \$2,400
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LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-12. Students will show an increase in technology proficiency for real-world application.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional subscriptions to support common core curriculum allowing students to have additional practice in areas of math and ELA.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	CCSS Subscriptions \$2,000
Develop additional secondary technology course offerings in the master schedule.	Grades 6-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	TBD

GOAL 5:	Increase a-g completion rates for graduating seniors.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need:	The AAE Professional Learning Community clarified that the AAE Mission is to “prepare students for post-secondary success through a relevant, rigorous college preparatory education.” Less than half of our recent graduates have completed a-g requirements necessary to immediately enroll in the CSU/UC system. In 2014, AAE had a cohort graduation rate of 97.8%. Socioeconomically Disadvantaged students cohort graduation rate was 94.3%. Of those graduates, 42.7% completed the UC/CSU required courses.		
Goal Applies to:	Schools:	Academy for Academic Excellence	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	As a result of increase student academic advisement and changes to the master schedule, more than 50% of the class of 2015 will meet a-g requirements.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased a-g course offerings (Spanish, VPA, Psychology, ERWC, AP Statistics, Honors Theory of Knowledge elective, Honors Environmental Science)	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	ERWC Curriculum- \$5,000
Counseling staff increased to 2.5 FTE (1 FTE is split between Transition Coordinator and Career Tech)	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Salaries for Cynthia and Dana-

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$66,000
Revised of graduation requirements to reflect a-g requirements (removal of Health and Geography requirement and update of Math requirement)	Grades 9-12	<input checked="" type="checkbox"/> ALL	None beyond the base
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	Further increase the percentage of a-g completion from 2014-2015 percentage to 60%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Add additional a-g offerings into the master schedule (computer science, integrated science, business).	Grades 9-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development for Computer Science course-\$1,500 Curriculum-\$5,000 Lab Equipment-\$7,000
Expand college and career education for all high school students.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	Computers for Career Center-\$1,300

		proficient __Other Subgroups:(Specify)_____	Instructional Materials-\$500 Field Trips-\$2,000
Continued revision of AAE graduation requirements to mirror a-g requirements (updated math and science requirements, required foreign language). Will build in a waiver pathway for students with special needs based on IEP/504 or consideration of the AAE Schoolwide Intervention Team.	Grades 9-12	<input checked="" type="checkbox"/> ALL	Additional teaching period for Spanish-\$6,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Further increase the percentage of a-g completion from the present percentage to 65%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement the redesigned MyMentor 2.0. Features include: embedded four-year plans, student dashboard, personalized college and career planning tools, test prep and complete learning management system.	Grades 9-12.	<input type="checkbox"/> ALL	MyMentor 2.0 funded through K16 Bridge program
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Guide all students (with few exceptions) to complete their a-g. Will build in a waiver pathway for students with special needs based on IEP/504 or consideration of the AAE Schoolwide Intervention Team.	Grades 9-12	<input checked="" type="checkbox"/> ALL	None beyond base
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Increase course offerings in the master schedule (integrated math and science, technology, advanced mathematics, honors courses and college courses).		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	None beyond base

GOAL 6:	Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	The WASC visiting team recommended that the AAE develop a comprehensive long term plan for assessments, instruction and curriculum adoption.	
Goal Applies to:	Schools:	Academy for Academic Excellence
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2014-15		
Expected Annual Measurable Outcomes:	The PLC teams will develop essential standards charts for English/Language Arts and Mathematics. These charts will guide the development of common formative assessments and course scope and sequences.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Under the guidance of the Academic Leadership Team (ALT), the foundation of the Professional Learning Community was established. The teams were trained to analyze data from multiple sources and given structured time to complete this data analysis.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	ALT stipends-\$30,000 PLC Professional Development \$5,500+sub costs
The Director of Research and Development attended the San Bernardino County Assessment Network meetings, Association of Consolidated Programs Administrators meetings and trainings provided by the California Department of Education, CAASPP office and Smarter Balanced. Information on data and assessment use was disseminated to the appropriate school site teams.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Training and Conference budget-\$600
Elementary and secondary grade levels piloted math curriculum based upon the transition to CCSS. Multiple sources were reviewed by administration and teacher teams before curricula was purchased.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Carnegie Curriculum-\$31,626 EngageNY Curriculum-\$6,242

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	The PLC teams will complete the scope and sequences for core courses and the AAE assessment plan. The assessment plan will include formative, summative and outside measures. The ALT will draft curriculum adoption procedures and priorities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
PLC teams will use the newly developed scope and sequences, in conjunction with assessment data, to create a more defined curriculum adoption plan.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	ALT stipends-\$30,000 ALT sub pay+ Professional Development \$7,500
Multiple data sources will be analyzed to determine program and course needs. These needs will be prioritized based upon WASC/LCAP action plan and goals.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond base
The PLC will begin the full WASC self-study in preparation for the Spring 2017 visit. The groups will use multiple data sources to drive this effort.	Grades K-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	WASC membership-\$1,000 annually

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	The AAE PLC will have established the collection and analysis of multiple data sources to guide the school's overall mission, vision and goals.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Multiple data sources will be analyzed to determine program and course needs. These needs will be prioritized based upon WASC/LCAP action plan and goals.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	None beyond base
The PLC will complete the full WASC self-study for the Spring 2017 visit. Multiple data sources will drive this effort.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	None beyond base
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 7:	Recruit and retain highly qualified certificated and classified staff.	<p style="text-align: center;">Related State and/or Local Priorities:</p> <p style="text-align: center;">1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify</p>
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Identified Need:	<p>The supporting data includes: 2013-2014 Turnover Rates</p> <ul style="list-style-type: none"> • 88 total Certificated Staff (including substitutes)- 22 full time, 3 part time and 9 substitutes. • 100 total Classified Staff (including substitutes)- 3 full time, 7 part time and 11 substitutes. <p>2014-2015 Turnover Rates- (as known as of May 26, 2015)</p> <ul style="list-style-type: none"> • 120 total Certificated Staff (including substitutes)- 5 full time, 2 part time and 15 substitutes. • 124 total Classified Staff (including substitutes)- 1 full time, 11 part time and 17 substitutes. 		
Goal Applies to:	<p>Schools: Academy for Academic Excellence Applicable Pupil Subgroups: All</p>		
LCAP Year 1: 2014-15			
Expected Annual Measurable Outcomes:	Turnover rates for teaching staff will show a decline.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Reinstated the Exit Interview for staff who are not returning to determine their reasons for changing employment.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	None beyond base.
3% across the board salary increases for classified and certificated staff. Increased the certificated substitute daily rate in order to attract highly qualified substitutes who are then available for recruitment.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Step/class increases- 3% salary raises- Substitute increase from

			\$100 to \$120/per day
Teacher support services, such as: Induction (formerly BTSA), Instructional Technologist, Reading Specialist, Education Specialists, Instructional Assistants, Kindergarten Aides, and Academic Leadership Team, School Psychologist Intern.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	BTSA costs-\$2569 Instructional TOA salary-\$70,000+ benefits Reading Specialist salary-\$70,000+ benefits School Psych Intern-\$50,000 ALT Stipends-\$30,000

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Turnover rates for staff will show a decline to less than 10%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5% across the board salary increase for all regular staff, including certificated and classified. Build additional longevity steps into the salary schedule.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Step in class increases-5% salary raises-approx.. \$500,000 Substitute increases-

			\$20/day for certified and 2.5% for classified
AAE will continue to fully support the Induction and applicable intern programs.	Grades K-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Induction Costs-\$2,080
Professional Development in core subject areas to support the state common core state standards, LCAP goals, Leadership training, for instructional staff and administration.	Grades K-12	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional Development \$50,000

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	Turnover rates for teaching staff will show a decline to 5% or less.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The AAE will continue to raise staff salaries to close the discrepancy with the local LEAs.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	TBD

<p>AAE will continue to fully support staff support services to include induction services, on-going training, employee recognition, schoolwide surveys and evaluations, and a strong school culture.</p>	<p>Grades K-12</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Induction Costs- \$2,500</p>
<p>Professional Development in core subject areas to support the common core state standards and next generation science standards.</p>		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Professional Development \$50,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	AAE Goal 1: Increase in Math proficiency rates in grades K-12.		Related State and/or Local Priorities: 1 <u> </u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____
Goal Applies to:	Schools:	Academy for Academic Excellence	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Develop grade specific scope and sequence aligned to CCSS. • Vertical teaming to articulate best practices. • Create math intervention facilitating targeted instruction. • Increase in SBAC performance. 		Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • Implementation of common core aligned curriculum in grades 1-4 and 6-9, allowed for development of scope and sequence based on the common core. • PLC allowed for vertical teaming grades K-12 to discuss academic vocabulary and instruction. • Math intervention in grades 7-12 during homeroom and elective periods. • Use of diagnostic and common formative assessments created in Illuminate to show increase in math proficiency

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Fully transition to Common Core State Standards in grades K-12. Transition to an integrated math approach in grades 7-9. 9th graders will take Integrated Math 1. Honors and AP courses added. Flex time for structured re-teaching and enrichment in grades K-12. Professional development for math teachers (California Math Council, Carnegie Training, EngageNY training). 	<p>Curriculum: New AP Calculus textbooks, Integrated Math I Carnegie textbooks, Grades 6-8 Carnegie Textbooks (\$60,000)</p> <p>Instructional Materials: EngageNY printed copies for grades K-5 (\$10,000)</p> <p>Professional Development \$5,000</p> <p>Technology: IXL for all grades, TimezAttack, FrontRow,</p>	<ul style="list-style-type: none"> All grades have fully transitioned to CCSS in Math. Grades 7-9 implemented an integrated math curriculum using Carnegie math. Honors Integrated Math 8, Honors Integrated I, Honors Algebra II, Honors Trigonometry and AP Statistics were added to the master schedule. Intervention math homerooms were added at the secondary level. 	<p>Curriculum: New AP Calculus textbooks, Integrated Math I Carnegie textbooks, Grades 6-8 Carnegie Textbooks (\$32,000)</p> <p>Instructional Materials: EngageNY printed copies for grades K-5 (\$6,300)</p> <p>Technology: IXL for all grades, TimezAttack, FrontRow, additional iPads, 1 to 1 Laptop</p>

		additional iPads, 1 to 1 Laptop program, ELMOs (\$25,000)		program, ELMOs (\$28,361)
Scope of service:	Grades K-12		Scope of service:	Grades K-12
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR:	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR:h	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
			-	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This year, students who were significantly below grade level were given a mandatory elective remedial math class. This approach did not have the desired positive impact on mastery. Next year, the regular grade level math will be replaced with a intervention fundamentals math course in middle and high school. High school students will need to complete three years of math with Integrated 1 as part of their coursework in order to meet graduation requirements. The foundations level class will count toward their graduation requirements.</p> <p>Next year, additional money will be budgeted for professional development regarding integrated and common core math instruction for grades K-12. We will also pursue training for instructional staff for research based intervention math instruction through the D/M SELPA and/or the county office.</p>
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Original GOAL from prior year LCAP:	AAE Goal 2: Increase in Writing proficiency rates in grades K-12.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u> </u> 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7 <u>x</u> 8 <u>x</u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify
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Goal Applies to:	Schools: Academy for Academic Excellence	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will demonstrate grade level proficiency in the major writing domains of: narrative, expository and argumentative. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> During the 2014-15 school year, the instructional focus shifted to reading interventions. As a result of universal screening in grades K-2 and diagnostic testing in upper grades, the PLC decided to elevate reading intervention as a primary focus with structured writing instruction as a secondary focus.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Schoolwide writing assessment benchmarks will be revised and aligned to the CCSS. The assessments will be given three times per year and will be vertically aligned in 	Reading Specialist- \$ Teacher on Assignment- \$ DRA Kits- \$	<ul style="list-style-type: none"> Schoolwide writing assessments have not yet been revised. Students in grades K-2 have been assessed using the DRA three times this year. 	DRA Kits- \$ PLC Training for Academic Leadership Team- \$5,500 Planning Day for Academic Leadership

<p>grades K-12. Baselines will be established for all students.</p> <ul style="list-style-type: none"> Professional development focused on Schoolwide areas of student weaknesses. 	<p>PLC Training for Academic Leadership Team- \$5,500 Planning Day for Academic Leadership Team- \$1,800 Illuminate- \$20,000 Professional Development- \$2,000</p>	<ul style="list-style-type: none"> Students in grades K-5 have been assessed using newly developed common formative assessments. Elementary daily schedule has been modified to provide additional collaboration time for grade level teachers to analyze student mastery and build flex groups. Daily flexible learning time has been spent on leveled instruction based upon individual student performance on formative assessments. Summative English/Language Arts tests have been developed in grades K-8. 	<p>Team- \$1,800 Illuminate Package- \$22,000</p>
<p>Scope of service:</p>	<p>Grades K-12</p>	<p>Scope of service:</p>	<p>Grades K-12</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The instructional focus shifted to reading fluency and comprehension as a result of the diagnostic test results in elementary grades. Next year, we will pursue professional development for writing. The high school teachers will reinstate the Schoolwide Writing Assessment based on CCSS and scored with a common rubric. We will begin to pilot CCSS aligned writing and ELA curriculum as it becomes available.
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Original GOAL from prior year LCAP:	AAE Goal 3: Implementation of ongoing, formative assessment data in addition to outside assessments to ensure students are reaching mastery.	Related State and/or Local Priorities: 1 <u> </u> 2 <u> </u> 3 <u> </u> 4 <u> </u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify _____
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Goal Applies to:	Schools: Academy for Academic Excellence Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Development of common formative assessments in grades K-12 in English/Language Arts and Mathematics. Development of formative assessments in other secondary core subjects. Further development of Schoolwide Professional Learning Community in order to facilitate the collaboration necessary to ensure student mastery of essential standards. Continued implementation of outside summative and placement assessments, including: SBAC, ACT Inspire, PSAT, SAT, ACT, AP, Accuplacer, ASVAB, CAHSEE, and CST/CMA (Science). 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Began development of common formative assessments in grades K-12 in English/Language Arts and Mathematics. Began development of formative assessments in other secondary core subjects. Ongoing professional learning community development and collaboration. Continued implementation of outside summative and placement assessments, including: SBAC, ACT Inspire, PSAT, SAT, ACT, AP, Accuplacer, ASVAB, CAHSEE, and CST/CMA (Science).
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Incorporate formative assessments in ELA and Math in all grades. • Continue to build and revise ongoing, formative assessments until there are a minimum of one per month per subject. • Revise the elementary and secondary scheduled to provide additional teacher collaboration time. • Create intentional secondary grade level focuses to ensure students develop post-secondary goals and are working toward them each semester. • Implementation of Illuminate Integrated Data Management and Student Information System. • Accuplacer assessment given to all seniors. • Hire full-time data clerk to facilitate testing schedules and maintain compliance and support data analysis. 	<p>Professional Development Illuminate Trainings and Workshops- \$ System: Illuminate-\$20,000</p>	<ul style="list-style-type: none"> • Wednesday early release schedule organized by AAE Administration Team in order to facilitate PLC tasks including the development of formative assessments. • Implementation of Illuminate Integrated Data Management and Student Information System. • Ongoing Illuminate trainings and workshops. • Ongoing teaching team support sessions with Teacher on Assignment and Administration to identify essential standards, develop course scope and sequences and create formative assessments. • Eighth grade developed an intervention homeroom as a result of first semester assessment results. • A senior homeroom was created for students planning to attend VVC or another community college institution. 	<p>Professional Development Illuminate Trainings and Workshops- \$ System: Illuminate-\$20,000</p>

				<p>These students were given a preliminary Accuplacer exam and then given access to a self-directed assessment prep online program. Upon completion of the online modules, students were reassessed with the Accuplacer.</p>			
Scope of service:	Grades K-12		Scope of service:	Grades K-12			
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL				
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>					
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>We plan to restructure the elementary collaboration time. This year, the lunchtime was extended to provide common planning time. However, the consolidation of the campuses has resulted in significant changes to the elementary bell schedules. In addition, the extended collaboration time did not prove to be universally effective for the primary purpose of planning flex time instruction. For a combination of these reasons, the collaboration time will be added to duty-free recess period in the morning for elementary teachers next year.</p> <p>We plan to invest additional money in intervention reading curriculum for primary grades next year in response to the DRA results and flex time observations.</p> <p>Secondary ELA teachers will develop revised writing assessments based upon the CCSS evaluated with a common writing rubric.</p>					

An additional year will be needed to develop CCSS-aligned, formative assessments in ELA and Mathematics for grades K-12.

The AAE K-12 Assessment Plan will be updated to reflect the scope and sequences for each course.

Original GOAL from prior year LCAP:

AAE Goal 4: Incorporate the use of technology and technological advances into its core curriculum.

Related State and/or Local Priorities:
 1 2 3 4
 5 6 7 8
 COE only: 9 10
 Local : Specify _____

Goal Applies to: Schools: Academy for Academic Excellence
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

- Technology integration will be evident in all core classes at all grade levels.

Actual Annual Measurable Outcomes:

- Technology use is evident in all grade levels.
- The level of integration is highest in middle school as evidenced by MyMentor usage, assignments, Illuminate assessments and classroom observations.

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> • Additional iPads in grades K-3. • One to one laptops in grades 4-12. • Revise AAE Technology Plan • Provide in-house trainings on MyMentor use • Coding class in kindergarten 		<ul style="list-style-type: none"> • One to One Laptop Program in grades 4-12. • iPad centers in grades K-3, consisting of 100 total iPads. • Computer lab at Corwin Campus (grades 2-4) 	

<ul style="list-style-type: none"> • Technology and typing instruction in elementary rotation classes • Purchase of digital textbooks and resources to support instruction and mastery • Teacher support from Instructional Technologist/TOA • Assessments on Illuminate • GAVRT/Space Science Program • Robotics class 		<ul style="list-style-type: none"> • Robotics class (22 students in grades 7-8) • Use of MyMentor (grades 4-12) • Weekly keyboarding instruction in elementary magnet classes. • Coding class in kindergarten. • Teacher support from Instructional Technologist/TOA • Purchase of digital textbooks in math and psychology to support instruction and student access • In-house trainings on Illuminate and MyMentor provided • Technology Plan updated • Assessment created in Illuminate • GAVRT/Space Science Program • Purchase of ELMOs for all elementary teachers. • Upgrade of teaching staff laptops (60 new MacBook Airs) 	
Scope of service:	Grades K-12	Scope of service:	Grades K-12
<u> </u> x ALL		<u> </u> x ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • The weekly keyboarding practice will occur in during regular classroom instruction. • Additional iPads will be purchased for primary grades to provide for greater student access. • Purchase of additional ELMOs for secondary teachers. • Development of new Computer Science course for high school students. • Increase in the loaner laptop supply to ensure that all students have access to technology. • Placement of desktop computers in designated classrooms to increase student access to technology. • Opening of the library before and after school to provide a place for students to complete homework and projects on their laptops if on the loaner program. 		
<p>Original GOAL from prior year LCAP:</p>	<p>AAE Goal 5: Increase a-g completion rates for graduating seniors.</p>		<p>Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to: Schools: Academy for Academic Excellence Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase A-G completion by 5% per year for the next 3 years.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The Class of 2015 a-g completion rate is estimated to be 53%. This would be a 10% increase.</p>
<p style="text-align: center;">LCAP Year: 2014-15</p>			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Increase Counseling Department Staff from 1 FTE to 2 FTE. Hire Data Clerk FTE. 		<ul style="list-style-type: none"> Increase a-g course offerings (Spanish, VPA, Psychology, ERWC, AP Statistics, Honors Theory of Knowledge elective) Counseling staff increased to 2.5 FTE (1 FTE is split between Transition Coordinator and Career Tech) Revision of graduation requirements to reflect a-g requirements (removal of Health and Geography requirement and update of Math requirement) Four year plans completed for all students Parent notification regarding core courses outside of the a-g (ex: English 9, Math Foundations) Revised College Planning Guide and Course Catalogs posted on website 	
Scope of service:	Grades 9-12	Scope of service:	Grades 9-12
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • The graduation requirements will continue to be revised until they closely align with a-g requirements. • Increased college and career counseling for all high school students • Increased course offerings introduced into the master schedule (Computer Science, Business, Integrated Science 9, Integrated Math II) • 4 year plan to be placed on MyMentor for increased access
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Original GOAL from prior year LCAP:	AAE Goal 6: Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school programs.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Academy for Academic Excellence Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Incorporate formative assessments in ELA and Math in all grades. • Continue to build and revise ongoing, formative assessments until there is a minimum of one per month per subject. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Formative assessments were built within Illuminate for English/Language Arts in grades K-8. • These assessments are administered quarterly. In Math, grades K-5 also developed quarterly, formative assessments
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			<p>in Illuminate.</p> <ul style="list-style-type: none"> • Secondary math teachers used the Carnegie pre-built assessments. • Scope and sequences are under current development for all courses in all grades. • These will be used to complete the assessment plan and curriculum adoption procedures.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Under the guidance of the Academic Leadership Team, the foundation of the Professional Learning Community was be established. The teams were trained to analyze data from multiple sources and given structured time to complete this data analysis.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	ALT stipends-\$ PLC Professional Development \$5,500+sub costs
The Director of Research and Development attended the San Bernardino County Assessment Network meetings, Association of Consolidated Programs Administrators meetings and trainings provided by the California Department of Education, CAASPP office and Smarter Balanced. Information on data and assessment use was also disseminated to the appropriate school site teams.	Grades K-12	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	salary

<p>Elementary and secondary math curriculum was piloted based upon the transition to CCSS. Multiple sources were reviewed by administration and teacher teams before curricula was purchased.</p>	<p>Grades K-12</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Carnegie Curriculum- EngageNY Curriculum-</p>
	<p>Grades K-12</p>	<p><input checked="" type="checkbox"/> ALL</p>	
<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>_____</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We have realized that we need to find different approaches to support staff in using a variety of data sources when making curricular and instructional decisions. In addition, the methods by which we communicate updates learned through various workshops and trainings needs to be reviewed by LCER and AAE administration to ensure its effectiveness. More input is needed from all stakeholders when implementing changes based upon data.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	\$ <u>123,104</u>
<p>Goal 1: Increase in math proficiency rates in grades K-12.</p> <p>The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds was to purchase common core aligned curriculum for all math courses in grades K-9 in the 14-15 school year. All students have access to the core curriculum through grade level math classes and intervention courses as needed. The elementary grades used the EngageNY Math curriculum and the secondary grades piloted the Carnegie Integrated Curriculum. The total spent on new curriculum for math was \$37,868.</p> <p>Professional development was provided to teachers to support the implementation of the common core math standards and new curriculum. The training costs for the 14-15 school year were approximately \$7,500 to include training fees, travel and substitute costs.</p>	

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Total amount of Supplemental and Concentration grant funds	\$ 123.104
<p>Goal 2: Increase writing proficiency rates in grades K-12.</p> <p>The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds was to first focus on early literacy intervention in grades K-5. As such, a reading specialist position was created to support this need (salary and benefits are approximately \$88,000). In addition, the support teachers administered the Diagnostic Reading Assessment (DRA) to all students in grades K-2 and at risk students in grades 3-5. The cost for this assessment was \$5,432.</p> <p>The stakeholders also determined that high school intervention was needed for reading and writing. Thus, the English Reading and Writing Course (ERWC) was provided to juniors and seniors who had not yet reached “exempt” status as determined by their EAP assessment or who were likely to need additional support in this area.</p>	

Total amount of Supplemental and Concentration grant funds	\$ 123.104
<p>Goal 3: Implement ongoing, formative assessment data, in addition to outside assessments, to ensure students are reaching mastery.</p> <p>The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds to meet this goal would be to transition to an integrated student information and data management system. After thorough investigation, a committee comprised of classified, certificated and administrative staff selected Illuminate. The cost is \$21,962 annually. To make this transition effective, ongoing professional development was provided to staff members. The cost was approximately \$6,300 to include training fees, travel and substitute costs.</p> <p>Other spending linked to this goal includes: the purchase of Diagnostic Online Reading Assessment (annual subscription \$800), Renaissance Learning (annual cost \$19,280), and Professional Learning Community Professional Development for</p>	

the Academic Leadership Training (14-15 cost \$5,625 plus substitute costs).

Total amount of Supplemental and Concentration grant funds \$ 123,104

Goal 4: Incorporate the use of technology and technological advances into core curriculum.

The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds was to increase the technological tools for all students in all grades. Some spending in this category includes: computers, iPads, printers, monitors, ELMOs, educational applications, LED TV, mini laptops and other equipment purchased (\$28,361).

Total amount of Supplemental and Concentration grant funds \$ 123,104

Goal 5: Increase a-g completion rates for graduating seniors.

The AAE stakeholders determined that the most effective use of supplemental and concentration grant funds was to increase the counseling staff to better meet the academic advisement needs of high school students. The counseling department was increased from 1 FTE to 2.5 FTE. The increased staffing costs in this area for the 14-15 SY were \$65,928.

Additional courses were also added to the master schedule (Spanish, Visual Performing Arts, Psychology, ERWC, AP Statistics, Honors Theory of Knowledge elective, Honors Environmental Science) to allow greater access to a-g coursework for all students. Increased costs included curriculum, additional teaching stipends and professional development fees (approximately \$10,000). Other funding for these additions is embedded in the base funding.

Total amount of Supplemental and Concentration grant funds \$ 123,104

Goal 6: Use multiple data sources when making decisions that impact curriculum, instruction, assessments and school

programs.

The spending to meet this school goal has been articulated in Goals 2, 3 and 5.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

1.36	%
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Since the Academy for Academic Excellence has an unduplicated student count of 20.35%, the stakeholders determined that the most effective use of all funds to meet the LCAP goals for unduplicated pupils is to spend them on a schoolwide basis. This allows programs to meet the learning needs of students within the general educational setting for unduplicated pupils. This falls within the general philosophy of the Response to Intervention and Professional Learning Community models.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Fiscal Year 2014-15 Second Interim Report
 Projected ADA as of January 31, 2015

Spansending School District	Apple Valley Unified School District	Line	2013-14		2014-15 Adopted Budget		2014-15 Second Interim		2015-16 Second Interim		2016-17 Second Int	
			Actual ADA P-2	Projected ADA P-2	Projected ADA P-2	% Change over Prior Year	Projected ADA P-2	% Change over Prior Year	Projected ADA P-2	% Change over Prior Year	Projected ADA P-2	% Change over Prior Year
Non Classroom Funding Determination Rate*												
TK-K-3												
		A-1	376.51	376.51	376.51	0.00%	381.00	1.19%	381.00	0.00%	381.00	0.00%
		A-2	376.51	376.51	376.51	0.00%	381.00	1.19%	381.00	0.00%	381.00	0.00%
		A-3	-	-	-	-	-	-	-	-	-	-
		A-4	-	-	-	-	-	-	-	-	-	-
		A-5	-	-	-	-	-	-	-	-	-	-
		A-6	-	-	-	-	-	-	-	-	-	-
		A-7	-	-	-	-	-	-	-	-	-	-
		A-8	-	-	-	-	-	-	-	-	-	-
		A-9	376.51	376.51	376.51	0.00%	381.00	1.19%	381.00	0.00%	381.00	0.00%
		A-10	376.51	376.51	376.51	0.00%	381.00	1.19%	381.00	0.00%	381.00	0.00%
		B-1	-	-	-	-	-	-	-	-	-	-
Grades 4-6												
		A-1	328.28	328.28	328.28	0.00%	328.00	-0.09%	328.00	0.00%	328.00	0.00%
		A-2	328.28	328.28	328.28	0.00%	328.00	-0.09%	328.00	0.00%	328.00	0.00%
		A-3	-	-	-	-	-	-	-	-	-	-
		A-4	-	-	-	-	-	-	-	-	-	-
		A-5	-	-	-	-	-	-	-	-	-	-
		A-6	-	-	-	-	-	-	-	-	-	-
		A-7	-	-	-	-	-	-	-	-	-	-
		A-8	-	-	-	-	-	-	-	-	-	-
		A-9	328.28	328.28	328.28	0.00%	328.00	-0.09%	328.00	0.00%	328.00	0.00%
		A-10	328.28	328.28	328.28	0.00%	328.00	-0.09%	328.00	0.00%	328.00	0.00%
		Total ADA for Grade Range	328.28	328.28	328.28	0.00%	328.00	-0.09%	328.00	0.00%	328.00	0.00%
Grades 7-9												
		A-1	228.98	228.98	228.98	0.00%	228.00	-0.43%	228.00	0.00%	228.00	0.00%
		A-2	228.98	228.98	228.98	0.00%	228.00	-0.43%	228.00	0.00%	228.00	0.00%
		A-3	-	-	-	-	-	-	-	-	-	-
		A-4	-	-	-	-	-	-	-	-	-	-
		A-5	-	-	-	-	-	-	-	-	-	-
		A-6	-	-	-	-	-	-	-	-	-	-
		A-7	-	-	-	-	-	-	-	-	-	-
		A-8	-	-	-	-	-	-	-	-	-	-
		A-9	228.98	228.98	228.98	0.00%	228.00	-0.43%	228.00	0.00%	228.00	0.00%
		A-10	228.98	228.98	228.98	0.00%	228.00	-0.43%	228.00	0.00%	228.00	0.00%
		Total ADA for Grade Range	228.98	228.98	228.98	0.00%	228.00	-0.43%	228.00	0.00%	228.00	0.00%
Grades 9-12												
		A-1	400.22	418.22	418.22	4.50%	392.00	-1.88%	392.00	0.00%	392.00	0.00%
		A-2	400.22	418.22	418.22	4.50%	392.00	-1.88%	392.00	0.00%	392.00	0.00%
		A-3	-	-	-	-	-	-	-	-	-	-
		A-4	-	-	-	-	-	-	-	-	-	-
		A-5	-	-	-	-	-	-	-	-	-	-
		A-6	-	-	-	-	-	-	-	-	-	-
		A-7	-	-	-	-	-	-	-	-	-	-
		A-8	-	-	-	-	-	-	-	-	-	-
		A-9	400.22	418.22	418.22	4.50%	392.00	-1.88%	392.00	0.00%	392.00	0.00%
		A-10	400.22	418.22	418.22	4.50%	392.00	-1.88%	392.00	0.00%	392.00	0.00%
		Total ADA for Grade Range	400.22	418.22	418.22	4.50%	392.00	-1.88%	392.00	0.00%	392.00	0.00%
Totals												
		A-1	1,325.99	1,343.99	1,343.99	1.36%	1,277.00	-1.26%	1,277.00	0.00%	1,277.00	0.00%
		A-2	1,325.99	1,343.99	1,343.99	1.36%	1,277.00	-1.26%	1,277.00	0.00%	1,277.00	0.00%
		A-3	-	-	-	-	-	-	-	-	-	-
		A-4	-	-	-	-	-	-	-	-	-	-
		A-5	-	-	-	-	-	-	-	-	-	-
		A-6	-	-	-	-	-	-	-	-	-	-
		A-7	-	-	-	-	-	-	-	-	-	-
		A-8	-	-	-	-	-	-	-	-	-	-
		A-9	1,325.99	1,343.99	1,343.99	1.36%	1,277.00	-1.26%	1,277.00	0.00%	1,277.00	0.00%
		A-10	1,325.99	1,343.99	1,343.99	1.36%	1,277.00	-1.26%	1,277.00	0.00%	1,277.00	0.00%
		Total ADA for Charter	1,325.99	1,343.99	1,343.99	1.36%	1,277.00	-1.26%	1,277.00	0.00%	1,277.00	0.00%

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

BAS CHARTER NAME: Academy for Academic Excellence
 CDS # 38750773631207
 CHARTER # 127

Fiscal Year 2014-15 Second Interim Report

ASSUMPTIONS:

	2014-15	2015-16	Change	2016-17	Change
Local Control Funding (LCFF) - BASC/FCMAT Calculator:					
COLA (on Base)*	28.00%	28.22%	0.22%	36.00%	7.78%
Funding Rate (on Gap)*	0.50%	0.25%	-0.25%	0.27%	0.02%
LCFF pre COE, Choice Supp (as per FCMAT Calculator)	\$ 9,149,498	\$ 9,745,131	6.51%	\$ 10,099,042	3.63%
Lottery Allocation Amount/Per ADA (as per SSC Dashboard):					
Unrestricted	126	126	0.00%	126	0.00%
Restricted	30	30	0.00%	30	0.00%
ADA/Enrollment:					
Total Non-Classroom Based (Independent Study) ADA	0.00	0.00	0.00	0.00	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	0.00	0.00	0.00	0.00	0.00
Total Classroom Based ADA	1,327.00	1,327.00	0.00	1,327.00	0.00
Total Funded P-2 Attendance	1,327.00	1,327.00	0.00	1,327.00	0.00
Estimated Enrollment					
PY Enrollment	1,364	1,382	0	1,382	0
ADA to Enrollment Ratio	2013-14 0.97	96.02%	96.02%	96.02%	
Enrollment Growth Over Prior Year		1.32%	0.00%	0.00%	
Certificated Salaries and Benefits:					
Number of Teachers	55	55	0.00	55	0.00
Classroom Staffing Ratio - Students per FTE	25.13	25.13	0.00	25.13	0.00
Teachers Needed for Growth	0	0	0.00	0	0.00
Average Teacher Cost (Salary and Benefits)	70,000	71,750	2.50%	73,544	2.50%
Step and Column Increase	0	0	0.00%	0	0.00%
Cost per Employee Health and Welfare	10,000	10,250	2.50%	10,506	2.50%
Cost per Employee Retirement	0	0	25.00%	0	30.00%
Facilities:					
- Rent	133,524	140,200	5.00%	147,210	5.00%
- Electricity	184,920	194,166	5.00%	203,874	5.00%
- Heating (GAS)	0	0		0	
- Other	0	0		0	
Administrative Service Agreements:					
1% Oversight Fees to Sponsor	\$91,495	\$97,451	6.51%	\$100,990	3.63%
Administration Service Contract	0	0		0	
Other Costs:	0	0		0	
List Noteworthy Assumptions for other budget line items:					
(Books, Supplies, Services, Capital Outlay, Debt)					
New supplies and equipment for common core	279,525	0		0	

* State of California Department of Finance (DOF) projected rates: as of Governors 2015-16 Budget

COLA	0.85%	1.58%	2.10%
Funding Rate	29.15%	32.19%	11.00%

DESCRIPTION	Adopted Budget 2014-15	Latest Revised Budget 2014-15	Second Interim Actual thru January 31 2015	Second Interim Projected Budget 2014-15	Percent of Change	Second Interim Projected Budget 2015-16	Percent of Change	Second Interim Projected Budget 2016-17	Percent of Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	-	0		0		0		0	
Stores	-	0		0		0		0	
Prepaid Expenditures	-	0		0		0		0	
All Others	-	0		0		0		0	
General Reserve	-	0		0		0		0	
Restricted	-	0		0		0		0	
b. Committed - Stabilization Arrangements	-	0		0		0		0	
c. Committed - Other	-	0		0		0		0	
d. Assignments	-	0		0		0		0	
e. Unassigned/Unappropriated	-	0		0		0		0	
Reserve for Economic Uncertainties	-	0		0		0		0	
Undesignated / Unappropriated Amount	4,328	\$4,328	\$636,770	\$4,328	0.02%	\$4,328	-0.01%	\$4,328	0.01%
Economic Uncertainty and Unappropriated Reserve Percentage (9789-9790/TU Exp)	0.03%	0.04%	12.11%	0.04%		0.04%		0.04%	

DESCRIPTION	Second Interim Projected Budget 2014-15	Percent of Change	Second Interim Projected Budget 2015-16	Percent of Change	Second Interim Projected Budget 2016-17	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:						
LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)						
1						
2						
3						
4						
5						
6						
7						
8						
9	\$0		\$0		\$0	
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE						
Lottery Unrestricted Allocation per ADA	126		126		126	
Lottery Unrestricted Estimated Award	\$174,636		\$174,636	0.00%	\$174,636	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE						
1 14/15 Mandate Claims and CCSS	88,792					
2 14/15 Mandate Block Grant	29,770					
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE						
	\$118,562		\$0		\$0	
DETAIL OTHER UNRESTRICTED LOCAL REVENUES PROJECTED						
1						
2						
3 BTSA, Insurance Reimbursement, ROTC	145,800		145,800	0.00%	145,800	0.00%
4						
5						
6						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE						
	\$145,800		\$145,800	0.00%	\$145,800	0.00%

DESCRIPTION	Adopted Budget 2014-15	Latest Revised Budget 2014-15	Second Interim Actual thru January 31 2015	Second Interim Projected Budget 2014-15	Percent Change	Second Interim Projected Budget 2015-16	Percent Change	Second Interim Projected Budget 2016-17	Percent Change
REVENUES									
LOFF REVENUE LIMIT SOURCES									
LCFF	7,092,890	7,005,401	4,938,697	7,005,401	-1.23%	7,601,034	8.50%	7,954,945	4.66%
EPA	1,324,097	1,324,097	0	1,324,097	0.00%	1,324,097	0.00%	1,324,097	0.00%
STATE AID - PRIOR YEAR	0	0	0	0	0.00%	0	0.00%	0	0.00%
IN LIEU PROPERTY TAXES	820,000	820,000	355,080	820,000	0.00%	820,000	0.00%	820,000	0.00%
	125,000	125,000	39,672	125,000	0.00%	125,000	0.00%	125,000	0.00%
FEDERAL STATE									
LOTTERY - UNRESTRICTED	176,872	174,636	52,027	174,636	-1.26%	174,636	0.00%	174,636	0.00%
LOTTERY - PROP 20 - RESTRICTED	42,112	41,580	5,222	41,580	-1.26%	41,580	0.00%	41,580	0.00%
OTHER STATE REVENUE	0	118,562	112,717	118,562		0		0	
LOCAL									
INTEREST	0	0	0	0		0		0	
AB602 LOCAL SPECIAL EDUC TRF	809,562	809,562	236,632	809,562	0.00%	809,562	0.00%	809,562	0.00%
OTHER LOCAL REVENUES	145,800	145,800	462,292	145,800	0.00%	145,800	0.00%	145,800	0.00%
REVENUE TOTALS	\$10,536,332	\$10,564,637	\$6,203,338	\$10,564,637	0.27%	\$11,041,709	4.52%	\$11,395,619	3.21%
EXPENDITURES									
Certificated Salaries	5,145,852	5,145,852	2,842,063	5,145,852	0.00%	5,274,499	2.50%	5,406,361	2.50%
Classified Salaries	1,994,255	1,994,255	1,127,674	1,994,255	0.00%	2,044,112	2.50%	2,095,214	2.50%
Benefits	2,141,613	2,141,613	1,130,177	2,141,613	0.00%	2,195,153	2.50%	2,250,032	2.50%
Books & Supplies	762,741	762,741	327,784	762,741	0.00%	460,878	-39.58%	483,921	5.00%
Contracts & Services	1,089,494	1,089,494	836,659	1,089,494	0.00%	1,143,969	5.00%	1,201,167	5.00%
Capital Outlay	2,176,034	100,000	6,980	100,000	-95.40%	25,000	-75.00%	25,000	0.00%
Other Outgo	0	0	0	0		0		0	
Debt Service (see Debt Form)	375,000	375,000	79,752	375,000	0.00%	375,000	0.00%	375,000	0.00%
Total Expenditures	\$13,684,989	\$11,608,955	\$6,351,289	\$11,608,955	-15.17%	\$11,518,609	-0.78%	\$11,836,696	2.76%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(\$2,527,079)	(\$1,044,317)	(\$147,951)	(\$1,044,317)	-58.67%	(\$476,901)	-54.33%	(\$441,077)	-7.51%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	3,770,233	1,665,895	0	1,665,895	-55.81%	1,447,932	-31.09%	1,163,273	1.34%
Other Uses	621,577	621,577	0	621,577	0.00%	671,031	7.96%	722,196	7.62%
Net Sources & Uses	\$3,148,656	\$1,044,318	\$0	\$1,044,318	-66.83%	\$476,901	-54.33%	\$441,077	-7.51%
NET INCREASE (DECREASE) IN FUND BALANCE	\$621,577	\$1	(\$147,951)	\$1	-100.00%	\$0	-92.88%	\$0	728.68%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	4,328	4,328	4,328	4,328	0.00%	4,329	0.02%	4,329	0.00%
Adjustments for Unaudited Actuals	0	0	0	0	0.00%	0	0.00%	0	0.00%
Adjustments for Audit and/or Restatements	0	0	0	0	0.00%	0	0.00%	0	0.00%
Ending Balance	\$625,905	\$4,329	(\$143,623)	\$4,329	-99.31%	\$4,329	0.00%	\$4,329	0.01%

DESCRIPTION	Adopted Budget 2014-15	Latest Revised Budget 2014-15	Second Interim Actual thru January 31 2015	Second Interim Projected Budget 2014-15			Second Interim Projected Budget 2015-16			Second Interim Projected Budget 2016-17		
				Percent of Change	Second Interim Projected Budget 2014-15	Percent of Change	Second Interim Projected Budget 2015-16	Percent of Change	Second Interim Projected Budget 2016-17	Percent of Change		
Components of Ending Fund Balance (Budget):												
a. Nonspendable												
Revolving Cash	0	0	0	0	0	0	0	0	0	0	0	0
Stores	0	0	0	0	0	0	0	0	0	0	0	0
Prepaid Expenditures	0	0	0	0	0	0	0	0	0	0	0	0
All Others	0	0	0	0	0	0	0	0	0	0	0	0
General Reserve	0	0	0	0	0	0	0	0	0	0	0	0
Restricted	(0)	0	(780,393)	0	0	-307.81%	1	95.57%	1	18.42%	0	0
b. Committed - Stabilization Arrangements	0	0	0	0	0	0	0	0	0	0	0	0
c. Committed - Other	0	0	0	0	0	0	0	0	0	0	0	0
d. Assignments	0	0	0	0	0	0	0	0	0	0	0	0
e. Unassigned/Unappropriated	0	0	0	0	0	0	0	0	0	0	0	0
Reserve for Economic Uncertainties	0	0	0	0	0	0	0	0	0	0	0	0
Undesignated / Unappropriated Amount	\$4,328	\$4,328	\$636,770	\$4,328	\$4,328	0.02%	\$4,328	-0.01%	\$4,328	0.01%	\$4,328	0.01%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790/TI Exp)	0.03%	0.04%	10.03%	0.04%	0.04%		0.04%		0.03%	0.03%	0.03%	

DEBT - Multiyear Commitments
Fiscal Year 2014-15 Second Interim Report
Academy for Academic Excellence

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year in the following two years. Under Comment Section provide a brief statement for the funding source of the payment.

Type of Commitment	# of Years	Balance July 1, 2014 Principal Only	2014-15 Payment P & I	2015-16 Payment P & I	2016-17 Payment P & I	Object Code
State School Building Loans						
Charter School Start-up Loans						
Other Post Employment Benefits						
Compensated Absences						
Bank Line of Credit Loans						
Municipal Lease						
Capital Leases						
1						
2						
Other						
Other Commitments:						
All debt is the liability of the Foundation						
Comments:						

Academy for Academic Excellence
2014-15 Second Interim Cash Flow

DATE PREPARED: _____

Beginning Cash Balance	July		August		September		October		November		December		January	
	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud
July 1 Cash =	1,033,786		1,033,786		534,110		883,381		554,881		543,428		328,791	
REVENUE														
LCFF/REVENUE LIMIT SOURCES														
8011														
8012														
8019														
8096														
8100-8289														
STATE														
8600														
LOTTERY - UNRESTRICTED														
LOTTERY - PROP 20 RESTRICTED														
OTHER STATE REVENUE														
LOCAL														
8600														
8702														
8800-8799														
ABR02 LOCAL SPECIAL EDNIC TRF														
OTHER LOCAL REVENUES														
TOTAL REVENUES	36,148	24.79%	36,571	27.14%	206,272	25.48%	50,451	34.80%	115,080	14.21%	57,530	7.11%	23,873	10.24%
	36,148	0.34%	375,066	3.58%	1,122,573	10.83%	773,341	7.32%	904,385	8.58%	802,827	7.80%	1,147,875	10.88%
EXPENDITURES														
1000-1999														
2000-2999														
3000-3999														
4000-4999														
5000-5999														
6000-6999														
7000-7999														
8000-8999														
9000-9999														
TOTAL EXPENDITURES	407,896	7.92%	400,803	7.79%	400,803	7.79%	398,831	7.71%	416,457	8.09%	415,108	8.07%	403,965	7.65%
CERTIFICATED SALARIES	148,253	7.46%	181,038	8.08%	174,584	8.75%	172,719	8.68%	183,073	8.18%	185,980	8.32%	141,057	7.07%
CLASSIFIED SALARIES	166,388	7.53%	152,488	7.12%	159,828	7.46%	167,370	7.62%	160,079	7.15%	160,783	7.78%	161,241	7.53%
EMPLOYEE BENEFITS	20,945	3.53%	87,177	11.43%	86,214	11.30%	31,728	4.18%	35,438	4.65%	24,045	3.15%	28,458	3.73%
BOOKS & SUPPLIES	110,000	10.73%	72,714	6.67%	97,203	8.02%	89,867	8.28%	80,314	7.37%	77,928	7.15%	59,803	5.48%
SERVICES/OPERATING EXP					42,058	42.08%	10,000	10.00%	39,988	39.97%	189,420	189.42%	177,885	177.89%
CAPITAL OUTLAY														
OTHER OUTGO	3,467	0.02%	505	0.13%	32,832	8.70%	13,230	3.53%	14,511	3.87%			3,417	0.92%
DEBT SERVICE														
TOTAL OTHER SOURCE/USES	890,619	7.41%	874,722	7.53%	993,301	8.59%	881,941	7.60%	915,839	7.99%	1,019,283	8.78%	875,549	8.40%
OTHER SOURCE/USES														
6000														
7000														
TOTAL OTHER SOURCE/USES	1,859,238		(489,656)		129,271		(108,500)		(11,453)		(218,637)		172,126	
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE														
PREPAID EXPENDITURES														
ACCOUNTS PAYABLE														
LINE OF CREDIT PAYMENTS														
DEFERRED REVENUE														
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LUST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES	1,033,786		(489,656)		129,271		(108,500)		(11,453)		(218,637)		172,126	
ENDING CASH BALANCE	1,033,786		534,110		663,381		554,881		543,428		328,791		469,917	

DATE PREPARED:

	February		March		April		May		June		Estimated Actual (181,022)	Total	Projected Budget	Difference
	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud				
Beginning Cash Balance	488,917		288,965		79,013		423,385		213,433		1,858,238	1,858,238		
REVENUE														
LCFF REVENUE LIMIT SOURCES														
8011	680,918	9.85%	680,918	9.85%	680,918	9.85%	680,918	9.85%	480,537	37.50%	680,918	7,005,401	7,005,401	0
8012												1,324,087	1,324,087	-
8019												820,000	820,000	(0)
8086	80,324	9.80%	80,324	9.80%	80,324	9.80%	80,324	9.80%	80,324	9.80%	80,324	820,000	820,000	(0)
8100-8299	19,056	15.24%	19,056	15.24%	19,056	15.24%	19,056	15.24%	19,056	15.24%	19,056	125,000	125,000	0
STATE														
LOTTERY - UNRESTRICTED														
LOTTERY - PROP 20 RESTRICTED														
8580														
8580														
8300-8599														
LOCAL														
INTEREST														
AM602 LOCAL SPECIAL EDUC TRF	86,140	10.64%	86,140	10.64%	86,140	10.64%	86,140	10.64%	86,140	10.64%	86,140	800,582	800,582	(1)
8782												145,800	145,800	0
8600-8799														
OTHER LOCAL REVENUES														
TOTAL REVENUES	875,438	8.29%	875,438	8.29%	1,429,763	13.53%	875,438	8.29%	680,938	6.54%	655,810	10,584,838	10,584,837	(1)
EXPENDITURES														
CERTIFICATED SALARIES	480,840	8.90%	480,840	8.90%	480,840	8.90%	480,840	8.90%	480,840	8.90%	480,840	5,145,853	5,145,852	(0)
2000-2999	173,318	8.69%	173,318	8.69%	173,318	8.69%	173,318	8.69%	173,318	8.69%	173,318	1,994,255	1,994,255	0
3000-3999	202,280	9.45%	202,280	9.45%	202,280	9.45%	202,280	9.45%	202,280	9.45%	202,280	2,141,613	2,141,613	(0)
EMPLOYEE BENEFITS														
BOOKS & SUPPLIES	88,548	11.81%	88,548	11.81%	88,548	11.81%	88,548	11.81%	88,548	11.81%	88,548	782,741	782,741	(0)
4000-4999	88,548	11.81%	88,548	11.81%	88,548	11.81%	88,548	11.81%	88,548	11.81%	88,548	1,086,484	1,086,484	0
SERVICES/OPERATING EXP	88,957	9.08%	88,957	9.08%	88,957	9.08%	88,957	9.08%	88,957	9.08%	88,957	100,000	100,000	0
5000-5999														
CAPITAL OUTLAY														
6000-6999														
OTHER OUTGO	61,440	10.38%	61,440	10.38%	61,440	10.38%	61,440	10.38%	61,440	10.38%	61,440	375,000	375,000	0
7100-7299														
DEBT SERVICE														
TOTAL EXPENDITURES	1,085,391	9.35%	1,085,391	9.35%	1,085,391	9.35%	1,085,391	9.35%	1,085,391	9.35%	(339,133)	11,800,955	11,800,955	(0)
OTHER SOURCES/USES														
OTHER SOURCES														
7800														
TOTAL OTHER SOURCES/USES														
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE														
8210														
PREPAID EXPENDITURES														
8330														
ACCOUNTS PAYABLE														
9510														
LINE OF CREDIT PAYMENTS														
9840														
DEFERRED REVENUE														
9850														
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES	(209,952)		(209,952)		344,373		(209,952)		(394,455)		2,009,281	1,858,238	1,858,238	
ENDING CASH BALANCE	288,965		79,013		423,385		213,433		(181,022)		1,858,238			

DATE PREPARED: _____

	July		August		September		October		November		December		January	
	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud
Beginning Cash Balance	31,777		16,031		1,485		224,443		46,147		13,081		108,939	
July 1 Cash =														
REVENUE														
LCFF/REVENUE LIMIT SOURCES														
LCFF	378,405	4.85%	378,405	4.85%	677,529	8.91%	677,529	8.91%	677,529	8.91%	677,529	8.91%	677,529	8.91%
EPA	-	-	-	-	351,024	25.00%	-	-	-	-	351,024	25.00%	-	-
STATE AID - PRIOR YEAR	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IN LIQUIDITY TAXES	60,333	0.33%	60,333	0.33%	60,333	0.33%	60,333	0.33%	60,333	0.33%	60,333	0.33%	60,333	0.33%
FEDERAL	-	-	-	-	25,000	20.00%	-	-	-	-	25,000	20.00%	-	-
STATE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LOTTERY - UNRESTRICTED	-	-	-	-	-	-	44,227	25.33%	-	-	-	-	44,227	25.33%
LOTTERY - PROP 20 RESTRICTED	-	-	-	-	-	-	10,533	25.33%	-	-	-	-	10,533	25.33%
OTHER STATE REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INTEREST	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AMR02 LOCAL SPECIAL EDMO TRF	-	-	-	-	80,956	10.00%	-	-	80,956	10.00%	-	-	80,956	10.00%
OTHER LOCAL REVENUES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	444,738	4.03%	444,738	4.03%	1,182,843	10.71%	881,568	7.08%	820,818	7.49%	1,255,743	11.37%	881,568	7.98%
EXPENDITURES														
CERTIFICATED SALARIES	430,542	8.33%	430,542	8.33%	430,542	8.33%	430,542	8.33%	430,542	8.33%	430,542	8.33%	430,542	8.33%
CLASSIFIED SALARIES	170,343	0.33%	170,343	0.33%	170,343	0.33%	170,343	0.33%	170,343	0.33%	170,343	0.33%	170,343	0.33%
EMPLOYEE BENEFITS	182,929	0.33%	182,929	0.33%	182,929	0.33%	182,929	0.33%	182,929	0.33%	182,929	0.33%	182,929	0.33%
BOOKS & SUPPLIES	38,407	0.33%	38,407	0.33%	38,407	0.33%	38,407	0.33%	38,407	0.33%	38,407	0.33%	38,407	0.33%
SERVICES/OPERATING EXP	95,331	0.33%	95,331	0.33%	95,331	0.33%	95,331	0.33%	95,331	0.33%	95,331	0.33%	95,331	0.33%
CAPITAL OUTLAY	2,083	0.33%	2,083	0.33%	2,083	0.33%	2,083	0.33%	2,083	0.33%	2,083	0.33%	2,083	0.33%
OTHER OUTGO	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEBT SERVICE	31,250	0.33%	31,250	0.33%	31,250	0.33%	31,250	0.33%	31,250	0.33%	31,250	0.33%	31,250	0.33%
TOTAL EXPENDITURES	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	8.33%
OTHER SOURCEUSES														
OTHER SOURCEUSES	500,000	43.59%	500,000	43.59%	-	-	100,000	14.90%	100,000	8.71%	200,000	28.80%	-	-
OTHER USES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OTHER SOURCEUSES	500,000	104.84%	500,000	104.84%	-	-	(100,000)	-20.97%	100,000	20.97%	(200,000)	-41.94%	-	-
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PREPAID EXPENDITURES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LINE OF CREDIT PAYMENTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEFERRED REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET PRIOR YEAR TRANSACTIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET REVENUES LESS EXPENDITURES	(15,146)		(15,146)		222,959		(178,296)		(33,086)		95,658		(78,296)	
ENDING CASH BALANCE	16,031		1,485		224,443		46,147		13,081		108,939		30,643	

DATE PREPARED:

Beginning Cash Balance	February		March		April		May		June		Estimated Actual	Total	Projected Budget	Difference
	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud				
30,643			(2,423)		71,227		2,655		163,007		31,776			
REVENUE														
LCFF REVENUE LIMIT SOURCES														
8011	677,529	8.91%	542,023	7.13%	542,023	7.13%	542,023	7.13%	542,023	7.13%	814,981	7,601,034	7,601,034	(0)
8012	-	-	331,024	25.00%	-	-	331,024	25.00%	-	-	-	1,324,067	1,324,067	-
8019	-	-	66,333	8.33%	66,333	8.33%	66,333	8.33%	66,333	8.33%	-	820,000	820,000	-
8006	66,333	8.33%	-	-	66,333	8.33%	-	-	66,333	8.33%	-	125,000	125,000	-
FEDERAL	-	-	25,000	20.00%	-	-	25,000	20.00%	-	-	25,000	-	-	-
8100-8200	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STATE	-	-	-	-	44,237	25.33%	-	-	44,237	25.33%	41,925	174,036	174,036	(0)
LOTTERY - UNRESTRICTED	-	-	-	-	10,533	25.33%	-	-	10,533	25.33%	9,982	41,590	41,590	0
LOTTERY - PROP 20 RESTRICTED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER STATE REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8300-8500	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INTEREST	80,950	10.00%	80,950	10.00%	80,950	10.00%	80,950	10.00%	80,950	10.00%	-	809,502	809,502	-
AB802 LOCAL SPECIAL ED/UC TRF	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8900-8799	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER LOCAL REVENUES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUES	828,918	7.49%	1,047,337	8.49%	748,082	8.79%	681,312	8.29%	1,420,237	10.15%	681,868	11,041,709	11,041,709	(0)
EXPENDITURES														
CERTIFICATED SALARIES	439,542	8.33%	439,542	8.33%	439,542	8.33%	439,542	8.33%	439,542	8.33%	439,542	5,274,499	5,274,499	(0)
2000-2999	170,343	8.33%	170,343	8.33%	170,343	8.33%	170,343	8.33%	170,343	8.33%	170,343	2,044,112	2,044,112	(0)
CLASSIFIED SALARIES	182,929	8.33%	182,929	8.33%	182,929	8.33%	182,929	8.33%	182,929	8.33%	182,929	2,195,153	2,195,153	0
3000-3999	38,407	8.33%	38,407	8.33%	38,407	8.33%	38,407	8.33%	38,407	8.33%	38,407	460,878	460,878	(0)
EMPLOYEE BENEFITS	85,331	8.33%	85,331	8.33%	85,331	8.33%	85,331	8.33%	85,331	8.33%	85,331	1,143,999	1,143,999	(0)
4000-4999	2,083	8.33%	2,083	8.33%	2,083	8.33%	2,083	8.33%	2,083	8.33%	2,083	25,000	25,000	-
BOOKS & SUPPLIES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5000-5999	31,250	8.33%	31,250	8.33%	31,250	8.33%	31,250	8.33%	31,250	8.33%	31,250	375,000	375,000	-
SERVICES/OPERATING EXP	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	11,518,811	11,518,811	(2)
6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CAPITAL OUTLAY	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER OUTGO	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEBT SERVICE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7400-7499	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	8.33%	959,884	11,518,811	11,518,811	(2)
OTHER SOURCEUSES														
OTHER SOURCEUSES	100,000	8.71%	200,000	17.42%	200,000	17.42%	200,000	17.42%	200,000	17.42%	(452,089)	1,147,932	1,147,932	-
7600	-	-	-	-	-	-	-	-	-	-	371,031	871,031	871,031	-
TOTAL OTHER SOURCEUSES	100,000	20.87%	200,000	41.94%	200,000	41.94%	200,000	41.94%	200,000	41.94%	(82,058)	478,901	478,901	-
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9210	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PREPAID EXPENDITURES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9300	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ACCOUNTS PAYABLE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9510	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LINE OF CREDIT PAYMENTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9940	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEFERRED REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9650	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET PRIOR YEAR TRANSACTIONS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET REVENUES LESS EXPENDITURES	(33,086)		87,452	(13,902)	(86,577)		180,352		(131,231)		(11)			
ENDING CASH BALANCE	(2,423)		65,029	71,227	2,655		163,007		31,776					

**Regular Meeting of the
Norton Space and Aeronautics Academy School Board Committee**

**Minutes
May 19, 2015**

1.0 Call to Order:

NSAA School Board Committee Chairman Scott Johnson called the meeting to order at 7:04 a.m.

2.0 Roll Call:

NSAA School Board Committee Members Duberly Beck, Scott Johnson, Tom Rosenbaum, and Marcia Vargas were present.

NSAA School Board Committee Member Andrew Jaramillo was absent.

Partners and Staff: Inez Kochinsky, Lupita Girard, Toni Preciado, Gordon Soholt, Teresa Dowd, Linda Fabre, and Ryan Darcey

3.0 Correspondence:

None

4.0 Special Presentation/Announcements.

.01 Scott Johnson recognized and appreciated the hard work and dedication to the recipients of the Employee of the Semester certificates, Marcelo Congo and Claudia Munoz. They were not able to attend the meeting.

.02 Scott Johnson presented the RIMS Science & Engineering Fair awards to the students that were present at the meeting and pictures were taken with the students and board members as well.

5.0 Discussion Items:

None

6.0 Information:

.01 The Principal's report was included in the packet. Lupita Girard went over the ELAC ballots, SSC meeting this Friday, field trip to Dana Point and Olvera street, 6th grade dance and their protest against the 5th graders coming to the dance. Scott was impressed with the organization of the protest and would like to meet the 6th graders that were involved in the protest.

Lupita was happy to report that SBAC went fairly well and Toni reiterated stating that the students tested fairly well emotionally too in taking the test on the computers. IT had been very supportive through the whole testing process even when the internet went down. Toni is curious to find out how the testing scores will be reported. Linda Fabre also commented on the process and what to expect and working on making sure the process goes smooth and quickly.

Lupita also mentioned that teachers now have new laptops.

.02 Scott had questions about certain items on the Financial Report. Classified Subs budget was higher than the totals. Lupita explained that there was a high absence rate this year. Most of our subs on our list were already in positions and county subs were called in to substitute.

Scott asked about the Legal Fees. Lupita was also curious about it herself and didn't have an explanation.

Scott asked about the Gardening budget. Lupita did not have part in the allocation of the funds but did explain that last year funds were pulled from Facilities for grass in certain areas on campus and it hasn't been done.

Scott asked about the Referees Budget why it was under budget. Lupita explained that equipment was included in the budget but it hasn't been completely used.

7.0 Public Comments:

None

8.0 Consent Agenda:

On a motion by Marcia Vargas, seconded by Duberly Beck, vote 4-0, the NSAA School Board Committee approved Consent Agenda Item 8.01 Regular Meeting Minutes of April 14, 2015, with the revision noted in Board Member Comments.

9.0 Action Items:

None

10.0 Staff Comments:

None

11.0 Board Member Comments:

Scott asked Gordon that he and other board members be invited when he meets with the Head Start Director, Diane Alexander and the President of CSUSB and Opportunities as well.

Marcia congratulated RIMS award recipients and staff members.

Gordon mentioned the 5% increase to both certificated and classified salary schedules and the Lewis Center will be absorbing 100% of the increase in health insurance costs.

Marcia requested that the minutes from the last board meeting, under the Board Members Comments be amended to state "Scott asked that he and other board members be invited to the Head Start and the President of CSUSB meeting as well".

12.0 Adjournment:

NSAA School Board Committee Chairman Scott Johnson adjourned the meeting at 7:59 a.m.

Introduction:

LEA: Norton Space and Aeronautics Academy - Lewis Center for Educational Research

Contact (Name, Title, Email, Phone Number):

Gordon Soholt, LCER President/CEO, gsoholt@lcer.org, 760-946-5414

Guadalupe Girard, Principal, ggirard@lcer.org, 909-693-9942

LCAP Year: 2014-2015

LCER's Mission: The Lewis Center for Educational Research is an organization grounded in our three core principals of Courage, Generosity and Honor. We are dedicated to offering high quality, innovative, data-driven educational programs that support students to exceed expectations.

NSAA's Mission: The mission of NSAA is to ensure learning for a diverse population of students within a safe and rigorous bilingual educational environment.

*NSAA is a Title I school due to its population of 74% of students who receive free or reduced priced meals.

To accomplish our schools' missions, we must ensure that all students are reaching mastery. We will do this by creating common core based benchmark assessments, implementing intentional academic interventions, and increasing cross-curricular lessons and collaboration across all grade levels.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child

welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>NSAA</p> <ol style="list-style-type: none"> 1. During staff meetings NSAA administration informed teachers and other staff of the changes involving school funding through LCFF, as well as the need for them to provide feedback during the meetings addressing the Title I instruments to set priorities and goals to address the LCAP state priorities. 2. NSAA communicates with parents weekly by using a mass email, Facebook posts, Wednesday folders, and autodialer phone announcements. NSAA used these forms of communication to maintain parents informed of upcoming LCAP reviews, or website postings of the LCAP. 3. During all monthly parent meetings (Parents and Pastries, ELAC, PTO 	<ol style="list-style-type: none"> 1. Teachers became informed of the changes and the impact on school accountability. LCAP goals were developed using the priorities set with teachers’ feedback provided during Title I instruments, and the WASC process. 2. Parents became informed of their opportunities for feedback. Parents requested these forms of communication, and NSAA complied implementing them to ensure information reached the most parents possible.

<p>and SSC) NSAA informed parents about LCAP/LCFF as well as the need for parents to provide their input in the development of goals to address the eight LCAP state priorities.</p> <ol style="list-style-type: none"> 4. Parents were provided a survey addressing the state priorities. Parents received the surveys in English and Spanish, during meetings, and via mass email. The survey was also posted online and made available in the main office. 5. Through the Title I needs assessments instruments NSAA has engaged and involved all stakeholders in developing and reviewing the implementation of the LCAP, and other goals in regards to categorical funding, by developing goals based on the eight components described in the LCAP. The instruments above mentioned include the Academic Program Survey (APS), the English Learners Services Self Assessment (ELSSA), the Inventory of Services and Supports (ISS) for Students with Disabilities, and the District Assistance Survey (DAS). Student achievement data from CSTs, and the CELDT was reviewed and used to set priorities and goals. Stakeholders reviewed the schools' API and AYP reports to analyze data school wide and to each of the subgroups. Attendance and suspension reports were reviewed as well. 6. Other instruments reviewed to create the LCAP were the annual Needs Assessment surveys distributed during the Annual Title I meeting, and the first ELAC meeting of the year. <p>The LCAP draft was shared with teachers, staff, the NSAA Board, parents, and students for final revisions.</p>	<ol style="list-style-type: none"> 3. Parents became informed of the changes and the impact on school accountability and the importance of parental involvement in the development of school goals. NSAA solicited parents' feedback, which was collected during meetings, emails, and the survey. LCAP goals were developed using parents' feedback. 3.-5. All information gathered was summarized and used to create goals to address the state priorities. 6.-7. Final revisions were made using the feedback given by all stake holders to the LCAP draft.
<p>Annual Update: Administration continued informing staff and seeking their input during staff meetings, Academic Leadership Team meetings, and other meetings.</p> <p>Parent Involvement:</p> <ul style="list-style-type: none"> • The English Learners Advisory Committee meets five times per year to review the programs supporting English Learners, including 	<p>Annual Update: Student input was included into the LCAP by first informing them of the importance of the plan itself, then the importance of their honest participation in the surveys designed to collect their input regarding the eight state priorities. Their input was included in</p>

<p>Redesignation policies, and updates, as well as, the importance of good school attendance. The LCAP template was shared, and input was requested at the beginning of the year, and later, after revisions were done to include all stakeholders input.</p> <ul style="list-style-type: none">• The School Site Council meets once a month. The LCAP template was shared, and input was requested at the beginning of the year, and later, after revisions were done to include all stakeholders input.• Parent Teacher Organization (PTO) meets monthly.• The PTO Board is highly involved in NSAA activities, athletics, field trips, fundraising, and classroom support. They work closely with the school administration and their input is often requested. The LCAP was presented to their monthly meetings, at the beginning of the year, and later a draft was revised during their meeting.• Parents and Pastries is offered on the last Thursday of each month to allow for greater participation and involvement. These meetings are an opportunity for parents to stay informed of school improvement, goals, progress and updates. There is also an open forum for parents to express their concerns to administration and to be involved in the development of plans for school improvement.• Parents are encouraged to volunteer 30 hours or more in a school year. The approval process includes the completion of a volunteer workshop, fingerprint, and TB clearance. Our volunteers participate as chaperones, classroom helpers, coaches, office assistants, playground helpers, ELAC, School Site Council, and PTO members.• Special meetings are held to inform and seek input regarding major changes such as the transition to Common Core State Standards, Title I Annual updates, English Learners supports needs assessments, and changes to academic policies.• LCAP Parent Survey was distributed via email, and through paper copies distributed at meetings to gather feedback on each of the eight state priorities	<p>the goals.</p>
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<p>Student panels:</p> <ul style="list-style-type: none"> • The Principal presented an LCAP assembly to students in 4th - 8th grade to share the importance of the plan, and the importance of their input. Students in these grade levels have access to laptops on a one-to-one base. A student survey was sent to gather feedback on the eight state priorities. • The administration regularly seeks input from the Middle Grades Student Council regarding school policies, culture, activities, academics and technology. <p>School Board:</p> <ul style="list-style-type: none"> • The Principal reports the progress toward school goals monthly. • The President/CEO consults the Board regarding organizational vision, policies, goals and initiatives. 	
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a

description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Reach 99% of proper assignation of highly-qualified teachers.		1X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<p>Given that NSAA is a dual immersion school, it can be a challenge to hire and retain teachers with appropriate BCLAD credentials. In the Middle Grades, hiring and retaining single subject credentialed teachers has been difficult as well. Currently, two teachers at NSAA are in the process of attaining the proper credentials within the allocated time of one school year.</p> <p>The supporting data includes:</p> <p>2013-2014 Turnover Rates</p> <ul style="list-style-type: none"> • 32 total Certificated Staff 11 full time, 3 part time and 9 substitutes. <p>2014-2015 Turnover Rates- (as known as of May 26, 2015)</p> <ul style="list-style-type: none"> • 49 total Certificated Staff (including substitutes) 		
Goal Applies to:	Schools: NSAA		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2014-2015			
Expected Annual Measurable Outcomes:	Increase the percentage of teachers working within the appropriate assignments from 94% to 95%. Turnover rates for teaching staff will show a decline to less than 25%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit and hire teachers with the appropriate credentials offering 2.5% across the board yearly salary increases for classified and certificated staff. Increase in certificated substitute daily rate in order to attract highly qualified substitutes who are then available for	K-8	X ALL <hr/> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other	\$59,667 (this is just the raise)

recruitment. (Human Resources)		Subgroups:(Specify) _____	
Continue to monitor current teacher’s progress towards attaining the appropriate credentials within the stipulated timeline. (Human Resources Support)	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Human resources department support services- General Fund \$90,146
Continue to offer teacher Induction (formerly BTSA) to support new teachers.	K-8	<input checked="" type="checkbox"/> ALL	Induction \$2640
Continue to offer teacher support services, such as: Interventions Coach, Interventions Teacher, Instructional Assistants, Academic Leadership Team	K-8	<input checked="" type="checkbox"/> ALL	Intervention Coach \$43,859 Intervention Teacher \$27,094 Instructional Assistants \$103,738 ALT Stipend \$10,500
Conduct annual evaluations and goal setting sessions with all teachers.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	None beyond base.

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	Increase the percentage of teachers working within the appropriate assignments from 96% to 97%. Turnover rates for teaching staff will show a decline to less than 20%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit and hire teachers with the appropriate credentials offering Step and Class and 5% across the board yearly salary increases for classified and certificated staff.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$126,704 (just the raise)
Continue to monitor current teacher's progress towards attaining the appropriate credentials within the stipulated timeline	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Human resources department support services-\$110,167
Continue to offer teacher support services, such as: Induction (formerly BTSA), Interventions Coach, Interventions Teacher, Instructional Assistants, Academic Leadership Team	K-8	<input checked="" type="checkbox"/> ALL	Induction \$1,920 Intervention Teacher \$50,218 Intervention Teacher \$28,448 Instructional Assistants \$108,924 ALT Stipend

			\$11,025
Conduct annual evaluations and goal setting sessions with all teachers.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond base

LCAP Year 3: 2016-2017

Expected Annual Measurable Outcomes:	Increase the percentage of teachers working within the appropriate assignments from 97% to 99%. Turnover rates for teaching staff will show a decline to less than 20%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Recruit and hire teachers with the appropriate credentials.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
Continue to monitor current teacher's progress towards attaining the appropriate credentials within the stipulated timeline.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Human resources department support services- \$113,472
Conduct annual evaluations and goal setting sessions		<input checked="" type="checkbox"/> ALL	None beyond

with all teachers.			base
Continue to offer teacher support services, such as: Induction (formerly BTSA), Interventions Coach, Interventions Teacher, Instructional Assistants, Academic Leadership Team.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Induction \$24,870 Intervention Teacher \$51,472 Intervention Teacher \$29,159 Instructional Assistants \$111,648 ALT Stipends \$11,245

GOAL 2:	Increase student achievement in all subject areas with the full implementation of CCSS.	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	The need to increase the academic achievement for all students is based on Spring 2013 API of 676, and CST school data indicating achievement of 30% in English Language arts and 38% in math. Another metric used to track student achievement includes data from teacher-created benchmarks. At the 2 nd trimester of the 2014-15 school year, 65% of students reached a score of 70% or higher in the math teacher-created benchmarks, and 72% of students reached an average (Spanish and English language arts) score of 70% or higher in the Language arts teacher-created benchmarks. To ensure the effective CCSS implementation, NSAA teachers need to continue participating in professional development opportunities, and developing common formative assessments, and using the Professional Learning Community process to drive collaborative analysis and guide instruction. The summative assessments (benchmarks) also are currently being developed to ensure mastery of CCSS.	

Goal Applies to:	Schools: NSAA		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2014-2015			
Expected Annual Measurable Outcomes:	Establish a CAASP/SBAC Baseline, and increase student benchmark passing rates by 5%. Increase student passing rates by 5% in teacher-created benchmarks. Establish a systematic approach to strategies and resources including technology in support of CCSS implementation in 50% of classrooms.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement the analysis of formative assessment data, in addition to outside assessments, to ensure mastery of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) using Data management system.	K-8	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Illuminate Package \$22,000 software cost
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data. Middle Grade teachers will organize class time to allow for instruction of students who need additional supports in a small group setting.	K-8	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Intervention Coach and Intervention Teacher stipulated in Goal 1
3. NSAA teachers will continue to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information will be disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of	K-8	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$39,486 (training fees, travel, and sub costs)

the Academic Leadership Team, the Intervention Teacher, Intervention Coach, Counselor, and administrators.			
4. Elementary students in need of further support for CCSS prerequisite skills will participate in 6-8 week targeted daily sessions with the Intervention Teacher and Instructional Assistants at the Rocket Lab, in addition to their small group instruction during Universal Access with their teachers.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Already stipulated in Goal 1
5. Administrators will continue to use DigiCoach during walkthroughs to provide teachers with focused feedback.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,500
6. NSAA teachers will participate in peer learning walks.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,500 substitute costs

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	Increase the percentage of students at Standard Met as stipulated by the CAASP/SBAC assessments by 5%. Increase student passing rates by 5% in teacher-created benchmarks. Establish a systematic approach to strategies and resources including technology in support of CCSS implementation in 60%
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of classrooms.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Implement the analysis of formative assessment data, in addition to outside assessments, to ensure mastery of the Common Core State Standards and Next Generation Science Standards using Data management system.</p>	K-8	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Illuminate Package \$22,000 software cost</p>
<p>2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data. Middle Grade teachers will organize class time to allow for instruction of students who need additional supports in a small group setting.</p>	K-8	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Intervention Coach and Teacher stipulated in Goal 1</p>
<p>3. NSAA teachers will continue to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information will be disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of the Academic Leadership Team, the Intervention Teacher, Intervention Coach, Counselor, and administrators.</p>	K-8	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$50,000 (training fees, travel, and sub costs)</p>
<p>4. Elementary students in need of further support for CCSS prerequisite skills will participate in 6-8 week targeted daily sessions with the Intervention Teacher and Instructional Assistants at the Rocket Lab, in</p>	K-8	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Already stipulated in Goal 1</p>

<p>addition to their small group instruction during Universal Access with their teachers.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>5. Materials and curriculum will be purchased to support the implementation of NGSS.</p>	<p>K-8</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p>
<p>6. Administrators will continue to use DigiCoach during walkthroughs to provide teachers with focused feedback.</p>	<p>K-8</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Licensing \$3,500</p>
<p>7. NSAA teachers will participate in peer learning walks.</p>	<p>K-8</p>	<p><input checked="" type="checkbox"/> ALL: OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>\$7,500 substitute costs</p>
<p>LCAP Year 3: 2016-2017</p>			
<p>Expected Annual Measurable</p>	<p>Increase the percentage of students at Standard Met as stipulated by the CAASP/SBAC assessments by 5%. Increase student passing rates by 5% in teacher-created benchmarks.</p>		

Outcomes:	Establish a systematic approach to strategies and resources including technology in support of CCSS implementation in 70% of classrooms.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement the analysis of formative assessment data, in addition to outside assessments, to ensure mastery of the Common Core State Standards and Next Generation Science Standards using Data management system.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Illuminate Package \$22,000 software cost
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data. Middle Grade teachers will organize class time to allow for instruction of students who need additional supports in a small group setting.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Intervention Coach and Teacher stipulated in Goal 1
3. NSAA teachers will continue to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information will be disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of the Academic Leadership Team, the Intervention Teacher, Intervention Coach, Counselor, and administrators.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$50,000 (training fees, travel, and sub costs)
4. Elementary students in need of further support for CCSS prerequisite skills will participate in 6-8 week targeted daily sessions with the Intervention Teacher	K-8	<input checked="" type="checkbox"/> ALL	Already stipulated in Goal 1

and Instructional Assistants at the Rocket Lab, in addition to their small group instruction during Universal Access with their teachers.			
5. Materials and curriculum will be purchased to support the implementation of NGSS.	K-8	<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000
6. Administrators will continue to use DigiCoach during walkthroughs to provide teachers with focused feedback.	K-8	<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	Licensing \$3,500
7. NSAA teachers will participate in peer learning walks.	K-8	<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	\$7,500 substitute costs

GOAL 3:	Increase student engagement by providing a safe learning environment conducive to learning.	1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__
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COE only: 9__ 10__
Local : Specify

Identified Need :	Due to the school's dual immersion program, it is important for NSAA to maintain high levels of ADA. Even natural attrition can be challenging as available spaces need to be carefully filled. It is important to offer all possible advantages to retain students. Based on parent feedback it is still important to maintain its small school atmosphere, and to continue to offer a safe, caring learning environment.		
Goal Applies to:	Schools: NSAA		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2014-2015			
Expected Annual Measurable Outcomes:	1. Maintain attendance rate of at least 95%. 2. Maintain 5% suspension rate.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement school wide spirit days	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500
2. Increase the active participation of Student Council in school wide events.	6-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Salary \$8,929 Incentive \$1000
3. Continue to implement and add to existing attendance incentives with the Registrar's support.	K-8	<input checked="" type="checkbox"/> ALL	Registrar \$32,927

Monthly attendance incentives will be implemented.			
4. Continue to implement weekly detention in the Middle Grades.	6-8	<u>X</u> ALL	
5. Continue to implement after school sports program in the Middle Grades.	6-8	<u>X</u> ALL	\$20,000
6. Continue to implement dances in the Middle Grades.	6-8	<u>X</u> ALL	Incentives \$500
7. Implement other special activities for students in K-5, such as Mommy & son dances, or Daddy & Daughter dances	K-5	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	None beyond the base
8. Implement a school wide tiered program of behavior interventions.	K-8	<u>X</u> ALL	\$2,000

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	1. Maintain attendance rate to 97%. 2. Maintain 5% suspension rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement school wide spirit days.	K-8	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	\$500

		<input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Increase the active participation of Student Council in school wide events.	6-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Salary \$6,475 Incentive \$1000
3. Continue to implement and add to existing attendance incentives with the Registrar's support. Monthly attendance incentives will be implemented.	K-8	<input checked="" type="checkbox"/> ALL	\$34,574
4. Continue to implement weekly detention in the Middle Grades.	6-8	<input checked="" type="checkbox"/> ALL	\$1,400
5. Continue to implement after school sports program in the Middle Grades.	6-8	<input checked="" type="checkbox"/> ALL	\$22,000
6. Continue to implement dances in the Middle Grades.	6-8	<input checked="" type="checkbox"/> ALL	None beyond the base
7. Implement other special activities for students in K-5, such as Mommy & son dances, or Daddy & Daughter dances.	K-5	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond the base

8. Implement a school wide program of behavior interventions	K-8	<input checked="" type="checkbox"/> ALL	\$2,000
9. Hire a Dean to provide discipline support and preventive measures.	K-8	<input checked="" type="checkbox"/> ALL	\$84,604
LCAP Year 3: 2016-2017			
Expected Annual Measurable Outcomes:	1. Maintain attendance rate to 97% per any given month. 2. Maintain 5% suspension rate		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to implement school wide spirit days	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500
2. Increase the active participation of Student Council in school wide events.	6-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Salary \$6,475 Incentive \$1000
3. Continue to implement and add to existing attendance incentives with the Registrar's support. Monthly attendance incentives will be implemented.	K-8	<input checked="" type="checkbox"/> ALL	Registrar \$35,439 Incentives \$500
4. Continue to implement weekly detention in the Middle Grades.	6-8	<input checked="" type="checkbox"/> ALL	\$1,300

5. Continue to implement after school sports program in the Middle Grades.	6-8	<u> X </u> ALL	\$22,000
6. Continue to implement dances in the Middle Grades.	6-8	<u> X </u> ALL	None beyond the base
7. Implement other special activities for students in K-5, such as Mommy & son dances, or Daddy & Daughter dances	K-5	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None beyond the base
8. Implement a school wide program of behavior interventions.	K-8	<u> X </u> ALL	\$2,000
9. Hire a Dean to provide discipline support and preventive measures.	K-8	<u> X </u> ALL	\$86,719

GOAL 4:	Incorporate the use of technology and technological advances into its core curriculum.	Related State and/or Local Priorities: 1 <u> X </u> 2 <u> X </u> 3 ___ 4 <u> X </u> 5 <u> X </u> 6 <u> X </u> 7 <u> X </u> 8 <u> X </u> COE only: 9 ___ 10 ___ Local : Specify _____
		Identified Need : Today's students face a rapidly changing world where technology is pervasive. It is no longer sufficient to teach technology as a subject, but rather it is time to leverage the power of technology as a tool for more effective teaching and learning. The ultimate goal of our Laptop Learning Program is to equip our students with the knowledge and tools to become effective life long learners.
Goal Applies to:	Schools: NSAA	

Applicable Pupil Subgroups:

All

LCAP Year 1: 2014-15

Expected Annual Measurable Outcomes:

Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-8. Students will show an increase in technology proficiency for real-world application.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the implementation of the one-to-one laptop program in grades 4-8.	Grades 4-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	None beyond the base.
Implementation of a computer lab for grades K-2.	Grades K-2	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$10,000
Implementation of a Mac laptop cart in grade 3 rd	3 rd Grade	<input checked="" type="checkbox"/> ALL	\$30,000
Continue to implement technology for schoolwide program (licensing, hardware, software, maintenance).	K-8	<input checked="" type="checkbox"/> ALL	\$40,190
Upgrade all teacher computers to Macbooks to support data analysis and collaboration with the student-used platform.	K-8	<input checked="" type="checkbox"/> ALL	\$29,000

Carefully review the paid subscriptions for applications and digital access. Ensure that students have access to programs to support the core content areas.	Grades K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	List paid subscriptions to include textbook support
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LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-8. Students will show an increase in technology proficiency for real-world application.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Carefully review the paid subscriptions for applications and digital access. Ensure that students have access to programs to support the core content areas.	K-8	X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond the base
Apple TVs for one-to-one classrooms to allow teacher mobility and increased student interaction.	K-8	<u>X ALL</u>	\$2,400
Continue to implement technology for schoolwide program (licensing, hardware, software, maintenance).	K-8	<u>X ALL</u>	\$33,006
Develop Technology Scope and Sequence to provide clear guidance and continuity of skills needed in grades K-8 to support one-to-one implementation.	K-8	<u>X ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	None beyond the base

proficient __ Other
 Subgroups:(Specify)_____

LCAP Year 3: 2016-17

Expected Annual
 Measurable
 Outcomes:

Instruction based on the CCSS will show an increase in the implementation of technology throughout grades K-8. Students will show an increase in technology proficiency for real-world application.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional subscriptions to support common core curriculum allowing students to have additional practice in areas of math and ELA.	Grades K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$2000
Monitor and update NSAA's technology plan.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	None beyond the base
Continue to implement technology for schoolwide program.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	\$35,280

(Specify) _____

GOAL 5:

Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students' educational program at NSAA.

1__ 2__ 3__ 4__ 5__ 6__ 7__
 8__
 COE only: 9__ 10__
 Local : Specify _____

Identified Need : Based on parent feedback and input in this plan, there is need to support parents as they help their students at home.

Goal Applies to: Schools: NSAA
 Applicable Pupil Subgroups: All

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes: Maintain the percentage of parents attending parent meetings.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. NSAA will continue to offer parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,050
2. NSAA will continue to maintain parents informed of all school programs and seek their input through ELAC, SSC, PTO, and Parents and Pastries meetings.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	None beyond base

		proficient __ Other Subgroups:(Specify)_____	
3. NSAA will continue to encourage 30 volunteer hours to ensure that parents are actively involved in their children’s education. To fulfill such requirement parents can participate in the following: 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CAFE Parent Leaders Workshops	K-8	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None beyond base

LCAP Year 2: 2015-2016

Expected Annual Measurable Outcomes:	Increase the percentage of parents attending parent meetings by 5%		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. NSAA will continue to offer parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English	\$2,050

		proficient __ Other Subgroups:(Specify)_____	
2. NSAA will continue to maintain parents informed of all school programs and seek their input through ELAC, SSC, PTO, and Parents and Pastries meetings.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None beyond the base
3. NSAA will continue to encourage 30 volunteer hours to ensure that parents are actively involved in their children’s education. To fulfill such requirement parents can participate in the following: 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CAFE Parent Leaders Workshops	K-8	<input checked="" type="checkbox"/> ALL	None beyond the base
4. Implement Parent Volunteer training session.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None beyond the base

5. Implement Parent CCSS development	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond the base
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LCAP Year 3: 2016-2017

Expected Annual Measurable Outcomes:	Increase the percentage of parents attending parent meetings by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. NSAA will continue to offer parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$2,050
2. NSAA will continue to maintain parents informed of all school programs and seek their input through ELAC, SSC, PTO, and Parents and Pastries meetings.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English	None beyond the base

		proficient __ Other Subgroups: (Specify) _____	
3. NSAA will continue to encourage 30 volunteer hours to ensure that parents are actively involved in their children's education. To fulfill such requirement parents can participate in the following: 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights 6. Love and Logic Parent Workshops 7. CABE Parent Leaders Workshops	K-8	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$3,000 School Office Assistant- \$24,025

GOAL 6:	Increase English Learners academic achievement in all subject areas.	1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 __ 4 <input checked="" type="checkbox"/> 5 __ 6 __ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 __ 10 __ Local : Specify _____
Identified Need :	The need to increase the academic achievement for English Learners is based on the school's Spring 2013 API of 676, and CST comparisons school wide data indicating achievement of 30% in English Language arts and 38% in math, and the English Learners subgroup achievement of 12.2% in English Language arts and 24.6% in math. Another metric used to track student achievement includes data from teacher-created benchmarks. At the 2 nd trimester of the 2014-15 school year, 65% of students reached a score of 70% or higher in the math teacher-created benchmarks, and 72% of students reached an average (Spanish and English language arts) score of 70% or higher in the Language arts teacher-created benchmarks. English Learners at NSAA scored in the CELDT as follows: Beginners 12%; Early Intermediate 15.4%; Intermediate 36.6%; Early Advanced 28.3%; and Advanced 3.6%. There will be 35 students redesignated at NSAA.	
Goal Applies to:	Schools:	NSAA

Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes: 1. Establish a CAASP/SBAC Baseline.
2. Establish a CELDT Baseline.
3. Increase the EL Redesignation rate from 8%-10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. NSAA will continue to use adopted curriculum and materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional costs.
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Middle Grade teachers will organize class time to allow for integrated ELD instruction in a small group setting.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond the base
3. Interventions Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSAA’s English Learners.	6-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stipulated in goal 1
4. Implementation of supplemental ELD materials to	K-8	<input type="checkbox"/> ALL	\$30,000

support ELD instruction within NSAA Dual Language setting (Words Their Way, and other supplemental materials).		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5. Continue to implement the Zero period to provide supplemental support for English Learners in the Middle Grades.	6-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,190
6. Intervention Coach will continue to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous progress.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stipulated in Goal 1
7. Administrators and Intervention Coach will continue to use DigiCoach during walkthroughs to provide teachers with focused ELD feedback.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000
LCAP Year 2: 2015-2016			
Expected Annual Measurable	Establish English Learners teacher-made benchmark passing rates, and increase them by 5%.		

Outcomes:	<p>Increase the number of students who move up one proficiency level by 10% based on the CELDT.</p> <p>Increase the number of students who score at Standard Met level or above by 2% based on the CAASPP/SBAC denomination.</p> <p>Increase the EL Redesignation rate by 5%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. NSAA will continue to use adopted curriculum and materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Middle Grade teachers will organize class time to allow for integrated ELD instruction in a small group setting.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None beyond the base
3. Interventions Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSAA’s English Learners.	6-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Stipulated in goal 1

4. Implementation of supplemental ELD materials to support ELD instruction within our Dual Language setting (Words Their Way, and other supplemental materials).	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$30,000
5. Continue to implement the Zero period to provide supplemental support for English Learners in the Middle Grades.	6-8	<input type="checkbox"/> ALL	\$6,475
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
6. Intervention Coach will continue to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous progress.	K-8	<input type="checkbox"/> ALL: OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Stipulated in Goal 1
7. Administrators and Intervention Coach will continue to use DigiCoach during walkthroughs to provide teachers with focused ELD feedback.	K-8	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	\$3,000

LCAP Year 3: 2016-2017

Expected Annual Measurable Outcomes:

- Increase the passing rate of English Learners in the teacher-made benchmark by 5%.
- Increase the number of students who move up one proficiency level by 10% based on the CELDT.
- Increase the number of students who score at Standard Met level or above by 2% based on the CAASPP/SBAC denomination.
- Increase the EL Redesignation rate by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. NSAA will continue to use adopted curriculum and materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.</p>	<p>K-8</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>\$15,000</p>
<p>2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Middle Grade teachers will organize class time to allow for integrated ELD instruction in a small group setting.</p>	<p>K-8</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>None beyond the base</p>
<p>3. Interventions Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSAA’s English Learners.</p>	<p>6-8</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Stipulated in Goal 1</p>

		(Specify) _____	
4. Implementation of supplemental ELD materials to support ELD instruction within our Dual Language setting (Words Their Way, and other supplemental materials).	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$30,000
5. Continue to implement the Zero period to provide supplemental support for English Learners in the Middle Grades.	6-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$6,475
6. Intervention Coach will continue to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous progress.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Stipulated in Goal 1.
7. Administrators and Intervention Coach will continue to use DigiCoach during walkthroughs to provide teachers with focused ELD feedback.	K-8	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$4,000

	___ Other Subgroups: (Specify) _____
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	GOAL 1: All teachers will be properly assigned.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	NSAA		
Expected Annual Measurable Outcomes:	100% proper assignation of teachers	Actual Annual Measurable Outcomes:	95% of teachers are properly assigned. Due to vacancy, current science teacher is taking courses, and tests to reach proper credentialing.	
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Recruit and hire teachers with the appropriate credentials increases for classified and certificated staff. Increase in certificated substitute daily rate in order to attract highly qualified substitutes who are then available for recruitment.	\$104,858	Recruit and hire teachers with the appropriate credentials offering 2.5% across the board yearly salary increases for classified and certificated staff. Increase in certificated substitute daily rate in order to attract highly qualified substitutes who are then available for recruitment.	\$104,858-HR support \$59,667-increase	
Scope of service:	K-8	Scope of service:	K-8	
X <u>ALL</u>		<u>X</u> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other		

Subgroups:(Specify)_____		Subgroups:(Specify)_____	
Continue to monitor current teacher’s progress towards attaining the appropriate credentials within the stipulated timeline.	See above	Human Resources continues to monitor and remind teachers and administrators of teachers deadlines regarding their pending credentials.	See above
Scope of service: K-8		Scope of service: K-8	
X ALL		X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Conduct annual evaluations and goal setting sessions with all teachers.	None beyond the base	Conduct annual evaluations and goal setting sessions with all teachers.	None beyond the base
Scope of service: K-8		Scope of service: K-8	
X ALL		X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
		Continue to offer teacher support services, such as: Induction (formerly BTSA), Intervention Coach, Intervention Teacher, Instructional Assistants, Academic Leadership Team.	Intervention Coach \$43,859 Intervention

			Teacher \$27,094 Instructional Assistants \$103,738 ALT Stipend \$10,500
Scope of service:		Scope of service:	K-8
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	NSAA continues to make the proper assignment of teachers a priority. This is specially challenging given its K-8 Dual Language program, in which BCLAD credentials are a requirement. Moreover, in grade 6-8 NSAA follows a more traditional Middle school program, in which teachers with single subject credentials are teaching Math, English Language Arts, and Science. The previous LCAP did not include the expenses NSAA incurs regarding Induction (BTSA), even though this has been part of the school program since its first year of operation. Induction and other support services have now been including. Evaluations were also added to the LCAP, even though NSAA has followed the appropriate procedures established by the Lewis Center for Educational Research.		

Original GOAL from prior year LCAP:	Goal 2: All students will receive instruction aligned to the CCSS. Goal 3: All students will have access to all required areas of study including enrichment classes. Goal 4: Improve student academic achievement in all subject areas.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 __ 4 <input checked="" type="checkbox"/> 5 __ 6 __ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 __ 10 __
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Goal 5: Increase student outcomes.		Local : Specify	
Goal Applies to:		Schools: NSAA	
		Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Establish a CAASP/SBAC Baseline, and increase student passing rates to 80% in the scores of teacher-created benchmarks.	Actual Annual Measurable Outcomes:	At the 2 nd trimester of the 2014-15 school year, 65% of students reached a score of 70% or higher in the math benchmarks, and 72% of students reached an average (Spanish and English language arts) score of 70% or higher in the Language arts benchmarks.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
		Implement the analysis of formative assessment data, in addition to outside assessments, to ensure mastery of the Common Core State Standards. Teachers have started to develop and implement benchmarks used to guide instruction and monitor student progress towards mastery of the standards using the organization's data system.	Illuminate Package \$22,000 Software cost
Scope of service:	K-8	Scope of service:	K-8
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

<p>2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data. Middle Grade teachers will organize class time to allow for instruction of students who need additional supports in a small group setting.</p>	<p>Illuminate Package \$22,000 Software cost</p>	<p>Elementary teachers use universal access time to provide targeted instruction in small groups based on formative assessment data for approximately 2-3 times per week. Middle Grade teachers are in the emerging stages of organizing class time to provide small group support for students who need it.</p>	<p>See above</p>
<p>Scope of service: K-8</p>		<p>Scope of service: K-8</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3. NSAA teachers will continue to participate in Professional Development opportunities provided throughout the year with SBCOE support. Information will be disseminated through established collaboration times, and scheduled Professional Development times, and with the support of grade level representatives of the Academic Leadership Team (ALT), the Intervention Teacher, Intervention Coach, Counselor, and administrators.</p>	<p>\$24,000 (just training fees)</p>	<p>ALT members and other grade level representatives participate in professional development opportunities, but there is a need to create a system to ensure the implementation of targeted strategies to meet student needs.</p>	<p>\$39,486 (training, fees, travel, and sub costs)</p>
<p>Scope of service: K-8</p>		<p>Scope of service: K-8</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>	

proficient __ Other Subgroups:(Specify)_____			proficient __ Other Subgroups:(Specify)_____		
NSAA will establish an intervention plan to provide differentiated instruction based on student data analysis using the organization’s data system.		RTI Model Tier I, and Tier II \$21,687 After School Interventions \$16,380 Stipulated in goal 1 (Illuminate Package \$22,000 Software cost)	Elementary students in need of further support for CCSS prerequisite skills will participate in 6-8 week targeted daily sessions with the Intervention Teacher and Instructional Assistants at the Rocket Lab, in addition to their small group instruction during Universal Access with their teachers.		Stipulated in goal 1 (Intervention Coach \$43,859 Intervention Teacher \$27,094 Instructional Assistants \$103,738)
Scope of service:	K-8		Scope of service:	K-8	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
5. Administrators will continue to use DigiCoach during walkthroughs to provide teachers with focused feedback, increasing its use to 50% of the school year.		\$4,000	Administrators have used the Digicoach app during walkthroughs for 40% of the school year.		\$3500
Scope of service:	K-8		Scope of service:	K-8	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
		6. NSAA teachers will participate in peer learning walks. Teachers have not participated in peer learning walks, and have expressed the need to do so regarding the implementation of CCSS and NGSS.	\$7500 Projected for 2015-2016 sub costs
Scope of service:	K-8	Scope of service:	K-8
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goals were reviewed and combined as the action/services were applicable and addressed through one goal: Increase student achievement in all subject areas with the full implementation of CCSS. NSAA started to prepare for the implementation of CCSS two years ago. The last part of this process now includes the implementation of common assessments, including benchmarks. Teachers have started the process of developing such assessments. Teachers will continue to review and revise the benchmarks developed during the 2014-2015 school year, to ensure adequate achievement of CCSS mastery. Administration will continue to provide materials and the professional development needed for the implementation of CCSS. Administration and coach will implement a systematic use of walkthroughs to monitor the implementation of small group instruction within universal access time for		

K-5, and during class time for 6-8 students. The LCAP now includes all costs associated with Professional Development. The need to implement teacher peer learning walks was also added to the LCAP. Finally, the need for materials and curriculum to support the implementation of NGSS will be included in 2015-2016 LCAP.

Original GOAL from prior year LCAP:	Goal 9: Increase student engagement by providing a safe learning environment conducive to learning	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: NSAA	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Maintain attendance rate to 97% per any given month. 2. Maintain 5% suspension rate	Actual Annual Measurable Outcomes:	1. Maintain attendance rate to 97% per any given month. 2. Maintain 5% suspension rate
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to implement school wide spirit days.	\$500	College days, Spirit Week, and Red Ribbon week are celebrated each Friday, but other days need further support. Our students wear uniforms and opportunities to participate in school wide activities are welcomed by them. A Multicultural Health Fair was implemented for two consecutive years with the support of ELAC parent leaders.	\$500

		Rocket Races, the Read-A-Thon, the Talent Show, Family Reading Night, Family Skate night, and the Annual Carnival are sponsored by NSAA's PTO.	
Scope of service: K-8		Scope of service: K-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Increase the active participation of Student Council in school wide events.	\$1,000 expenses	Student Council collaborates with PTO to promote upcoming events. Its members participated in a day-long leadership workshop. Student Council has not implemented weekly reminders, nor has it been involved in school wide Spirit Days.	\$8,929 Salaries \$1000 expenses
Scope of service: 6-8		Scope of service: 6-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue to implement and add to existing attendance incentives with the assistance of the newly hired full time registrar.	\$31,974-registrar salary	Continue to implement and add to existing attendance incentives with the Registrar's support. Monthly attendance incentives will be implemented. Perfect Attendance trophies are given at the end of the year.	\$32, 927-Registrar salary \$600-incentives

Scope of service: K-8		Scope of service: K-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4. Continue to implement weekly detention in the Middle Grades.	\$5,000	Detention implementation began in January 2015.	\$5,000
Scope of service: 6-8		Scope of service: 6-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		NSAA implemented a Sports Program in the Middle Grades, allowing for further Student engagement. This is a new action/service. Behavior and grade requirements were added to the participation policies. Students had the choice to participate in three sports seasons and compete with other local schools. Students played Volleyball, Flag football, Baseball, Softball, and Soccer.	\$20,000

Scope of service: 6-8		Scope of service: 6-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
	N/A	All students were allowed to participate in three dances the 2014-2015 school year. GPA requirements will be implemented next school year. Continue to implement dances in the Middle Grades.	N/A
Scope of service: 6-8		Scope of service: 6-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		7. Implement other special activities for students in K-5, such as Mommy & son dances, or Daddy & Daughter dances. This is a new action/service. There has been no dances for students in K-5.	\$100
Scope of service: K-5		Scope of service: K-5	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		8. Implement a school wide program of behavior interventions. This is a new action/service for NSAA. NSAA is a Love and Logic school, with a bilingual School Psychologist, and a counselor. The counselor provides assemblies for students at various grade levels depending on the need. Counselor also collaborates with community opportunities, such as the UCR Anti-Bullying Interventions in grades 3-5.	None beyond the base.
Scope of service: K-8		Scope of service: K-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		NSAA does not have Dean to provide discipline support. Hire a Dean to provide discipline support and preventive measures.	\$70,000
Scope of service: K-8		Scope of service: K-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Even though NSAA's students participate in school wide spirit days, there is a need to increase such opportunities. Our newly formed student council participated in a Leadership Conference, and we are seeking for other opportunities for them. Attendance incentives were not included in the previous LCAP. The Sports program has been added to this revision of the LCAP. This program has proven highly successful at NSAA allowing students to develop a strong sense of school spirit, academics, and pride. Because this is a new program, there were several costs such as referees, coach stipends, and equipment that we needed to add to the budget, but the need to instill was clearly stipulated through the stakeholders feedback. There is a need to collaborate regarding behavior interventions to provide further supports for students based on their need. The need to have a Dean to provide discipline support and preventive measures has become evident through the stakeholders feedback. Other student engagement activities include K-5 dances.</p>	
<p>Original GOAL from prior year LCAP:</p>	<p>*** This is a new goal for NSAA. Therefore, this section does not include Expected Annual Measurable Outcomes or Planned Actions/Services. This part of NSAA's LCAP does include the Actual Annual Measurable Outcomes, and Actions/Services that have to do with this new goal: Incorporate the use of technology and technological advances into its core curriculum.</p>		<p>Related State and/or Local Priorities: 1__X__ 2__X__ 3__ 4__X__ 5__ 6__X__ 7__X__ 8__X__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: NSAA</p>	<p>Applicable Pupil Subgroups: ALL</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Actual Annual Measurable Outcomes:</p>		<p>Technology use is evident in all grade levels. This is a new goal for NSAA. The level of integration is highest in middle school as evidenced by MyMentor usage, assignments, Illuminate assessments and classroom observations.</p>
<p>LCAP Year: 2014-2015</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
		<p>Budgeted Expenditures</p>	<p>Estimated Actual Annual</p>

				Expenditures
		One-to-One Laptop program has been implemented at NSAA.		None beyond the base
Scope of service:	4-8		Scope of service:	4-8
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		Students in grades K-2 currently have access to iPod Touch devices. There are two desktops in each classroom, but there is a need to update them.		\$10,000
Scope of service:	K-2		Scope of service:	K-2
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		Implementation of a Mac laptop cart in grade 3 rd		\$30,000
Scope of service:	K-8		Scope of service:	K-8
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	

__ Other Subgroups:(Specify) _____		Subgroups:(Specify) _____	
		Students at NSAA have several programs that they have access to, but there is a need to have closer monitoring of their use in order for teachers to receive more meaningful information.	None beyond the base
Scope of service:	K-8	Scope of service:	K-8
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
		Upgrade all teacher computers to Macbooks to support data analysis and collaboration with the student-used platform. Teachers in grades 4-8 had Mac laptops, but needed updating. Teachers in grades K-3 had desktops that were in various states of need for updating.	\$29,000
Scope of service:	K-8	Scope of service:	K-8
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
What changes in actions, services, and		After considering input from all stakeholders, it was necessary for NSAA to include a Technology goal to	

expenditures will be made as a result of reviewing past progress and/or changes to goals?		address priorities 1,2, 4, 6, 7,8. Meeting technology needs at NSAA has continued to be a priority, and now they will be included in the LCAP.	
Original GOAL from prior year LCAP:	Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students' educational program at NSAA.		Related State and/or Local Priorities: 1__ 2_X 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: NSAA	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Maintain the percentage of parents attending parent meetings.	Actual Annual Measurable Outcomes:	The number of parents attending parent meetings decreases dramatically as the year progresses. There is an average of 15 parents that show up at the parent meetings.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. NSAA will continue to offer parents different opportunities for growth, and leadership, such as the Project Inspire, LECI modules, CCSS and Workshop days.	\$1,200	Two parent representatives of ELAC participated in the CABE conference this school year. All parent leaders were invited to participate. An average of 10 parents completed the 10-week sessions of Love and Logic.	\$1,200
Scope of service:	K-8	Scope of service:	K-*
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<p>2. NSAA will continue to maintain parents informed of all school programs and seek their input through ELAC, SSC, PTO, and Parents and Pastries meetings.</p>	<p>\$24,025</p>	<p>Parent Involvement:</p> <ul style="list-style-type: none"> • The English Learners Advisory Committee meets five times per year to review the programs supporting English Learners, including Redesignation policies, and updates, as well as, the importance of good school attendance. The LCAP template was shared, and input was requested at the beginning of the year, and later, after revisions were done to include all stakeholders input. • The School Site Council meets once a month. Parent Teacher Organization (PTO) meets monthly. • The PTO Board is highly involved in NSAA activities, athletics, field trips, fundraising, and classroom support. They work closely with the school administration and their input is often requested. • Parents and Pastries is offered on the last Thursday of each month to allow for greater participation and involvement. These meetings are an opportunity for parents to stay informed of school improvement, goals, progress and updates. There is also an open forum for parents to express their concerns to administration and to be involved in the development of plans for school improvement. 	<p>\$3,000</p> <p>School Office Assistant- \$24,025</p>

		<ul style="list-style-type: none"> • Newsletters are sent monthly from the Principal, and for grades K-5. Newsletters from the Middle grades are sent once per trimester. • NSAA has a Wednesday Folder system to disseminate information to all parents. Parents receive it in paper or in e-version depending on their choice. • NSAA also sends out autodialers to reach parents via phone. • NSAA maintains a website, which includes important information regarding school programs (CCSS, NGSS, Forms, ELAC, SSC, LCAP/LCFF, Sports Program, Schedules, etc.) 	
Scope of service: K-8		Scope of service: K-8	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. NSAA will continue to encourage 30 volunteer hours to ensure that parents are actively involved in their children’s education. To fulfill such requirement parents can participate in the following: 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights	\$200	3. NSAA will continue to encourage 30 volunteer hours to ensure that parents are actively involved in their children’s education. To fulfill such requirement parents can participate in the following: 1. Parent Teacher Organization 2. School Site Council 3. English Learners Advisory Committee 4. Parent-Teacher conferences 5. Family Nights	\$300

6. Love and Logic Parent Workshops 7. CAFE Parent Leaders Workshops			6. Love and Logic Parent Workshops 7. CAFE Parent Leaders Workshops	
Parents volunteers are recognized at a yearly breakfast and awards ceremony.				
Scope of service:	K-8		Scope of service:	K-8
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
			There is no training for parent volunteers.	
Scope of service:	K-8		Scope of service:	K-8
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After reviewing stake holders input, NSAA will continue to monitor parent volunteers, but it will add a workshop to train parent volunteers. Parents have also expressed the need to implement CCSS Parent Workshops, and trimester study guides.			
Original GOAL from prior year LCAP:	Increase English Learners academic achievement in all subject areas.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__	

Local : Specify

Goal Applies to:		Schools: NSAA			
		Applicable Pupil Subgroups:	English Learners and Redesignated English Proficient		
Expected Annual Measurable Outcomes:	1.The percentage of English Learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 17% to 27%.		Actual Annual Measurable Outcomes:	1. Establish a CAASP/SBAC Baseline.	
	2. The percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 24% to 34%.			2. Establish a CELDT Baseline.	
		3. Increase the EL Redesignation rate from 8%-10%		3. 14% of English Learners were Redesignated.	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. NSAA will continue to use adopted curriculum and materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.		\$5,000	1. NSAA will continue to use adopted curriculum and materials for ELD instruction, as well as, the use of language objectives and GLAD strategies throughout all content areas. Their use will be monitored through walkthroughs and teacher interviews. This will constitute English Learners integrated ELD.		\$5,000

Scope of service: K-8		Scope of service: K-8	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Elementary teachers will use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Middle Grade teachers will organize class time to allow for integrated ELD instruction in a small group setting.	None beyond the base	2. Elementary teachers use universal access time to provide targeted instruction in small groups based on formative assessment data to English Learners in their designated ELD. Middle Grade teachers are in the emerging stages to organize class time to allow for integrated ELD instruction in a small group setting.	None beyond the base
Scope of service: K-8		Scope of service: K-8	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Interventions Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure implementation of designated ELD to meet the needs of NSAA’s English Learners.	Intervention Teacher \$21,687	3. Interventions Coach has collaborated with English Language Arts teacher to ensure support for the Middle Grades, which is in the emerging stages of implementation of designated ELD to meet the needs of NSAA’s English Learners.	Intervention Coach \$43,859 Intervention Teacher

			\$27,094 Instructional Assistants \$103,738
Scope of service: 6-8		Scope of service: 6-8	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
		4. Teachers are using their different sources to supplement ELD instruction. 2015-2016 Implementation of supplemental ELD materials to support ELD instruction within our Dual Language setting (Words Their Way, and other supplemental materials).	\$30,000
Scope of service: K-8		Scope of service: 6-8	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
5. Implement the Zero period to provide supplemental support for English Learners in the	\$5,227	5. Zero period was implemented to provide supplemental support for English Learners in the	\$7190

Middle Grades.		Middle Grades began in the 2014-2015 school year.	
Scope of service: 6-8		Scope of service: 6-8	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6. Intervention Coach will continue to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous progress.		6. Intervention Coach began to monitor annually the achievement of Redesignated fluent English Proficient students to ensure their continuous progress. This task was previously assigned to the school principal.	
Scope of service: K-8		Scope of service: K-8	Already stipulated in action 3
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	(Intervention Coach
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Already stipulated in Action 3 (Intervention Teacher \$21,687)	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$43,859 Intervention Teacher \$27,094 Instructional Assistants \$103,738)
7. Administrators and Intervention Coach will continue to use DigiCoach during walkthroughs to provide teachers with focused ELD feedback.		7. Administrators and Intervention Coach use of app DigiCoach during walkthroughs to provide teachers with focused ELD feedback was in the emerging stages.	
Scope of service: K-8		Scope of service: K-8	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	\$ 357,036
<p>Goal 1: Reach 99% of proper assignment of highly-qualified teachers.</p> <p>NSAA continues to make the proper assignment of teachers a priority based on stake holders feedback. This is specially challenging given its K-8 Dual Language program, in which BCLAD credentials are a requirement. Moreover, in grade 6-8 NSAA follows a more traditional Middle school program, in which teachers with single subject credentials are teaching Math, English Language Arts, and Science. The previous LCAP did not include the expenses NSAA incurs regarding Induction (BTSA), even though this has been part of the school program since its first year of operation. Induction and other support services have now been including. Evaluations</p>	

were also added to the LCAP, even though NSAA has followed the appropriate procedures established by the Lewis Center for Educational Research. The 2.5% raise this school year amounted to \$59,667. Support from the LCER Human Resources department ensuring all proper assignment of teachers was \$90,146; and Induction had a cost of \$2,640. Other support staff for teachers included the Intervention Coach, the Intervention teacher, and the Instructional Assistants for a combined annual cost of \$174,691.

Total amount of Supplemental and Concentration grant funds	\$ 357,036
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Goal 2: Increase student achievement in all subject areas with the full implementation of CCSS.

The NSAA stakeholders determined that the most effective use of supplemental and concentration grant funds to meet this goal would be to transition to an integrated student information and data management system. After thorough investigation, a committee comprised of classified, certificated and administrative staff selected Illuminate. The cost is \$22,000 annually. To make this transition effective, ongoing professional development was provided to staff members. The cost was approximately \$6,300 to include training fees, travel, and substitute costs.

Other spending linked to this goal includes: CCSS, NGSS, Professional Development opportunities, the purchase of Renaissance Learning (annual cost \$19,280); DigiCoach licensing (annual cost \$3,000) and Professional Learning Community Professional Development for the Academic Leadership Training (2014-2015 cost \$5,625 plus substitute costs). Other training including traveling, and substitute costs had an annual cost of \$50,000.

Total amount of Supplemental and	\$ 357,036
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Goal 3: Increase student engagement by providing a safe learning environment conducive to learning.

The NSAA stakeholders determined that the most effective use of supplemental and concentration grant funds to meet this goal would be implement several programs for our Middle Grades students such as the Sports Program, Student Council, Zero Period classes, and trimester dances. Other actions and services include the further implementation of attendance incentives, and behavior interventions (Annual Cost \$65,356).

Total amount of Supplemental and	\$ 357,036
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Goal 4: Incorporate the use of technology and technological advances into its core curriculum.

The NSAA stakeholders determined that the most effective use of supplemental and concentration grant funds was to increase the technological tools for all students in all grades. Some spending in this category includes: computers, iPads, printers, monitors, ELMOs, educational applications, and other equipment purchased (\$28,361). NSAA also updated all teacher computers for Mac Airbook laptops (\$29,000).

The NSAA stakeholders determined that the most effective use of supplemental and concentration grant funds to meet this goal would be to transition to an integrated student information and data management system. After thorough investigation, a committee comprised of classified, certificated and administrative staff selected Illuminate. The cost is \$22,000 annually. To make this transition effective, ongoing professional development was provided to staff members. The cost was approximately \$6,300 to include training fees, travel and substitute costs.

Total amount of Supplemental and Concentration grant funds	\$ 357,036
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Goal 5: Increase parental involvement in informational meetings, and workshops directly impacting their abilities to support their students' educational program at NSAA.

NSAA continues to support parental involvement, and takes into consideration their feedback. The annual cost to support these efforts include (\$1,600). Next actions/services include the implementation of CCSS/NGSS parent workshops.

3. NSAA will continue to encourage 30 volunteer hours to ensure that parents are actively involved in their children's education. To fulfill such requirement parents can participate in the following:

1. Parent Teacher Organization
2. School Site Council
3. English Learners Advisory Committee
4. Parent-Teacher conferences

- 5. Family Nights
- 6. Love and Logic Parent Workshops
- 7. CABE Parent Leaders Workshops

Parents volunteers are recognized at a yearly

Total amount of Supplemental and Concentration grant funds	\$ 357,036
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Goal 6: Increase English Learners academic achievement in all subject areas.

Interventions Coach will continue to provide support for the English Language Arts teacher in the Middle Grades to ensure

The NSAA stakeholders determined that the most effective use of supplemental and concentration grant funds to meet this goal would be to transition to an integrated student information and data management system. After thorough investigation, a committee comprised of classified, certificated and administrative staff selected Illuminate. The cost is \$22,000 annually. To make this transition effective, ongoing professional development was provided to staff members. The cost was approximately \$6,300 to include training fees, travel and substitute costs. Other feedback included the implementation of designated ELD to meet the needs of NSAA’s English Learners; the implementation of supplemental ELD materials to support ELD instruction within our Dual Language setting (Words Their Way, and other supplemental materials); and to continue to implement the Zero period to provide supplemental support for English Learners in the Middle Grades.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe

how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.60	%
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Since the Norton Space and Aeronautics Academy has an unduplicated student percentage of 73.81%, the stakeholders determined that the most effective use of all funds to meet the LCAP goals for unduplicated pupils is to spend them on a schoolwide basis. This allows programs to meet the learning needs of students within the general educational setting for unduplicated pupils. This falls within the general philosophy of the Response to Intervention and Professional Learning Community models.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

Fiscal Year 2014-15 Second Interim Report
 Projected ADA as of January 31, 2015

Sponsoring School District	Site	2013-14		2014-15 Adopted Budget		2014-15 Second Interim		2015-16 Second Interim		2016-17 Second Interim	
		Actual ADA P-2	Projected ADA P-2	Actual ADA P-2	Projected ADA P-2	Actual ADA P-2	Projected ADA P-2	Actual ADA P-2	Projected ADA P-2	Actual ADA P-2	Projected ADA P-2
Non-Classroom Funding Determination Rate*	TK/K-3										
	Regular ADA	418.12	430.35	418.12	430.35	407.61	407.61	405.00	405.00	405.00	405.00
	Classroom-based ADA included in A-1										
	Extended Year Special Ed										
	Classroom-based ADA included in A-3										
	Special Ed - I/PS										
	Classroom-based ADA included in A-5										
	Extended Year Special Ed - I/PS										
	Classroom-based ADA included in A-7										
	ADA Totals (A-1 thru A-7 excluding classroom based ADA)	418.12	430.35	418.12	430.35	407.61	407.61	405.00	405.00	405.00	405.00
ADA Totals (A-1 thru A-7 including other classroom based ADA)	418.12	430.35	418.12	430.35	407.61	407.61	405.00	405.00	405.00	405.00	
Total ADA for Grade Range											
B-1											
Grade 4-6	Regular ADA	193.53	245.10	193.53	245.10	224.00	224.00	220.00	220.00	220.00	220.00
	Classroom-based ADA included in A-1										
	Extended Year Special Ed										
	Classroom-based ADA included in A-3										
	Special Ed - I/PS										
	Classroom-based ADA included in A-5										
	Extended Year Special Ed - I/PS										
	Classroom-based ADA included in A-7										
	ADA Totals (A-1 thru A-7 excluding classroom based ADA)	193.53	245.10	193.53	245.10	224.00	224.00	220.00	220.00	220.00	220.00
	ADA Totals (A-1 thru A-7 including other classroom based ADA)	193.53	245.10	193.53	245.10	224.00	224.00	220.00	220.00	220.00	220.00
Total ADA for Grade Range											
Grade 7-8	Regular ADA	23.86	51.30	23.86	51.30	36.53	36.53	100.00	100.00	100.00	100.00
	Classroom-based ADA included in A-1										
	Extended Year Special Ed										
	Classroom-based ADA included in A-3										
	Special Ed - I/PS										
	Classroom-based ADA included in A-5										
	Extended Year Special Ed - I/PS										
	Classroom-based ADA included in A-7										
	ADA Totals (A-1 thru A-7 excluding classroom based ADA)	23.86	51.30	23.86	51.30	36.53	36.53	100.00	100.00	100.00	100.00
	ADA Totals (A-1 thru A-7 including other classroom based ADA)	23.86	51.30	23.86	51.30	36.53	36.53	100.00	100.00	100.00	100.00
Total ADA for Grade Range											
Grade 9-12	Regular ADA										
	Classroom-based ADA included in A-1										
	Extended Year Special Ed										
	Classroom-based ADA included in A-3										
	Special Ed - I/PS										
	Classroom-based ADA included in A-5										
	Extended Year Special Ed - I/PS										
	Classroom-based ADA included in A-7										
	ADA Totals (A-1 thru A-7 excluding classroom based ADA)										
	ADA Totals (A-1 thru A-7 including other classroom based ADA)										
Total ADA for Grade Range											
Totals	Regular ADA	635.51	726.75	635.51	726.75	688.14	688.14	775.00	775.00	775.00	775.00
	Classroom-based ADA included in A-1										
	Extended Year Special Ed										
	Classroom-based ADA included in A-3										
	Special Ed - I/PS										
	Classroom-based ADA included in A-5										
	Extended Year Special Ed - I/PS										
	Classroom-based ADA included in A-7										
	ADA Totals (A-1 thru A-7 excluding classroom based ADA)	635.51	726.75	635.51	726.75	688.14	688.14	775.00	775.00	775.00	775.00
	ADA Totals (A-1 thru A-7 including other classroom based ADA)	635.51	726.75	635.51	726.75	688.14	688.14	775.00	775.00	775.00	775.00
Total ADA for Charter											

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

BAS CHARTER NAME: Norton Space and Aeronautics Academy
 COE # 38103630115808
 CHARTER # 903

Fiscal Year 2014-15 Second Interim Report

ASSUMPTIONS:

	2014-15	2015-16	Change	2016-17	Change
Local Control Funding (LCFF) - BASC/FCMAT Calculator:					
COLA (on Base)*	28.00%	28.22%	0.22%	36.00%	7.78%
Funding Rate (on Gap)*	0.50%	0.25%	-0.25%	0.27%	0.02%
LCFF pre COE, Choice Supp (as per FCMAT Calculator)	\$ 4,964,060	\$ 5,798,119	16.80%	\$ 6,047,895	4.31%
Lottery Allocation Amount/Per ADA (as per SSC Dartboard):					
Unrestricted	126	126	0.00%	126	0.00%
Restricted	30	30	0.00%	30	0.00%
ADA/Enrollment:					
Total Non-Classroom Based (Independent Study) ADA	0.00	0.00	0.00	0.00	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	0.00	0.00	0.00	0.00	0.00
Total Classroom Based ADA	668.14	725.00	56.86	725.00	0.00
Total Funded P-2 Attendance	668.14	725.00	56.86	725.00	0.00
Estimated Enrollment	PY Enrollment 676	720	720	0	720
ADA to Enrollment Ratio	2013-14 0.94	92.80%	100.69%	100.69%	
Enrollment Growth Over Prior Year		6.51%	0.00%	0.00%	
Certificated Salaries and Benefits:					
Number of Teachers	29	29	0.00	29	0.00
Classroom Staffing Ratio - Students per FTE	24.83	24.83	0.00	24.83	0.00
Teachers Needed for Growth	3	0	(3.00)	0	0.00
Average Teacher Cost (Salary and Benefits)	60,000	61,500	2.50%	63,038	2.50%
Step and Column Increase	0	0	0.00%	0	0.00%
Cost per Employee Health and Welfare	10,000	10,250	2.50%	10,506	2.50%
Cost per Employee Retirement	4,800	4,920	2.50%	5,043	2.50%
Facilities:					
- Rent	147,600	147,600	0.00%	147,600	0.00%
- Electricity	151,570	159,149	5.00%	167,106	5.00%
- Heating (GAS)	0	0		0	
- Other	0	0		0	
Administrative Service Agreements:					
1% Oversight Fees to Sponsor	\$49,641	\$57,981	16.80%	\$60,479	4.31%
Administration Service Contract	0	0		0	
Other Costs:	0	0		0	
List Noteworthy Assumptions for other budget line items:					
(Books, Supplies, Services, Capital Outlay, Debt)					
Common Core Expenses	52,938				

* State of California Department of Finance (DOF) projected rates: as of Governors 2015-16 Budget

COLA	0.85%	1.58%	2.10%
Funding Rate	29.15%	32.19%	11.00%

Fiscal Year 2014-15 Second Interim Report
 Unrestricted MYP

DESCRIPTION	Adopted Budget 2014-15	Latest Revised Budget 2014-15	Second Interim Actual thru January 31 2015	Second Interim Projected Budget 2014-15	Percent Change	Second Interim Projected Budget 2015-16	Percent Change	Second Interim Projected Budget 2016-17	Percent Change
REVENUES									
LCFF/REVENUE LIMIT SOURCES									
LCFF	4,693,351	4,202,182	3,065,246	4,202,182	-10.47%	4,942,975	17.63%	5,229,931	5.81%
EPA	667,905	761,878		761,878	14.07%	855,144	12.24%	817,964	-4.35%
STATE AID - PRIOR YEAR	0	0		0					
IN LIEU PROPERTY TAXES	0	0		0		0		0	
FEDERAL									
STATE									
LOTTERY - UNRESTRICTED	95,642	87,929	33,419	87,929	-8.06%	95,411	8.51%	95,411	0.00%
LOTTERY - PROP 20 - RESTRICTED	0	0		0		0		0	
OTHER STATE REVENUE	0	0		0		0		0	
LOCAL									
INTEREST	0	0		0		0		0	
AB602 LOCAL SPECIAL EDUC TRF	20,380	20,380	52,986	20,380	0.00%	0		0	
OTHER LOCAL REVENUES									
REVENUE TOTALS	\$5,477,278	\$5,072,368	\$3,151,652	\$5,072,368	-7.39%	\$5,893,531	16.19%	\$6,143,306	4.24%
EXPENDITURES									
Classified Salaries	2,116,282	2,116,282	1,172,800	2,116,282	0.00%	2,169,189	2.50%	2,223,419	2.50%
Classified Salaries	855,455	855,455	519,359	855,455	0.00%	876,842	2.50%	898,763	2.50%
Benefits	864,832	864,832	482,492	864,832	0.00%	886,452	2.50%	908,614	2.50%
Books & Supplies	290,418	290,418	194,211	290,418	0.00%	304,939	5.00%	320,196	5.00%
Contracts & Services	795,656	795,656	432,712	795,656	0.00%	835,438	5.00%	877,210	5.00%
Capital Outlay	510,000	510,000	3,094	510,000	0.00%	50,000	-90.20%	50,000	0.00%
Other Outgo	0	0		0		0		0	
Debt Service (see Debt Form)	542,480	542,480	3,020	542,480	0.00%	50,000	-90.78%	50,000	0.00%
Total Expenditures	\$5,975,123	\$5,975,123	\$2,807,688	\$5,975,123	0.00%	\$5,172,861	-13.43%	\$5,328,192	3.00%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(\$497,845)	(\$902,755)	\$343,964	(\$902,755)	81.33%	\$720,670	-179.83%	\$815,114	13.11%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	1,132,210	1,355,379		1,355,379	19.71%				
Other Uses	634,365	634,365		634,365	0.00%				
Net Sources & Uses	\$497,845	\$721,014	\$0	\$721,014	44.83%	\$0		\$0	
NET INCREASE (DECREASE) IN FUND BALANCE	(\$0)	(\$181,741)	\$343,964	(\$181,741)	65278964.02%	\$720,670	-496.54%	\$815,114	13.11%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	425,980	425,980	425,980	425,980	0.00%	244,239	-42.66%	964,909	295.07%
Adjustments for Unaudited Actuals	0	0		0					
Adjustments for Audit and/or Restatements	0	0		0					
Ending Balance	\$425,980	\$244,239	\$769,944	\$244,239	-42.66%	\$964,909	295.07%	\$1,780,023	84.46%

DESCRIPTION	Adopted Budget 2014-15	Latest Revised Budget 2014-15	Second Interim Actual thru January 31 2015	Second Interim Projected Budget 2014-15	Percent of Change	Second Interim Projected Budget 2015-16	Percent of Change	Second Interim Projected Budget 2016-17	Percent of Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	-								
Stores	-								
Prepaid Expenditures	-								
All Others	-								
General Reserve	-								
b. Restricted									
9711									
9712									
9713									
9719									
9730									
9740									
c. Committed - Stabilization Arrangements									
9750									
d. Committed - Other									
e. Assignments									
Unassigned/Unappropriated									
Reserve for Economic Uncertainties	425,979								
Undesignated / Unappropriated Amount	1	\$244,239	\$769,944	\$244,239	37239183.37%	\$564,909	295.07%	\$1,760,023	84.48%
Economic Uncertainty and Unappropriated Reserve Percentage (9789-9790(TII) Exp)	6.44%	3.70%	27.42%	3.70%		18.65%		33.41%	

DESCRIPTION	Second Interim Projected Budget 2014-15	Percent of Change	Second Interim Projected Budget 2015-16	Percent of Change	Second Interim Projected Budget 2016-17	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:						
LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)						
1						
2						
3						
4						
5						
6						
7						
8						
9						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE	\$0		\$0		\$0	
Lottery Unrestricted Allocation per ADA	126		126		126	
Lottery Unrestricted Estimated Award	\$87,929		\$95,411	8.51%	\$95,411	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE	\$0		\$0		\$0	
DETAIL OTHER UNRESTRICTED LOCAL REVENUES PROJECTED						
1 Misc	20,360					
2						
3						
4						
5						
6						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE	\$20,360		\$0		\$0	

DESCRIPTION	Adopted Budget 2014-15	Latest Revised Budget 2014-15	Second Interim Actual thru January 31 2015	Second Interim Projected Budget 2014-15	Percent Change	Second Interim Projected Budget 2015-16	Percent Change	Second Interim Projected Budget 2016-17	Percent Change
REVENUES									
LCFF/REVENUE LIMIT SOURCES									
LCFF									
EPA									
STATE AID - PRIOR YEAR									
IN LIEU PROPERTY TAXES									
FEDERAL									
STATE									
LOTTERY - UNRESTRICTED									
LOTTERY - PROP 20 - RESTRICTED	22,772	20,935	(5,227)	20,935	-8.06%	22,717	8.51%	22,717	0.00%
OTHER STATE REVENUE	0	0	55,789	0		0		0	
LOCAL									
INTEREST	0	0		0		0		0	
A8602 LOCAL SPECIAL EDUC TRF	443,318	443,318	135,560	443,318	0.00%	443,318	0.00%	443,318	0.00%
OTHER LOCAL REVENUES	0	0	5,307	0		0		0	
REVENUE TOTALS	\$466,089	\$464,253	\$829,066	\$464,253	-0.39%	\$466,035	0.36%	\$466,035	0.00%
EXPENDITURES									
Certificated Salaries	314,501	314,501	147,656	314,501	0.00%	322,363	2.50%	330,422	2.50%
Classified Salaries	234,425	234,425	132,020	234,425	0.00%	240,286	2.50%	246,293	2.50%
Benefits	149,595	149,595	74,081	149,595	0.00%	153,335	2.50%	157,168	2.50%
Books & Supplies	287,306	287,306	125,388	287,306	0.00%	301,671	5.00%	316,755	5.00%
Contracts & Services	114,627	114,627	65,619	114,627	0.00%	120,358	5.00%	126,376	5.00%
Capital Outlay	0	0	19,626	0		0		0	
Other Outgo	0	0		0		0		0	
Debt Service (see Debt Form)	0	0	336	0		0		0	
Total Expenditures	\$1,100,454	\$1,100,454	\$564,734	\$1,100,454	0.00%	\$1,138,014	3.41%	\$1,177,015	3.43%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(\$53,365)	(\$55,201)	\$264,332	(\$55,201)	0.29%	(\$67,979)	5.62%	(\$710,980)	5.80%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	634,365	635,451		635,451	0.17%	673,011	5.91%	712,012	5.80%
Other Uses	0	0		0		0		0	
Net Sources & Uses	\$634,365	\$635,451	\$0	\$635,451	0.17%	\$673,011	5.91%	\$712,012	5.80%
NET INCREASE (DECREASE) IN FUND BALANCE	\$0	(\$750)	\$264,332	(\$750)	-257004.95%	\$1,032	-237.54%	\$1,032	-0.01%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	0	0	0	0		(750)		282	-137.54%
Adjustments for Unaudited Actuals	0	0		0					
Adjustments for Audit and/or Restatements	0	0		0					
Ending Balance	\$0	(\$750)	\$264,332	(\$750)	-257004.95%	\$282	-137.54%	\$1,313	366.37%

DESCRIPTION	Adopted Budget 2014-15	Latest Revised Budget 2014-15	Second Interim Actual thru January 31 2015	Second Interim Projected Budget 2015-16		Second Interim Projected Budget 2016-17	
				Percent of Change	Second Interim Projected Budget 2015-16	Percent of Change	Second Interim Projected Budget 2016-17
Components of Ending Fund Balance (Budget):							
a. Nonspendable							
Revolving Cash							
Stones							
Prepaid Expenditures							
All Others							
General Reserve							
Restricted	90	(1750)	\$264,332		\$282	\$1,313	366.37%
b. Committed - Stabilization Arrangements							
c. Committed - Other							
d. Unassigned/Unappropriated							
Reserve for Economic Uncertainties							
Undesignated / Unappropriated Amount							
e. Economic Uncertainty and Unappropriated Reserve Percentage (9789-9790/Tr Exp)							

DESCRIPTION	Second Interim Projected Budget 2014-15		Second Interim Projected Budget 2015-16		Second Interim Projected Budget 2016-17	
	Amount	Percent of Change	Amount	Percent of Change	Amount	Percent of Change
ASSUMPTIONS UNRESTRICTED PROGRAMS:						
LIST FEDERAL UNRESTRICTED PROGRAMS (MOST FEDERAL PROGRAMS ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)						
1						
2						
3						
4						
5						
6						
7						
8						
9	\$0		\$0		\$0	
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN FEDERAL ABOVE	\$0		\$0		\$0	
Lottery Restricted Allocation per ADA	30		30		30	
Lottery Restricted Estimated Award	\$20,935		\$22,717	8.51%	\$22,717	0.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN OTHER STATE REVENUE ABOVE	\$0		\$0		\$0	
DETAIL OTHER UNRESTRICTED LOCAL REVENUES PROJECTED						
1						
2						
3						
4						
5						
6						
TOTAL AWARDS BUDGETED MUST AGREE WITH VALUE IN LOCAL REVENUE ABOVE	\$0		\$0		\$0	

DESCRIPTION	Adopted Budget 2014-15	Latest Revised Budget 2014-15	Second Interim Actual thru January 31 2015	Second Interim Projected Budget 2014-15	Percent Change	Second Interim Projected Budget 2015-16	Percent Change	Second Interim Projected Budget 2016-17	Percent Change
REVENUES									
LCCF/REVENUE LIMIT SOURCES									
LCCF	4,693,351	4,202,182	3,065,246	4,202,182	-10.47%	4,942,975	17.63%	5,229,931	5.81%
EPA	667,905	761,878	0	761,878	14.07%	855,144	12.24%	817,964	-4.35%
STATE AID - PRIOR YEAR	0	0	0	0	0	0	0	0	0
IN LIEU PROPERTY TAXES	0	0	0	0	0	0	0	0	0
FEDERAL	0	0	637,632	0	0	0	0	0	0
STATE									
LOTTERY - UNRESTRICTED	96,642	87,929	33,419	87,929	-8.06%	96,411	8.51%	96,411	0.00%
LOTTERY - PROP 20 - RESTRICTED	22,772	20,935	(5,222)	20,935	-8.06%	22,717	8.51%	22,717	0.00%
OTHER STATE REVENUE	0	0	55,769	0	0	0	0	0	0
LOCAL									
INTEREST	0	0	0	0	0	0	0	0	0
AB602 LOCAL SPECIAL EDUC TRF	443,318	443,318	135,560	443,318	0.00%	443,318	0.00%	443,318	0.00%
OTHER LOCAL REVENUES	20,380	20,380	58,294	20,380	0.00%	0	0.00%	0	0.00%
REVENUE TOTALS	\$5,943,367	\$5,536,621	\$3,980,718	\$5,536,621	-6.84%	\$6,359,565	14.86%	\$6,609,341	3.93%
EXPENDITURES									
Classified Salaries	2,430,783	2,430,783	1,320,456	2,430,783	0.00%	2,491,553	2.50%	2,553,841	2.50%
Classified Salaries	1,089,881	1,089,881	651,379	1,089,881	0.00%	1,117,128	2.50%	1,145,056	2.50%
Benefits	1,014,427	1,014,427	556,573	1,039,787	2.50%	1,065,782	2.50%	1,085,782	2.50%
Books & Supplies	577,724	577,724	319,609	577,724	0.00%	606,610	5.00%	636,941	5.00%
Contracts & Services	910,283	910,283	498,331	910,283	0.00%	955,797	5.00%	1,003,587	5.00%
Capital Outlay	510,000	510,000	22,720	510,000	0.00%	50,000	-90.20%	50,000	0.00%
Other Outgo	0	0	0	0	0	0	0	0	0
Debt Service (see Debt Form)	542,480	542,480	3,355	542,480	0.00%	50,000	-90.78%	50,000	0.00%
Total Expenditures	\$7,075,577	\$7,075,577	\$3,372,422	\$7,075,577	0.00%	\$6,310,875	-10.81%	\$6,505,207	3.08%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	(\$497,845)	(\$1,538,956)	\$608,296	(\$497,845)	209.12%	\$48,691	-103.16%	\$104,134	113.87%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	1,766,575	1,990,830	0	1,990,830	12.69%	673,011	-66.19%	712,012	5.80%
Other Uses	634,365	634,365	0	634,365	0.00%	0	0.00%	0	0.00%
Net Sources & Uses	\$1,132,210	\$1,356,465	\$0	\$1,356,465	19.81%	\$673,011	-50.36%	\$712,012	5.80%
NET INCREASE (DECREASE) IN FUND BALANCE	\$634,365	(\$182,491)	\$608,296	(\$182,491)	-128.77%	\$721,702	-495.47%	\$816,146	13.05%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	425,980	425,980	425,980	425,980	0.00%	243,489	-42.84%	965,191	296.40%
Adjustments for Unaudited Actuals	0	0	0	0	0	0	0	0	0
Adjustments for Audit and/or Restatements	0	0	0	0	0	0	0	0	0
Ending Balance	\$1,060,345	\$243,489	\$1,034,276	\$243,489	-77.04%	\$965,191	296.40%	\$1,781,336	84.55%

DESCRIPTION	Adopted Budget 2014-15	Latest Revised Budget 2014-15	Second Interim Actual thru January 31 2015	Second Interim Projected Budget 2014-15	Percent of Change	Second Interim Projected Budget 2015-16	Percent of Change	Second Interim Projected Budget 2016-17	Percent of Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	0	0	0	0		0		0	
Stores	0	0	0	0		0		0	
Prepaid Expenditures	0	0	0	0		0		0	
All Others	0	0	0	0		0		0	
General Reserve	0	0	0	0		0		0	
Restricted	0	(750)	264,332	(750)	-257004.95%	282	-137.54%	1,313	366.37%
b. Committed - Stabilization Arrangements	0	0	0	0		0		0	
c. Committed - Other	0	0	0	0		0		0	
d. Assignments	0	0	0	0		0		0	
e. Unassigned/Unappropriated									
Reserve for Economic Uncertainties	425,979	0	0	0		0		0	
Undesignated / Unappropriated Amount	\$1	\$244,239	\$769,944	\$244,239	37239183.37%	\$964,909	295.07%	\$1,780,023	84.46%
Economic Uncertainty and Unappropriated Reserve Percentage (9789-9790/Ttl Exp)	5.53%	3.17%	22.63%	3.17%		15.29%		27.36%	

DEBT - Multiyear Commitments
Fiscal Year 2014-15 Second Interim Report
Norton Space and Aeronautics Academy

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year in the following two years. Under Comment Section provide a brief statement for the funding source of the payment.

Type of Commitment	# of Years	Balance July 1, 2014 Principal Only	2014-15 Payment P & I	2015-16 Payment P & I	2016-17 Payment P & I	Object Code
State School Building Loans						
Charter School Start-up Loans						
Other Post Employment Benefits						
Compensated Absences						
Bank Line of Credit Loans						
Municipal Lease						
Capital Leases						
1						
2						
Other						
Other Commitments:						
Liability for all debt is under the Foundation						
Comments:						

DATE PREPARED: _____

	July		August		September		October		November		December		January	
	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud	Actual	% Bud
Beginning Cash Balance	11,487		437,467		155,352		65,101		441,785		400,279		482,917	
July 1 Cash =	\$425,980													
REVENUE														
LCFF/REVENUE LIMIT SOURCES														
8011	-		201,557	4.80%	380,498	9.05%	224,069	5.33%	362,802	8.63%	362,802	8.63%	362,802	8.63%
8012	-		-		-		194,982	25.59%	-		-		205,003	26.81%
8019	-		-		-		-		-		-		-	
8006	-		-		-		-		-		-		-	
IN LIU PROPERTY TAXES	-		-		-		-		-		-		-	
FEDERAL	11,487		-		49,934		409,403		-		121,337		18,891	
8100-8269			-		-		-		-		-		-	
STATE			-		-		-		-		-		-	
LOTTERY - UNRESTRICTED	-		-		-		10,589	12.02%	-		-		32,879	37.30%
8660	-		-		-		11,384	54.38%	-		-		2,650	13.64%
LOTTERY - PROP 20 RESTRICTED	-		0,075		-		4,316		40,710		10,122		154	
8560	-		-		-		-		-		-		-	
OTHER STATE REVENUE	-		-		-		-		-		-		-	
8300-8599	-		-		-		-		-		-		-	
LOCAL	-		-		-		-		-		-		-	
INTEREST	-		-		-		-		-		-		-	
8660	-		-		-		-		-		-		-	
8792	-		47,914	235.10%	101,532	22.90%	2,883	14.14%	65,948	14.89%	32,974	7.44%	1,684	8.26%
8800-8799	-		-		2,754	13.51%	-		1,746	8.57%	1,634	8.02%	-	
AM802 LOCAL SPECIAL EDUC TRF	-		-		-		-		-		-		-	
OTHER LOCAL REVENUES	-		-		-		-		-		-		-	
TOTAL REVENUES	11,487	0.21%	255,546	4.82%	534,716	9.69%	947,594	17.11%	471,208	8.51%	528,869	9.55%	622,288	11.24%
EXPENDITURES														
CERTIFICATED SALARIES	1000-1999		184,401	7.59%	184,401	7.59%	191,283	7.87%	166,597	7.80%	197,748	8.14%	184,047	7.57%
CLASSIFIED SALARIES	2000-2999		80,588	8.22%	100,277	9.20%	103,217	9.47%	85,899	8.78%	94,748	8.69%	82,204	7.54%
EMPLOYEE BENEFITS	3000-3999		78,689	7.58%	78,746	7.76%	80,885	7.97%	80,545	7.94%	83,248	8.21%	78,919	7.78%
BOOKS & SUPPLIES	4000-4999		72,481	12.55%	77,960	13.49%	41,147	7.12%	38,909	6.37%	24,718	4.28%	9,722	1.88%
SERVICES/OPERATING EXP	5000-5999		55,648	6.11%	65,280	10.47%	73,197	8.04%	74,017	8.13%	48,117	5.40%	53,179	5.84%
CAPITAL OUTLAY	6000-6599		58,553	11.40%	88,344	17.32%	81,230	15.93%	27,012	5.30%	2,653	0.52%	31,347	6.15%
OTHER OUTGO	7100-7299		323	0.08%	-		-		3,032	0.58%	-		-	
DEBT SERVICE	7400-7499		-		-		-		-		-		-	
TOTAL EXPENDITURES			537,991	7.90%	624,908	8.83%	570,960	8.07%	598,712	7.19%	452,231	6.39%	439,418	6.21%
OTHER SOURCE/USES	8000		-		-		-		-		-		-	
OTHER SOURCES	7000		-		-		-		-		-		-	
OTHER USES			-		-		-		-		-		-	
TOTAL OTHER SOURCE/USES			-		-		-		-		-		-	
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE	9210													
PREPAID EXPENDITURES	9300													
ACCOUNTS PAYABLE	9510													
LINE OF CREDIT PAYMENTS	9640													
DEFERRED REVENUE	9650													
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES			11,487		(80,191)		378,624		(35,506)		76,638		182,851	
ENDING CASH BALANCE			437,467		155,352		441,785		400,279		482,917		665,788	

DATE PREPARED:

Beginning Cash Balance	February		March		April		May		June		Total	Projected Budget	Difference
	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud			
REVENUE	865,768		397,134		208,499		238,410		157,775		281,722		
LCFF/REVENUE LIMIT SOURCES													
8011	481,530	10.98%	481,530	10.98%	481,530	10.98%	481,530	10.98%			4,202,182	4,202,182	0
8012											761,678	761,678	(1)
STATE AID - PRIOR YEAR													
8006													
IN LIQUID PROPERTY TAXES													
FEDERAL													
8100-8289											(1)		1
STATE													
LOTTERY - UNRESTRICTED													
8600											87,928	87,928	(0)
LOTTERY - PROP 20 RESTRICTED											20,935	20,935	(0)
8650											0	0	(0)
OTHER STATE REVENUE													
8300-8599													
LOCAL													
INTEREST													
8800	48,573	10.98%	48,573	10.98%	48,573	10.98%	48,573	10.98%			443,318	443,318	(1)
AGRICULTURAL SPECIAL EDUC TRF													
8792													
OTHER LOCAL REVENUES													
8900-8799													
TOTAL REVENUES	510,103	9.21%	510,103	12.94%	718,649	9.21%	510,103	9.21%			5,574,858	5,536,621	(38,237)
EXPENDITURES													
CERTIFICATED SALARIES	259,862	10.99%	259,862	10.99%	259,862	10.99%	259,862	10.99%	259,862	10.99%	2,430,783	2,430,783	(0)
1000-1999													
2000-2999	104,830	9.62%	104,830	9.62%	104,830	9.62%	104,830	9.62%	104,830	9.62%	1,080,881	1,080,881	(0)
CLASSIFIED SALARIES													
3000-3999	107,063	10.56%	107,063	10.56%	107,063	10.56%	107,063	10.56%	107,063	10.56%	1,014,427	1,014,427	(0)
EMPLOYEE BENEFITS													
4000-4999	82,997	10.90%	82,997	10.90%	82,997	10.90%	82,997	10.90%	82,997	10.90%	577,725	577,725	(0)
BOOKS & SUPPLIES													
5000-5999	101,869	11.20%	101,869	11.20%	101,869	11.20%	101,869	11.20%	101,869	11.20%	910,283	910,283	0
SERVICES/OPERATING EXP													
6000-6599	44,172	8.66%	44,172	8.66%	44,172	8.66%	44,172	8.66%	44,172	8.66%	510,000	510,000	0
CAPITAL OUTLAY													
7000-7299													
OTHER OUTGO													
7400-7499	107,825	19.88%	107,825	19.88%	107,825	19.88%	107,825	19.88%	107,825	19.88%	542,480	542,480	(0)
DEBT SERVICE													
TOTAL EXPENDITURES	788,738	11.15%	788,738	11.15%	788,738	11.15%	788,738	11.15%	788,738	11.15%	7,075,579	7,075,577	(1)
OTHER SOURCEUSES													
8000													
OTHER SOURCES													
7000													
TOTAL OTHER SOURCEUSES													
PRIOR YEAR TRANSACTIONS													
ACCOUNTS RECEIVABLE													
9210													
PREPAID EXPENDITURES													
9330													
ACCOUNTS PAYABLE													
9510													
LINE OF CREDIT PAYMENTS													
9640													
DEFERRED REVENUE													
9650													
NET PRIOR YEAR TRANSACTIONS													
OTHER ADJUSTMENTS (LIST)													
TOTAL MISC. ADJUSTMENTS													
NET REVENUES LESS EXPENDITURES	(278,635)		(178,635)		27,911		(78,635)		167,777		(144,258)		
ENDING CASH BALANCE	387,134		208,499		238,410		157,775		325,500		281,722		

DATE PREPARED: _____

Beginning Cash Balance	July 1 Cash =		August		September		October		November		December		January	
	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud
REVENUE	281,722		225,131		288,539		227,390		200,045		158,905		170,630	
LCFF/REVENUE LIMIT SOURCES														
LCFF	247,149	5.00%	247,149	5.00%	444,868	9.00%	444,868	9.00%	444,868	9.00%	444,868	9.00%	444,868	9.00%
EPA					213,786	25.00%							213,786	25.00%
STATE AID - PRIOR YEAR														
IN LIQUIDITY TAXES														
FEDERAL														
STATE														
LOTTERY - UNRESTRICTED														
LOTTERY - PROP 20 RESTRICTED														
OTHER STATE REVENUE														
LOCAL														
INTEREST														
AM902 LOCAL SPECIAL EDUC TRF	22,106	5.00%	22,106	5.00%	30,890	9.00%	30,890	9.00%	30,890	9.00%	30,890	9.00%	30,890	9.00%
OTHER LOCAL REVENUES														
TOTAL REVENUES	289,315	4.23%	289,315	4.23%	484,766	7.62%	698,552	10.98%	484,766	7.62%	543,831	8.55%	698,552	10.98%
EXPENDITURES														
CERTIFICATED SALARIES	207,629	8.33%	207,629	8.33%	207,629	8.33%	207,629	8.33%	207,629	8.33%	207,629	8.33%	207,629	8.33%
CLASSIFIED SALARIES	93,094	8.33%	93,094	8.33%	93,094	8.33%	93,094	8.33%	93,094	8.33%	93,094	8.33%	93,094	8.33%
EMPLOYEE BENEFITS	86,646	8.33%	86,646	8.33%	86,646	8.33%	86,646	8.33%	86,646	8.33%	86,646	8.33%	86,646	8.33%
BOOKS & SUPPLIES	50,551	8.33%	50,551	8.33%	50,551	8.33%	50,551	8.33%	50,551	8.33%	50,551	8.33%	50,551	8.33%
SERVICES/OPERATING EXP	79,650	8.33%	79,650	8.33%	79,650	8.33%	79,650	8.33%	79,650	8.33%	79,650	8.33%	79,650	8.33%
CAPITAL OUTLAY	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%
OTHER OUTGO	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEBT SERVICE	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%
TOTAL EXPENDITURES	525,906	8.33%	525,906	8.33%	525,906	8.33%	525,906	8.33%	525,906	8.33%	525,906	8.33%	525,906	8.33%
OTHER SOURCES/USES														
OTHER SOURCES	200,000	29.72%	300,000	44.58%			(200,000)	-29.72%						
OTHER USES														
TOTAL OTHER SOURCES/USES	200,000	29.72%	300,000	44.58%	-	-	(200,000)	-29.72%	-	-	-	-	-	-
PRIOR YEAR TRANSACTIONS	July 1 - Beginning Balances													
ACCOUNTS RECEIVABLE	9210													
PREPAID EXPENDITURES	9330													
ACCOUNTS PAYABLE	9510													
LINE OF CREDIT PAYMENTS	9640													
DEFERRED REVENUE	9650													
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES	(56,592)		43,400		(41,140)		(27,554)		(41,140)		17,924		172,946	
ENDING CASH BALANCE	225,131		286,539		227,390		200,045		159,905		176,830		349,476	

DATE PREPARED: _____

	February		March		April		May		June		Estimated Actual	Total	Projected Budget	Difference
	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud	Estimated	% Bud				
Beginning Cash Balance	349,476		306,336		287,198		439,842		398,702		830,413	830,413		
REVENUE														
LCFF/REVENUE LIMIT SOURCES														
8011	444,868	9.00%	444,868	9.00%	444,868	9.00%	444,868	9.00%	444,868	9.00%	444,868	4,942,975	4,942,975	-
8012									215,786	25.00%	215,786	855,144	855,144	-
8010														
IN LIEU PROPERTY TAXES														
8066														
FEDERAL														
8100-8299														
STATE														
6560									47,708	50.00%	47,708	95,411	95,411	-
LOTTERY - UNRESTRICTED									11,359	50.00%	11,359	22,717	22,717	-
LOTTERY - PROP 20 RESTRICTED														
6590														
OTHER STATE REVENUE														
6300-6599														
LOCAL														
6660	39,899	9.00%	39,899	9.00%	39,899	9.00%	39,899	9.00%	39,899	9.00%	39,899	443,318	443,318	-
INTEREST														
AB802 LOCAL SPECIAL EDUC TRF														
0782														
OTHER LOCAL REVENUES														
9000-9799														
TOTAL REVENUES	484,766	7.62%	484,766	7.62%	698,552	10.98%	484,766	7.62%	757,817	11.91%	8,359,565	8,359,565		
EXPENDITURES														
1000-1999	207,620	8.33%	207,620	8.33%	207,620	8.33%	207,620	8.33%	207,620	8.33%	2,491,553	2,491,553		
CERTIFICATED SALARIES														
2000-2999	93,094	8.33%	93,094	8.33%	93,094	8.33%	93,094	8.33%	93,094	8.33%	1,117,128	1,117,128		
CLASSIFIED SALARIES														
3000-3999	86,649	8.33%	86,649	8.33%	86,649	8.33%	86,649	8.33%	86,649	8.33%	1,039,787	1,039,787		
EMPLOYEE BENEFITS														
4000-4999	50,551	8.33%	50,551	8.33%	50,551	8.33%	50,551	8.33%	50,551	8.33%	608,610	608,610		
BOOKS & SUPPLIES														
5000-5999	79,650	8.33%	79,650	8.33%	79,650	8.33%	79,650	8.33%	79,650	8.33%	965,787	965,787		
SERVICES/OPERATING EXP														
6000-6599	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	50,000	50,000		
CAPITAL OUTLAY														
7000-7299	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	50,000	50,000		
OTHER OUTGO														
DEBT SERVICE														
7400-7499	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	4,167	8.33%	50,000	50,000		
TOTAL EXPENDITURES	525,906	8.33%	525,906	8.33%	525,906	8.33%	525,906	8.33%	525,906	8.33%	6,310,875	6,310,875		
OTHER SOURCEUSES														
8000												300,000	673,011	373,011
OTHER SOURCES														
7000														
TOTAL OTHER SOURCEUSES												300,000	673,011	373,011
PRIOR YEAR TRANSACTIONS														
ACCOUNTS RECEIVABLE														
9210														
PREPAID EXPENDITURES														
9330														
ACCOUNTS PAYABLE														
9510														
LINE OF CREDIT PAYMENTS														
9840														
DEFERRED REVENUE														
9850														
NET PRIOR YEAR TRANSACTIONS														
OTHER ADJUSTMENTS (LIST)														
TOTAL MISC. ADJUSTMENTS														
NET REVENUES LESS EXPENDITURES	(41,140)		(41,140)		172,846		(41,140)		231,710		346,891			
ENDING CASH BALANCE	306,336		287,198		439,842		398,702		630,413		830,413			