

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

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

**Agenda for Regular Meeting of the Lewis Center for Educational Research Board
June 10, 2024 - Public Meeting – 4:30 p.m.**

**Meeting at 17500 Mana Rd., Apple Valley, CA, Multipurpose Room (Bldg H)
Additional Locations: 230 S. Waterman Ave., San Bernardino, CA, (Library)
1936 De Anza Drive, Colton, CA, 4110 Berryman Avenue, Los Angeles, CA**

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

<https://attendee.gotowebinar.com/rt/1700819578868137046>

Dial in using your phone: +1 (562) 247-8321 Passcode: 303-433-261

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE:** Chairman Caldwell
2. **ROLL CALL:** Chairman Caldwell
3. **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words per person and 15 minutes per topic shall be observed. If more than one person wishes to speak on the same topic, subsequent speakers should limit their remarks to new information only. If you are attending virtually and wish to send in a public comment to be read at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.
4. **SPECIAL PRESENTATIONS:**
 - .01 NSLA School Update – Victor Uribe, Principal
 - .02 AAE School Update – Chet Richards, Principal
 - .03 NASA Eclipse Student Ambassadors – Caprice Caasi-Freire, Mosiah Gonzalez, Natalie Ritter
5. **CONSENT AGENDA:**
 - .01 Approve Minutes of May 13, 2024 Regular Meeting and May 28, 2024 Special Meeting– Pg 3
 - .02 Approve Resolution 2024-01 Regarding AAE Education Protection Account – Pg 7
 - .03 Approve Resolution 2024-02 Regarding NSLA Education Protection Account – Pg 9
 - .04 Approve AAE SFJROTC Field Trip to Joint Base, Hickam, HI October 5-9, 2024 - 11
 - .05 Approve AAE Field Trip to USA Varsity Drum Major Camp July 12-14, 2024 – Pg 14
 - .06 Approve Disposal of IT Electronic Waste Assets – Pg 16
6. **DISCUSSION/ACTION ITEMS**
 - .01 Going Dark for November LCER Board Meeting – Lisa Lamb
 - .02 LCER Board Terms and Officers Elections in December – Pat Caldwell – Pg 31
 - .03 AAE Local Control Funding Formula (LCFF) Budget Overview for Parents, 2024-25 Local Control and Accountability Plan (LCAP), 2024 Annual Update and Local Indicators – Chet Richards, Heather Juarez – Pg 33
 - .04 NSLA Local Control Funding Formula (LCFF) Budget Overview for Parents, 2024-25 Local Control and Accountability Plan (LCAP), 2024 Annual Update and Local Indicators – Victor Uribe, Erika Agosto, Heather Juarez – Pg 138
 - .05 LCER Budget for Fiscal Year 2024-25 – David Gruber – Pg 264
 - .06 Desert Mountain SELPA Special Education Local Plan Update 2024-2025– Lisa Lamb, Marcelo Congo – Pg 314
 - .07 Enchanted Education LLC Expanded Learning Opportunities Program Services Agreement for After School Learning Services at NSLA – David Gruber – Pg 436

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- .08 AAE 2024-2025 CL-500: Declaration of Need – Stacy Newman – Pg 513
- .09 NSLA 2024-2025 CL-500: Declaration of Need – Stacy Newman – Pg 518
- .10 Ana Luisa Flores to serve as a Full-time Elementary Teacher (3rd grade) for the Academy for Academic Excellence during the 2024/2025 school year on a Multiple Subject Provisional Internship Permit (PIP) – Stacy Newman – Pg 523
- .11 Lewis Center Foundation Board Update – Marisol Sanchez
 - Annual Gala - September 28, 2024 – Distinguished Awards Selected
 - Lewis Center Foundation Structure

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

- .01 President/CEO Report – Pg 527
- .02 Grant Tracking Report – Pg 534
- .03 LCER Financial Reports
 - Checks Over \$10K – Pg 535
 - Budget Comparisons – Pg 536
 - AAE and NSLA March 31, 2024 Campanile Quarterly Financial Reports – Pg 537
 - AAE and NSLA Consolidated Application and Reporting System (CARS) Semi Annual Reports – Pg 561
 - Lewis Center Foundation Financial Reports – Pg 572
- .04 LCER Board Attendance Log – Pg 574
- .05 LCER Board/Lewis Center Foundation Give and Get – Pg 575

8. BOARD/STAFF COMMENTS:

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

9. ADJOURNMENT: Chairman Caldwell

Minutes for Regular Meeting of the Lewis Center for Educational Research Board
May 13, 2024

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Caldwell called the meeting to order at 4:31 p.m.
2. **ROLL CALL:** LCER Board Members Pat Caldwell, Yolanda Carlos, Steve Levin, Sharon Page, David Rib, Jessica Rodriguez and Marisol Sanchez were present. Members Omari Onyango and Pat Schlosser were absent.
3. **PUBLIC COMMENTS:** None
4. **SPECIAL PRESENTATIONS:**
 - .01 NSLA and AAE School Updates – LCER Ambassadors – no update presented.
 - .02 Retirement certificates and gifts were presented to Donna Hackney (26 years), Sally Ritchea (10 years) and Victor Uribe (2 years). Julie Merrell will be presented her certificate and gift (21 years).
 - .03 AAE School Update – Chet Richards, Principal, reported that suspensions have gone down significantly, we have implemented Saturday detention for tardies and attendance, the baseball field is almost done, and the admin building is almost done as well. A TK-2 playground is being added to the grass area. The P building restrooms are being remodeled as well. The N building will be converted into a special ed hub with offices, a conference room and classrooms. South elementary is getting artificial grass. Testing has been going on the last couple weeks. Heather Muir has been working hard getting the students ready. Military Ball was amazing. Upcoming events were noted as well.
 - .04 NSLA School Update – Victor Uribe, Principal, reported that San Bernardino Valley College concurrent enrollment opportunities were presented to students, a parent information night for 5th and 8th grade parents was held, testing has been occurring and an AP boot camp was held as well. The Multicultural festival was largely attended and went well, a parent safety summit was held regarding vaping and lock downs, therapy dogs came to campus to help with student morale, staff appreciation week was last week, the students loved the surf camp field trip, and students attended a Museum of Tolerance field trip as well.
5. **PUBLIC HEARING:**
 - .01 The LCER Board sought public input regarding the specific actions and expenditures proposed to be included in the AAE and NSLA Local Control and Accountability Plan (LCAP) annual updates. Community members and stakeholders were given the opportunity to comment on the plan. Chet Richards, AAE Principal, gave an overview of the LCAP and State and local priorities for expenditures. There was a lot of community engagement in developing the LCAP. The goals and the action plans were reviewed. Chet commended Heather Muir for her work on the LCAP. Victor Uribe, NSLA Principal, reported that they also had a lot of community engagement in developing the LCAP. The goals and the action plans were reviewed. David Rib asked about parent feedback. We do need to present it more frequently to parents to understand it and what we are using the survey data for. Lisa noted that our parents understand that we use parent feedback, but they may not know the term LCAP. Steve noted that maybe it could be pointed out where in the LCAP the feedback is used. Sharon noted that we could report things as “this is your LCAP funding at work”.
6. **CONSENT AGENDA:**
 - .01 Approve Minutes of April 5, 2024 Special Meeting and April 8, 2024 Regular Meeting
 - .02 Approve 2024-25 LCER Board Meeting Schedule
 - .03 Approve 2024-25 AAE School Calendar Revision
 - .04 Approve 2024-25 NSLA School Calendar Revision
 - .05 Approve 2025-26 AAE School Calendar and Bell Schedule
 - .06 Approve 2025-26 NSLA School Calendar and Bell Schedule

- .07 Approve AAE Knights Team Destination Imagination Field Trip to Compete at the Global Tournament May 21, 2024 - May 26, 2024 in Kansas City, MO

On a motion by David Rib, seconded by Jessica Rodriguez, vote 7-0, the LCER Board of Directors approved the Consent Agenda by roll call vote. David Rib noted what a highlight and honor it is for the AAE Knights Team to compete in Globals, and we wish them the best.

7. DISCUSSION/ACTION ITEMS

- .01 Stacy Newman and Rebecca McCoy reported that we are struggling finding dual immersion teachers for NSLA next year. Mr. Funaki has been a long term sub and is entering a teacher prep program in the fall. We would like to hire him on this permit. On a motion by Sharon Page, seconded by Yolanda Carlos, vote 7-0, the LCER Board approved the request for Ernesto Funaki to serve as a full time 3rd grade elementary teacher for the Norton Science and Language During the 2024/2025 School Year on a Multiple Subject Provisional Internship Permit (PIP) by roll call vote. David Rib thought he took some interesting course work and wanted to know where he attended. He does have a Bachelor's degree and he has been accepted to 2 universities for the teacher prep program.
- .02 Discuss May 28, 2024 Budget Workshop – David Gruber reported that the Exec Team has been working hard to prepare the budget to present as a draft before approval. They will be attending a CSDC interpretation of the May revise next week, and another workshop the following week. The May 28 workshop will be at AAE in room A101. Steve will be calling in.
- .03 Discuss J-13A Applications for AAE and NSLA School Closures on 8/21/23 due to Hurricane Hillary and AAE School Closure on 2/7/24 due to Electrical Failure from Rainfall Flooding – David Gruber reported that we have to meet a minimum number of instructional minutes, and due to these closures, we are at risk of not meeting the minimum number of minutes. Pat asked if the applications are routine and typically approved. Yes, they are. They were both due to state of emergencies as declared by the Governor. Many other Districts are submitting as well. Sharon asked how long the process is for approval. It should take several weeks and we hope to know by July.
- .04 Discuss AAE Senior Graduation June 7, 2024 at High Desert Church, Victorville – Lisa Lamb wanted to be sure to remind the Board of these ceremonies. The graduations are great ceremonies.
- .05 Discuss NSLA 8th Grade Promotion June 5, 2024 at 6:00 p.m. at NSLA Gym – Lisa Lamb this is the last year the 8th grade promotion will be the big event, as next year will be the first senior graduation. Pat C. echoed how great these events are.
- .06 Lewis Center Foundation Board Update – Marisol Sanchez reported that we made just over \$1,000 at the Social and it was a fun time! A lot of staff were able to attend. We are planning for the Gala on September 28, and will be reviewing Distinguished Award nominations next week.

8. INFORMATION INCLUDED IN PACKET:

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

9. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification
- .02 Make a brief announcement or a brief report on his or her own activities – David reported that Mitsubishi contributed \$3,000 towards the Bud Biggs scholarship this year. Lisa commended the schools on testing and gave a shout out to Heather Muir and Toni Preciado, as well as Administration for their work.

.03 Future agenda items

- 10. CLOSED SESSION:** The LCER Board convened into closed session at 6:00 p.m. regarding:
.01 Pupil Personnel Administrative Hearing Panel Recommendation on NSLA Expulsion Case #33443

The Board reconvened into open session at 6:38 p.m. Pat Caldwell, Chairman, reported that Board approved the hearing panel recommendation of expulsion of NSLA Case #33443 for the rest of this semester and the following semester by unanimous vote.

- 11. ADJOURNMENT:** Chairman Caldwell

Minutes for Special Meeting of the Lewis Center for Educational Research Board
May 28, 2024

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Caldwell called the meeting to order at 4:34 p.m.
2. **ROLL CALL:** LCER Board members Pat Caldwell, Yolanda Carlos, Sharon Page, David Rib, Jessica Rodriguez and Marisol Sanchez were in attendance. Members Steve Levin, Omari Onyango and Pat Schlosser were absent.
3. **DISCUSSION ITEMS:**
 - .01 Budget Workshop – David Gruber, CBO, presented an overview of current California budget projections and the LCER budget process. The Board and Exec Team reviewed the budget draft which was developed to meet the Board’s Strategic Plan and Schools’ LCAP Goals. Feedback was gathered from the Board. The final budget draft will be presented for Board approval at the June Board meeting.
4. **ADJOURNMENT:** Chairman Caldwell adjourned the meeting at 6:46 p.m.

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

Lewis Center for Educational Research

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

RESOLUTION NO. 2024 – 01

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

APPROVED AND ADOPTED this 10th day of June, 2024.

ATTEST:

Patricia Caldwell, Chairman of Board

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

Lewis Center for Educational Research

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RESOLUTION NO. 2024 – 02

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

APPROVED AND ADOPTED this 10th day of June, 2024.

ATTEST:

Patricia Caldwell, Chairman of Board

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

Date of meeting: June 10, 2024

Title: HICKAM AFB HAWAII AND SPACE FORCE BASE TOUR

Presentation: Consent: X Action: Discussion: Information:

Background: CADETS WILL BE VISITING HICKAM AFB AND SPACE FORCE BASE RADARS. TRIP IS SCHEDULED FOR OCT 5-9, 2024

Fiscal Implications (if any): N/A

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

Recommendation: PLEASE REVIEW/ APPROVE SEJRTC CADETS TO VISIT HICKAM AFB AND SPACE FORCE BASE RADARS. 25 CADETS AND ADULT 6 CHAPERONES.

Submitted by: Name, Title, Department MSGT HAROLD PADUA, SPACE SCIENCE INSTRUCTOR



LEWIS CENTER FOR EDUCATIONAL RESEARCH FIELD TRIP REQUEST FORM

Office Use Only

Date/Time Submitted:
Initials:
Transportation Booked:
Initials:
Calendared:
Initials:

Date Submitted: 5/2/24

Requested by: MSGT PADUA

Phone: 9518504715

Overnight, Out of State or Water Activities? ☒ Yes ☐ No →

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

Date(s) of Trip: OCTOBER 5 -9, 2024

Destination: JOINT BASE HICKAM, HAWAII

Number of: Students 25 Staff 2

Grade Level(s): 12

Estimated Number of Volunteers** 5

School Departure Time: _____

Destination Arrival Time: _____

Destination Departure Time: _____

School Return Time: _____

Specific Learning Objectives of Trip: Cadets will be visiting Space Force detachment near Joint Base Hickam. They will learn the prime objectives of Space Force activities. Cadets will also have the opportunity to learn more about the history of Pearl Harbor.

Funding Source (check all that apply)

- ☐ ASB/Club Funds Name of Club: _____
☐ Grade Level Funds What Grade Level: _____
☐ Fundraising/Donations
☐ Budget Code: SPACE FORCE JFOIC

Transportation (check all that apply)

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

Lodging (check all that apply)

- ☐ On Campus ☒ Hotel ☐ AirBnB ☐ Other: _____

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

[Signature]
Requestor Signature

Approved? ☒ Yes ☐ No [Signature]
Principal Signature

Date: 5-3-24

* Itinerary or List of Activities must be attached if overnight, out of state or water activities

** Non-staff chaperones must be approved volunteers

*** Drivers must be on the Approved Drivers List and Complete an Off Site Event Form

Original ☒ Copy
Sent to: Board/Person
Date: 5-3-24

Updated 1/16/24

Good afternoon,

Space Force JROTC is planning a field trip to Joint Base Hickam, Hawaii from Oct 5 – 9, 2024. Expected number of cadets going on the field is 25. We have 6 parent volunteers interested with chaperone duties. We informed all chaperones to attend the next volunteer workshop to be an approved chaperone with the school.

Currently approved :

- Colonel Armstrong
- MSgt Padua
- Mrs Amy Ritter

The list of activities to be approved by the board is listed below.

- Scuba diving
- Surfing lessons

The NAVY lodging will be the hotel all chaperones and cadets will be staying in.

NEXCOM, Navy Gateway Inns & Suites

Joint Base Pearl Harbor Hickam

Nicolestephanie.daguimol@nexweb.org

Comm: (808)448-5963 OR (808)800-2330 x 6

The itinerary is still in the planning stages.

Oct 5, 2024 - Depart Ontario airport to Honolulu airport

Pending Itinerary

Oct 9, 2024 – Depart Honolulu airport to Ontario

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

Date of meeting: 6.10.24

Title: USA Varsity Drum Major Camp

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

Background: USA Varsity is a camp that supports Marching Band and Drum Major Development. The camp teaches leadership and technique for Drum Majors.

Fiscal Implications (if any):

\$450 per student 2 students = approx \$1,000 with taxes

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

The goal of this camp is to prepare our Drum Major Edwin Chen and assistant drum major Zia Amba for the 24-25 School year so they can lead the band successfully.

Recommendation:

Submitted by: Bryanne Anderson
AAE Marching Knights Band Director



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

Office Use Only

Date/Time Submitted:
Initials:
Transportation Booked:
Initials:
Calendared:
Initials:

Date Submitted: 5.30.24

Requested by: B. Anderson

Phone: ext. 209

Overnight, Out of State or Water Activities? ☐ Yes ☒ No

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

Date(s) of Trip: 7.12.24-7.14.24

Destination: USA Varsity Camp

Number of: Students 2 Staff 0

Grade Level(s): 11 & 12

Estimated Number of Volunteers**

School Departure Time: Parents transporting

Destination Arrival Time:

Destination Departure Time:

School Return Time: Parents Picking up

Specific Learning Objectives of Trip: USA Varsity is camp dedicated to training Drum Majors to be leaders of a band. They also teach them drum majors techniques they will need for the school year

Funding Source (check all that apply)

- ☐ ASB/Club Funds
☐ Grade Level Funds
☐ Fundraising/Donations
☒ Budget Code:

Name of Club: AAE Marching Knights
What Grade Level: 11 & 12

NPA 2210

Transportation (check all that apply)

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

Lodging (check all that apply)

- ☐ On Campus ☐ Hotel ☐ AirBnB ☒ Other: Camp provided

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

Approved? ☒ Yes ☐ No Chris
Principal Signature

Date: 5/30/24

* Itinerary or List of Activities must be attached if overnight, out of state or water activities

** Non-staff chaperones must be approved volunteers

*** Drivers must be on the Approved Drivers List and Complete an Off Site Event Form

Updated 1/16/24

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

Date of meeting: June 10th, 2024

Title: Electronic Waste Assets

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

Background: Throughout the year IT collects broken/damaged one-to-one, OTO, devices, audio/visual equipment, computers, servers, surveillance cameras, printers, and iPads for eWaste and removal from inventory. This list comprises units collected during the 2023/24 school year. This school year saw the continued trend of excessive damaged/broken OTO units. IT is continuing to work with school staff to utilize Digital Citizenship curriculum offered through Common Sense. The curriculum includes modules on responsible care and usage of one-to-one devices. IT will continue to support the implementation of this curriculum to return damaged/broken units to pre-pandemic levels.

Fiscal Implications (if any): None

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

Recommendation:

Submitted by: Ryan Dorcey

	AAE Campus				
Asset Tag	Serial	Make	Model	Description	
76421	5cd033kzj3	HP	11A	Chromebook	
73621	F9FTT65AHLF9	Apple	MP2F2LL	iPad	
76433	5CD033CK3V	HP	11A	Chromebook	
77248		Dell	Lattitude 5400	Chromebook	
76491	5cd033kdw7	HP	11A	Chromebook	
74994	GG7YW5K4JF8J	Apple	MR7F2LL	iPad (6th Gen)	
	6C85MN3	Dell	3110	Chromebook	
77095	nxhpvaa0030340e44c7600	Acer	C933	Chromebook	
73914	cn-0v8jy2-74261-36e-2wyl	Dell	e2213Hb	Monitor	
72858	cn-0v8jy2-74261-36e-0k3l	Dell	e2213Hb	Monitor	
72864	cn-0v8jy2-74261-36e-24hl	Dell	e2213Hb	Monitor	
	mx0gc578707156ba0prl	Dell	1907FPc	Monitor	
77224	BK8L473	Dell	Lattitude 5400	Chromebook	
73300	4zrdns1	Dell	Optiplex 790	Desktop	
75255	dbd8x52	Dell	Optiplex 7020	Desktop	
	d916x52	Dell	Optiplex 7020	Desktop	
73292	1G70DD2	Dell	Optiplex 3040	Desktop	
	6JWY482	Dell	Optiplex 7020	Desktop	
73295	1HV2DD2	Dell	Optiplex 3040	Desktop	
75325	nxhpvaa003020019997600	Acer	C933	Chromebook	
51064	2125820	Sony	DVP-SR200P	DVD Player	
77262	5129673	Dell	Lattitude 5400	Chromebook	
73672	F9FTR6UXHLF9	Apple	MP2F2LL	iPad 5th Gen	
72860	vnd3f27992	HP	1606DN	printer	
73886	cn-0v8jy2-74261-36e-1e3L	Dell	e2213Hb	Monitor	
76868	cn-0v8jy2-74261-36e-241l	Dell	e2213Hb	Monitor	
76542	5cd033kdzt	HP	11A	Chromebook	
74816	b2qlldl2	Dell	CB 3380	Chromebook	
78935	3p3g4n3	Dell	CB 3100	Chromebook	
78476	2GQB5M3	Dell	CB 3110	Chromebook	
77264	BYKB473	Dell	Lattitude 5400	Chromebook	
50726	HHVJFD1	Dell	Optiplex 745	Desktop	
77317	48Z9573	Dell	Lattitude 5400	Chromebook	
77223	B116573	Dell	Lattitude 5400	Chromebook	
72883	9608345	Sony	DVP-SR210P	DVD Player	
73813	C02PL20LG3QP	Apple	A1398	Macbook Pro	
72351	C02P62WFG3QP	Apple	A1398	Macbook Pro	Macbook Pro
74058	CN-012MWY-64180-46B-268L	Dell	E2014Hc	Monitor	
78073	5CD042K1WV	HP	14A G5	Chromebook	
	68r3473	Dell	Lattitude 5400	Chromebook	
77036	NXHPVAA0030340E4717600	Acer	C933	Chromebook	
	6vl8473	Dell	Lattitude 5400	Chromebook	
78106	5CD04204TZ	HP	14A G5	Chromebook	

	AAE Campus				
Asset Tag	Serial	Make	Model	Description	
77213	3F0R273	Dell	Lattitude 5400	Chromebook	
74300	6P4F1F2	Dell	Chromebook 3380	Chromebook	
77337	39s9573	Dell	Lattitude 5400	Chromebook	
77268	7BJB573	Dell	Lattitude 5400	Chromebook	
76419	5CD033KDYZ	HP	11A G8	Chromebook	
79774	C30WLN3	Dell	CB 3110	Chromebook	
75488	NXHPVAA00302001A237600	Acer	C933	Chromebook	
76457	5CD033KDZD	HP	11A G8	Chromebook	
76422	5CD033KDYY	HP	11A G8	Chromebook	
77194	1RC5573	Dell	Lattitude 5400	Chromebook	
80423	DMV24Y3	Dell	CB 3110	Chromebook	
77172	D4BC573	Dell	Lattitude 5400	Chromebook	
	VTFK6200562	Epson	97H	Projector	
76448	5CD033KDW8	HP	11A	Chromebook	
76426	5CD033CK52	HP	11A	Chromebook	
79307	88G55MN3	Dell	CB 3110	Chromebook	
77192	769N473	Dell	Lattitude 5400	Chromebook	
78421	CJ013M3	Dell	CB 3110	Chromebook	
76386	5CD033KF4D	HP	11A	Chromebook	
77067	NXHPVAA0030340E4697600	Acer	C933	Chromebook	
77182	893t273	Dell	Lattitude 5400	Chromebook	
	2NCD4N3	Dell	CB 3100	Chromebook	
77546	5CD042K047	HP	14A G5	Chromebook	
79558	8NBMLN3	Dell	CB 3110	Chromebook	
79044	F54G4N3	Dell	CB 3100	Chromebook	
77163	F2XQ273	Dell	Lattitude 5400	Chromebook	
72749	vtak5300875	Epson	PowerLite 98H	Projector	
77271	FHNH473	Dell	Lattitude 5400	Chromebook	
73857	VU3K7501565	Epson	PowerLite X27	Projector	
78123	5CD042JT0Y	HP	14A G5	Chromebook	
76550	5CD033KDWQ	HP	11A	Chromebook	
76481	5CD030BFXH	HP	11A	Chromebook	
77272	2XM8473	Dell	Lattitude 5400	Chromebook	
50477	rpx112700473	ViewSonic	va2431	Monitor	
50311		51 ChoiceSelect	CH04014	Amplifier	
73829		3732224 Dell	E2213hb	Monitor	
50458	209ZWG1	Dell	Optiplex755	Desktop	
73376		4702126 Dell	Lattitude E326450S	Laptop	
73378		4700671 Dell	Lattitude E326450S	Laptop	
73386		4702106 Dell	Lattitude E326450S	Laptop	
73382	g05v7w1	Dell	Lattitude E326450S	Laptop	
73377	5fzg3x1	Dell	Lattitude E326450S	Laptop	
73385		4700658 Dell	Lattitude E326450S	Laptop	

	AAE Campus					
Asset Tag	Serial		Make	Model	Description	
73381		4700685	Dell	Lattitude E326450S	Laptop	
73388	g4lz8w1		Dell	Lattitude E326450S	Laptop	
73384		4702144	Dell	Lattitude E326450S	Laptop	
73380	16h63x1		Dell	Lattitude E326450S	Laptop	
73387		4702146	Dell	Lattitude E326450S	Laptop	
73373	7g0nww1		Dell	Lattitude E326450S	Laptop	
73383	4tc4zw1		Dell	Lattitude E326450S	Laptop	
73379		4700696	Dell	Lattitude E326450S	Laptop	
51006	CNB3JL22375		HP	LaserJet 1320	Printer	
30614		464445	Elmo	TT-02Rx	Doc Camera	
71389		1278724	Elmo	TT-12	Doc Camera	
71400		1278718	Elmo	TT-12	Doc Camera	
71073		1218155	Elmo	TT-12	Doc Camera	
72691	vbtk4y00195		Epson	HomeCinema600	Projector	
73832	VTAK5300867		Epson	Powerlite 98H	Projector	
	VNB3J06628		HP	MFP M130nw	Projector	
74155	fvhx3prfj1wk		Apple	A1466	Laptop	
74165	fvhx3pqyj1wk		Apple	A1466	Laptop	
71555	C02 lxf1ff5v7		Apple	A1466	Laptop	
71551	c02lwkpwf5v7		Apple	A1466	Laptop	
72546	c02pt1qxxg940		Apple	A1466	Laptop	
73664	f9ftt7ewhlf9		Apple	A1827	iPad	
74826	f9ftqz1vhlf9		Apple	A1827	iPad	
78319	5LV63M3		Dell	CB 3110	Chromebook	
77179	JZ8T273		Dell	Lattitude 5400	Chromebook	
77221	1v2l473		Dell	Lattitude 5400	Chromebook	
72173	vnd3f28001		HP	LaserJet P1606dn	Printer	
	5CD042JSXQ		HP	14A G5	Chromebook	
70480	vnb3g33227		HP	LaserJet P1606dn	Printer	
77270	1ZKB473		Dell	Lattitude 5400	Chromebook	
77352	DPT8473		Dell	Lattitude 5400	Chromebook	
77235	FH9S273		Dell	Lattitude 5400	Chromebook	
76435	5CD0336CJN		HP	11A	Chromebook	
74960	5CD8245DPR		HP	14A G5	Chromebook	
78433	G5G03M3		Dell	CB 3110	Chromebook	
75327	NXHPVAA003020019D67600		Acer	C933	Chromebook	
73465	1G04DD2		Dell	Optiplex 3040	Desktop	
77169	6G9P573		Dell	Lattitude 5400	Chromebook	
77161	1DQK473		Dell	Lattitude 5400	Chromebook	
	95yn573		Dell	Lattitude 5400	Chromebook	
74807	83QLDL2		Dell	3380	Chromebook	
79512	55CYLN3		Dell	3110	Chromebook	
79902	CJGVLN3		Dell	3110	Chromebook	

	AAE Campus				
Asset Tag	Serial	Make	Model	Description	
75332	NSHPVAA003020019D77600	Acer	C933	Chromebook	
77835	5CD042K29K	HP	14A G5	Chromebook	
77728	dcd042K23X	HP	14A G5	Chromebook	
77898	5CD042K28F	HP	14A G5	Chromebook	
	91PK4N3	Dell	CB 3100	Chromebook	
77222	JWJK473	Dell	Lattitude 5400	Chromebook	
76442	5CD033KZKT	HP	11A	Chromebook	
74298	764F1F2	Dell	CB 13 3380	Chromebook	
78960	82QF4N3	Dell	CB 3100	Chromebook	
79032	94PK4N3	Dell	CB 3100	Chromebook	
76954	NXHPVAA0030340E5E17600	Acer	C933	Chromebook	
79283	1L54MN3	Dell	CB 3110	Chromebook	
30247	8GZ013904	Smart	AirLiner	Tablet	
77254	6X3P523	Dell	Lattitude 5400	Chromebook	
79864	F292YQ3	Dell	CB 3110	Chromebook	
76415	5CD033KZJ5	HP	11A	Chromebook	
76496	5CD033KZK8	HP	11A	Chromebook	
77097	nxhpva003040e4387600	Acer	C933	Chromebook	
80185	JPV24Y3	Dell	CB 3110	Chromebook	
77280	2KS9573	Dell	Lattitude 5400	Chromebook	
75361	nxhpvaa003020019b47600	Acer	C933	Chromebook	
76546	5cd033kdwc	HP	11A	Chromebook	
76412	5cd033kzk4	HP	11A	Chromebook	
76374	5cd033kds8	HP	11A	Chromebook	
78063	5cd042k289	HP	14A G5	Chromebook	
76979	nshpvaa0030340e3ea7600	Acer	C933	Chromebook	
77216	dx3p573	Dell	Lattitude 5400	Chromebook	
77260	62DB473	Dell	Lattitude 5400	Chromebook	
76556	5cd033kdy8	HP	11A	Chromebook	
79371	5LJMLN3	Dell	CB 3110	Chromebook	

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
75509		HP CHROMEBOOK 13"	1
	5CD042K1YT	HP CHROMEBOOK 13"	1
	5CD042JT0S	HP CHROMEBOOK 13"	1
	5CD[indecipherable]	HP CHROMEBOOK 13"	1
75427		HP CHROMEBOOK 13"	1
	5CD042JY4J	HP CHROMEBOOK 13"	1
78168		HP CHROMEBOOK 13"	1
	5CD042JY0D	HP CHROMEBOOK 13"	1
77817		HP CHROMEBOOK 13"	1
	5CD042K2CL	HP CHROMEBOOK 13"	1
	5CD042K1XB	HP CHROMEBOOK 13"	1
77518		HP CHROMEBOOK 13"	1
78038		HP CHROMEBOOK 13"	1
77670		HP CHROMEBOOK 13"	1
	5CD042K299	HP CHROMEBOOK 13"	1
78568		HP CHROMEBOOK 13"	1
	5CD042K22Q	HP CHROMEBOOK 13"	1
77632		HP CHROMEBOOK 13"	1
75258		HP CHROMEBOOK 13"	1
77133		HP CHROMEBOOK 13"	1
75454		HP CHROMEBOOK 13"	1
75476		HP CHROMEBOOK 13"	1
75426		HP CHROMEBOOK 13"	1
	5CD042[indecipherable]	HP CHROMEBOOK 13"	1
	5CD042K0JR	HP CHROMEBOOK 13"	1
77757		HP CHROMEBOOK 13"	1
	5CD042JYNC	HP CHROMEBOOK 13"	1
	5CD042JY98	HP CHROMEBOOK 13"	1
77124		HP CHROMEBOOK 13"	1
	5CD042JY8S	HP CHROMEBOOK 13"	1
77671		HP CHROMEBOOK 13"	1
75453		HP CHROMEBOOK 13"	1
75407		HP CHROMEBOOK 13"	1
75463		HP CHROMEBOOK 13"	1
76960		HP CHROMEBOOK 13"	1
	5CD042K0ST	HP CHROMEBOOK 13"	1
	5CD042JY9J	HP CHROMEBOOK 13"	1
	5CD042K079	HP CHROMEBOOK 13"	1
	5CD042K06M	HP CHROMEBOOK 13"	1
	5CD042K2CB	HP CHROMEBOOK 13"	1

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
77820		HP CHROMEBOOK 13"	1
	5CD042K206	HP CHROMEBOOK 13"	1
75383		ACER CHROMEBOOK 13"	1
77138		ACER CHROMEBOOK 13"	1
77107		ACER CHROMEBOOK 13"	1
76964		ACER CHROMEBOOK 13"	1
77125		ACER CHROMEBOOK 13"	1
75346		ACER CHROMEBOOK 13"	1
75456		ACER CHROMEBOOK 13"	1
75448		ACER CHROMEBOOK 13"	1
75338		ACER CHROMEBOOK 13"	1
75348		ACER CHROMEBOOK 13"	1
75344		ACER CHROMEBOOK 13"	1
	NXHPVAA0030190F4AA7600	ACER CHROMEBOOK 13"	1
75404		ACER CHROMEBOOK 13"	1
75457		ACER CHROMEBOOK 13"	1
75415		ACER CHROMEBOOK 13"	1
		Dell 11" (in pieces)	1
	5CD042JY3Y	HP CHROMEBOOK 13"	1
75478		ACER CHROMEBOOK 13"	1
76507		ACER CHROMEBOOK 13"	1
	5CD042JY49	HP CHROMEBOOK 13"	1
	NXHPVAA0030340E35E7600	ACER CHROMEBOOK 13"	1
75474		ACER CHROMEBOOK 13"	1
		ACER CHROMEBOOK 13"	1
75379		ACER CHROMEBOOK 13"	1
77114		ACER CHROMEBOOK 13"	1
76962		ACER CHROMEBOOK 13"	1
75507		ACER CHROMEBOOK 13"	1
77129		ACER CHROMEBOOK 13"	1
	5CD042K1RF	HP CHROMEBOOK 13"	1
76517		ACER CHROMEBOOK 13"	1
	5CD042JTN1	HP CHROMEBOOK 13"	1
	5CD042K2D9	HP CHROMEBOOK 13"	1
76930		ACER CHROMEBOOK 13"	1
76963		ACER CHROMEBOOK 13"	1
75381		ACER CHROMEBOOK 13"	1
75514		ACER CHROMEBOOK 13"	1
75511		ACER CHROMEBOOK 13"	1
75429		ACER CHROMEBOOK 13"	1

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
	NXHPVAA0030340E4727600	ACER CHROMEBOOK 13"	1
	NXHPVAA00302001A137600	ACER CHROMEBOOK 13"	1
77734		ACER CHROMEBOOK 13"	1
75406		ACER CHROMEBOOK 13"	1
77981		ACER CHROMEBOOK 13"	1
77692		ACER CHROMEBOOK 13"	1
77694		ACER CHROMEBOOK 13"	1
	5CD042K1S9	HP CHROMEBOOK 13"	1
77533			1
	NXHPVAA0030190F4B47600	ACER CHROMEBOOK 13"	1
	5CD042JY70	HP CHROMEBOOK 13"	1
76519		HP CHROMEBOOK 13"	1
	5CD042JY7Q	HP CHROMEBOOK 13"	1
	5CD042K2D8	HP CHROMEBOOK 13"	1
	5CD042JY7H	HP CHROMEBOOK 13"	1
	5CD042K248	HP CHROMEBOOK 13"	1
77994		HP CHROMEBOOK 13"	1
75271		HP CHROMEBOOK 13"	1
77365		HP CHROMEBOOK 13"	1
77622		HP CHROMEBOOK 13"	1
77106		HP CHROMEBOOK 13"	1
	5CD042K1WW	HP CHROMEBOOK 13"	1
75496		HP CHROMEBOOK 13"	1
	5CD042K04S	HP CHROMEBOOK 13"	1
		HP CHROMEBOOK 13"	1
77470		HP CHROMEBOOK 13"	1
76936		HP CHROMEBOOK 13"	1
	5CD042K0WH	HP CHROMEBOOK 13"	1
77633		HP CHROMEBOOK 13"	1
	5CD042JY6R	HP CHROMEBOOK 13"	1
	5CD042JVP7	HP CHROMEBOOK 13"	1
	5CD042K0HR	HP CHROMEBOOK 13"	1
	5CD042JSS6	HP CHROMEBOOK 13"	1
	5CD042JXWM	HP CHROMEBOOK 13"	1
77111	3405850076		1
		HP 13"	1
76527	5CD030BFT8	HP CHROMEBOOK 11"	1
74107		MACBOOK 2013	1
73011		MACBOOK 2013	1
73034		MACBOOK 2013	1

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
73104		MACBOOK 2013	1
73008		MACBOOK 2013	1
73065		MACBOOK 2013	1
72988		MACBOOK 2013	1
73181		MACBOOK 2013	1
73009		MACBOOK 2013	1
72967		MACBOOK 2013	1
72985		MACBOOK 2013	1
73116		MACBOOK 2013	1
74095		MACBOOK 2013	1
73123		MACBOOK 2013	1
73148		MACBOOK 2013	1
73151		MACBOOK 2013	1
74117		MACBOOK 2013	1
72996		MACBOOK 2013	1
73055		MACBOOK 2013	1
72208		MACBOOK 2013	1
71576		MACBOOK 2013	1
73030		MACBOOK 2013	1
73061		MACBOOK 2013	1
71497		MACBOOK 2013	1
72782		MACBOOK 2013 11' SCREENS	1
72792		MACBOOK 2013 11' SCREENS	1
1876		MACBOOK 2013 11' SCREENS	1
76525		HP CHROMEBOOK 13"	1
	5CD050BLSS	HP CHROMEBOOK 11"	1
76513	5CD033CV3W	HP CHROMEBOOK 11"	1
76568	5CD033KDR1	HP CHROMEBOOK 11"	1
76512		HP CHROMEBOOK 11"	1
76560		HP CHROMEBOOK 11"	1
76477		HP CHROMEBOOK 11"	1
76476		HP CHROMEBOOK 11"	1
76499		HP CHROMEBOOK 11"	1
76510		HP CHROMEBOOK 11"	1
76501		HP CHROMEBOOK 11"	1
	5CD033CK8G	HP CHROMEBOOK 11"	1
75260		HP CHROMEBOOK 13"	1
77810		HP CHROMEBOOK 13"	1
	5CD042K12H	HP CHROMEBOOK 13"	1
	5CD042K01K	HP CHROMEBOOK 13"	1

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
	5CD042K28K	HP CHROMEBOOK 13"	1
77645		HP CHROMEBOOK 13"	1
77528		HP CHROMEBOOK 13"	1
75261		HP CHROMEBOOK 13"	1
75267		HP CHROMEBOOK 13"	1
77676		HP CHROMEBOOK 13"	1
75269		HP CHROMEBOOK 13"	1
	5CD042JY65	HP CHROMEBOOK 13"	1
	5CD042KOLM	HP CHROMEBOOK 13"	1
	5CD042JY6Q	HP CHROMEBOOK 13"	1
75350	2000664676	ACER CHROMEBOOK 13"	1
75411	1906257076	ACER CHROMEBOOK 13"	1
75516	2000663476	ACER CHROMEBOOK 13"	1
75410	1906253576	ACER CHROMEBOOK 13"	1
75408	1906257176	ACER CHROMEBOOK 13"	1
75424	1906265676	ACER CHROMEBOOK 13"	1
77130	3405845176	ACER CHROMEBOOK 13"	1
	2000658776	ACER CHROMEBOOK 13"	1
75409	1906259276	ACER CHROMEBOOK 13"	1
75433	1906235576	ACER CHROMEBOOK 13"	1
77132	3405843076	ACER CHROMEBOOK 13"	1
75461	1906253876	ACER CHROMEBOOK 13"	1
75425	1906263676	ACER CHROMEBOOK 13"	1
75449	1906257576	ACER CHROMEBOOK 13"	1
75419	NXHPVAA0030190F4457600	ACER CHROMEBOOK 13"	1
	NXHPVAA0030340E6327600	ACER CHROMEBOOK 13"	1
75345	NXHPVAA003020019CB7600	ACER CHROMEBOOK 13"	1
75495	NXHPVAA0030200196A7600	ACER CHROMEBOOK 13"	1
75479	NXHPVAA00302001A2A7600	ACER CHROMEBOOK 13"	1
76965	NXHPVAA0030340E62B7600	ACER CHROMEBOOK 13"	1
77128	NXHPVAA0030340E4287600	ACER CHROMEBOOK 13"	1
77099	NXHPVAA0030340E27C7600	ACER CHROMEBOOK 13"	1
77135	NXHPVAA0030340E21D7600	ACER CHROMEBOOK 13"	1
75481	NXHPVAA0030200199E7600	ACER CHROMEBOOK 13"	1
77115	NXHPVAA0030340E4567600	ACER CHROMEBOOK 13"	1
75459	NXHPVAA0030190F46C7600	ACER CHROMEBOOK 13"	1
75380	NXHPVAA00302001A227600	ACER CHROMEBOOK 13"	1
75517	NXHPVAA003020019F37600	ACER CHROMEBOOK 13"	1
75353	NXHPVAA003020019D47600	ACER CHROMEBOOK 13"	1
	NXHPVAA0030340E46E7600	ACER CHROMEBOOK 13"	1

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
75475	NXHPVAA003020019C37600	ACER CHROMEBOOK 13"	1
76673	pf237j6h	lenovo	1
75445	NXHPVAA0030190F4487600	ACER CHROMEBOOK 13"	1
	5CD042K2CR	HP CHROMEBOOK 13"	1
77523	5CD042JY8R	HP CHROMEBOOK 13"	1
78156	5CD042JSZG	HP CHROMEBOOK 13"	1
77673	5CD042KOBD	HP CHROMEBOOK 13"	1
	5CD042KO5H	HP CHROMEBOOK 13"	1
	5CD042JSQ6	HP CHROMEBOOK 13"	1
77476	5CD042JY4X	HP CHROMEBOOK 13"	1
75347	NXHPVAA0030200198F7600	ACER CHROMEBOOK 13"	1
	5CD042JZG0	HP CHROMEBOOK 13"	1
	5CD042K215	HP CHROMEBOOK 13"	1
	5CD042JY2H	HP CHROMEBOOK 13"	1
	5CD042JYPJ	HP CHROMEBOOK 13"	1
77377	5cd042jy48	HP CHROMEBOOK 13"	1
77494	5CD042JY42	HP CHROMEBOOK 13"	1
77793	5CD042K29J	HP CHROMEBOOK 13"	1
77825	5CD042JW6B	HP CHROMEBOOK 13"	1
	5CD042K07G	HP CHROMEBOOK 13"	1
	5CD042KTYC	HP CHROMEBOOK 13"	1
77469	5CD042JY4Y	HP CHROMEBOOK 13"	1
	5CD92585FR	HP CHROMEBOOK 13"	1
	5CD042K2HY	HP CHROMEBOOK 13"	1
77707	5CD042K1MB	HP CHROMEBOOK 13"	1
77362	5CD042JY3L	HP CHROMEBOOK 13"	1
	5CD042K1RH	HP CHROMEBOOK 13"	1
75268	5CD9258V1M	HP CHROMEBOOK 13"	1
77912	5CD042K131	HP CHROMEBOOK 13"	1
77497	5CD042JY47	HP CHROMEBOOK 13"	1
75270	5CD9258S4Q	HP CHROMEBOOK 13"	1
	5CD042JZD3	HP CHROMEBOOK 13"	1
77660	5CD042K1SP	HP CHROMEBOOK 13"	1
	5CD042K07R	HP CHROMEBOOK 13"	1
78003	5CD042K29V	HP CHROMEBOOK 13"	1
78157	5CD042JT19	HP CHROMEBOOK 13"	1
77815	5CD042JT09	HP CHROMEBOOK 13"	1
77605	5CD042K05P	HP CHROMEBOOK 13"	1
	5CD042JY40	HP CHROMEBOOK 13"	1
	5CD042K06C	HP CHROMEBOOK 13"	1

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
	5CD042K00L	HP CHROMEBOOK 13"	1
78141	5CD042JT0G	HP CHROMEBOOK 13"	1
	5CD042K03J	HP CHROMEBOOK 13"	1
77304	5CD042JSYD	HP CHROMEBOOK 13"	1
	5CD042JYFH	HP CHROMEBOOK 13"	1
	5CD042JY5F	HP CHROMEBOOK 13"	1
77624	5cd042jyg6	HP CHROMEBOOK 13"	1
	5CD042K1VK	HP CHROMEBOOK 13"	1
77507	5CD042JY99	HP CHROMEBOOK 13"	1
77610	5CD042K063	HP CHROMEBOOK 13"	1
78170	5CD042JTS9	HP CHROMEBOOK 13"	1
	5CD042JY1Z	HP CHROMEBOOK 13"	1
	5CD042K28L	HP CHROMEBOOK 13"	1
77652	5CD042K07N	HP CHROMEBOOK 13"	1
	5CD042K1V7	HP CHROMEBOOK 13"	1
77646	5CD042K21H	HP CHROMEBOOK 13"	1
77814	5CD042JST1	HP CHROMEBOOK 13"	1
77369	5CD042JY2Y	HP CHROMEBOOK 13"	1
	5CD042JYNF	HP CHROMEBOOK 13"	1
	5CD042JV3Q	HP CHROMEBOOK 13"	1
	5CD042K1SJ	HP CHROMEBOOK 13"	1
	5CD042K1V8	HP CHROMEBOOK 13"	1
78008	5CD042K05K	HP CHROMEBOOK 13"	1
77446	5CD042JY7D	HP CHROMEBOOK 13"	1
77378	5CD042K09S	HP CHROMEBOOK 13"	1
77375	5CD042JY7P	HP CHROMEBOOK 13"	1
77711	5CD042K2DM	HP CHROMEBOOK 13"	1
77464	5CD042JYGS	HP CHROMEBOOK 13"	1
77840	5CD042JYGP	HP CHROMEBOOK 13"	1
77576	5CD042K03Z	HP CHROMEBOOK 13"	1
78035	5CD042JY4K	HP CHROMEBOOK 13"	1
77821	5CD04K1XF	HP CHROMEBOOK 13"	1
77686	5CD042K1T4	HP CHROMEBOOK 13"	1
	5CD042K02B	HP CHROMEBOOK 13"	1
77558	5CD042JYNX	HP CHROMEBOOK 13"	1
77306	5CD042JT0H	HP CHROMEBOOK 13"	1
78146	5CD042JSZ7	HP CHROMEBOOK 13"	1
	5CD042K1TD	HP CHROMEBOOK 13"	1
77853	5CD042K04P	HP CHROMEBOOK 13"	1
77547	5CD042JYF8	HP CHROMEBOOK 13"	1

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
	5CD042...	HP CHROMEBOOK 13"	1
	5CD0421YLC	HP CHROMEBOOK 13"	1
77744	5CD042JW4Z	HP CHROMEBOOK 13"	1
	5CD042JY4V	HP CHROMEBOOK 13"	1
79184	5CD042JY9N	HP CHROMEBOOK 13"	1
	5CD042K29D	HP CHROMEBOOK 13"	1
77466	5CD042JY7T	HP CHROMEBOOK 13"	1
	5CD042JYGN	HP CHROMEBOOK 13"	1
	5CD042JYBP	HP CHROMEBOOK 13"	1
76561	5CD033CK8S	HP CHROMEBOOK 11"	1
76475	05CD0309ZFF	HP CHROMEBOOK 11"	1
		Wisenet PNM-9022V/KUS	55 Units (replaced camera system)
75460	NXHPVAA0030190F4717600	ACER CHROMEBOOK 13"	1
	5CD042JY84	HP CHROMEBOOK 13"	1
	5CD042JZY3	HP CHROMEBOOK 13"	1
76469	5CD033KDPM	HP CHROMEBOOK 11"	1
76474	5CD030BFS7	HP CHROMEBOOK 11"	1
	5CD042JY6D	HP CHROMEBOOK 13"	1
77983	5CD042K2C9	HP CHROMEBOOK 13"	1
	5CD042K1W1	HP CHROMEBOOK 13"	1
79151	5CD042K28V	HP CHROMEBOOK 13"	1
	5CD042JY0D	HP CHROMEBOOK 13"	1
77975	5CD042K29L	HP CHROMEBOOK 13"	1
76504	5CD030BEW9	HP CHROMEBOOK 11"	1
	5CD042JY6Z	HP CHROMEBOOK 13"	1
	5CD042K2C3	HP CHROMEBOOK 13"	1
	5CD030BFX3	HP CHROMEBOOK 11"	1
77700	5CD042K1T8	HP CHROMEBOOK 13"	1
77592	5CD042K046	HP CHROMEBOOK 13"	1
	5CD042K14S	HP CHROMEBOOK 13"	1
	5CD042JY82	HP CHROMEBOOK 13"	1
	5CD042K0JN	HP CHROMEBOOK 13"	1
74628		iPad Generation 6	1
74703		iPad Generation 6	1
73621		iPad Generation 6	1
77437		iPad Generation 6	1
74758		iPad Generation 6	1
74654		iPad Generation 6	1
75088		iPad Generation 6	1
75192		iPad Generation 6	1

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
74614		iPad Generation 6	1
75094		iPad Generation 6	1
73797		iPad Generation 6	1
75207		iPad Generation 6	1
74621		iPad Generation 6	1
75114		iPad Generation 6	1
74747		iPad Generation 6	1
75189		iPad Generation 6	1
74715		iPad Generation 6	1
74712		iPad Generation 6	1
73546		iPad Generation 6	1
75096		iPad Generation 6	1
75137		iPad Generation 6	1
75173		iPad Generation 6	1
74585		iPad Generation 6	1
74774		iPad Generation 6	1
74655		iPad Generation 6	1
73539		iPad Generation 6	1
75135		iPad Generation 6	1
74613		iPad Generation 6	1
74823		iPad Generation 6	1
75191		iPad Generation 6	1
74589		iPad Generation 6	1
74764		iPad Generation 6	1
74704		iPad Generation 6	1
75153		iPad Generation 6	1
73788		iPad Generation 6	1
74638		iPad Generation 6	1
77009		iPad Generation 6	1
77411		iPad Generation 6	1
73616		iPad Generation 6	1
77143		iPad Generation 6	1
75951		iPad Generation 7	1
75951		iPad Generation 7	1
75807		iPad Generation 7	1
75700		iPad Generation 7	1
75898		iPad Generation 7	1
75679		iPad Generation 7	1
75666		iPad Generation 7	1
	DMQD924PMF3N	iPad Generation 7	1

		NSLA Campus	
Asset	Serial (if no asset)	Model (if no asset/serial)	Quantity (if applicable)
73547	F9FTQRJ0HLF9	iPad Generation 6	1
77118	NXHPVAA0030340E4907600	ACER CHROMEBOOK 13"	1
	5CD042JSYM	HP CHROMEBOOK 13"	1
77859	5CD042K0J8	HP CHROMEBOOK 13"	1
	5CD042K1MV	HP CHROMEBOOK 13"	1
	5CD042JVTB	HP CHROMEBOOK 13"	1
	5CD042K07S	HP CHROMEBOOK 13"	1
	5CD042JSX2	HP CHROMEBOOK 13"	1
1763	HP LASERJET 400 M451NW	HP LASERJET	1

**Lewis Center for Educational Research
Board of Directors Terms of Office**

<u>Director</u>	<u>Term Beginning</u>	<u>1st Term Ending</u>	<u>2nd Term Ending</u>
Patricia Caldwell	2018	2021	2024
Yolanda Carlos	2022	2025	2028
Steven Levin	2023	2026	2029
Omari Onyango	2018	2021	2024
Sharon Page	2018	2021	2024
David Rib	2018	2021	2024
Jessica Rodriguez	2019	2022	2025
Marisol Sanchez	2022	2025	2028
Patrick Schlosser (AVUSD)	2022	AVUSD Appointed	

**Lewis Center for Educational Research
Officers 2024**

<u>Office</u>	<u>Director</u>
Chairman	Patricia Caldwell
Vice Chairman	Jessica Rodriguez
Secretary	Yolanda Carlos
Treasurer	Sharon Page

	Knowledge/Skills/Experience								
	Community Knowledge	Finance	Fundraising	Academic	Legal	Current Parent (4)	Political Experience	Human Resources	Real Estate/Facilities
Patricia Caldwell	x		x	x			x	x	
Yolanda Carlos	x		x	x					
Steven Levin	s						x		
Omari Onyango	x								
Sharon Page	x							x	
David Rib	x								
Jessica Rodriguez	x		x			x			
Marisol Sanchez	x		x		x	x			
Pat Schlosser	x			x					
Total	9	0	3	3	1	2	2	2	0



LCFF Budget Overview for Parents

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

CDS Code: 36750773630837

School Year: 2024-25

LEA contact information:

Chet Richards

Principal

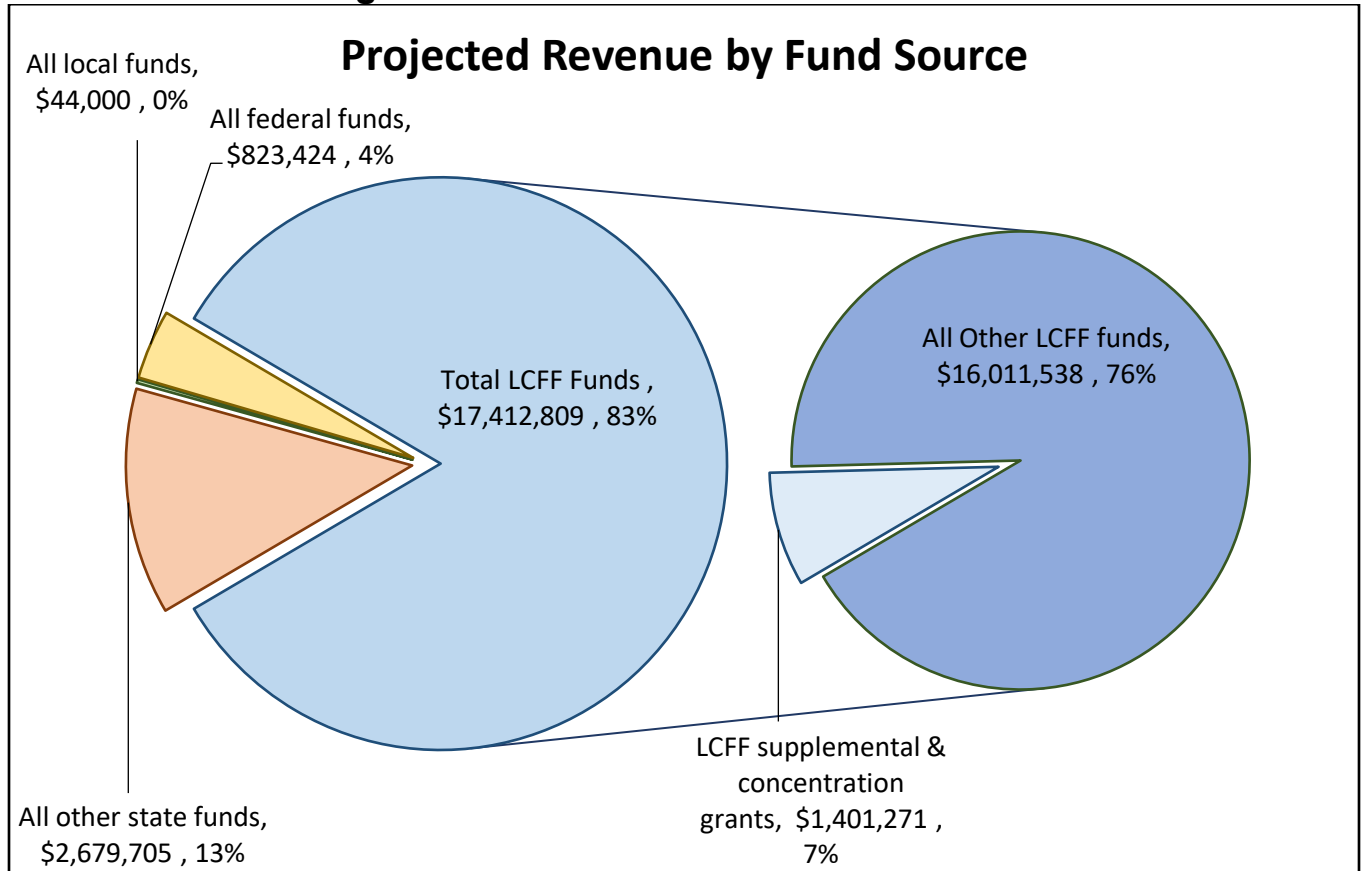
crichards@lcer.org

760-946-5414

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Budget Overview for the 2024-25 School Year

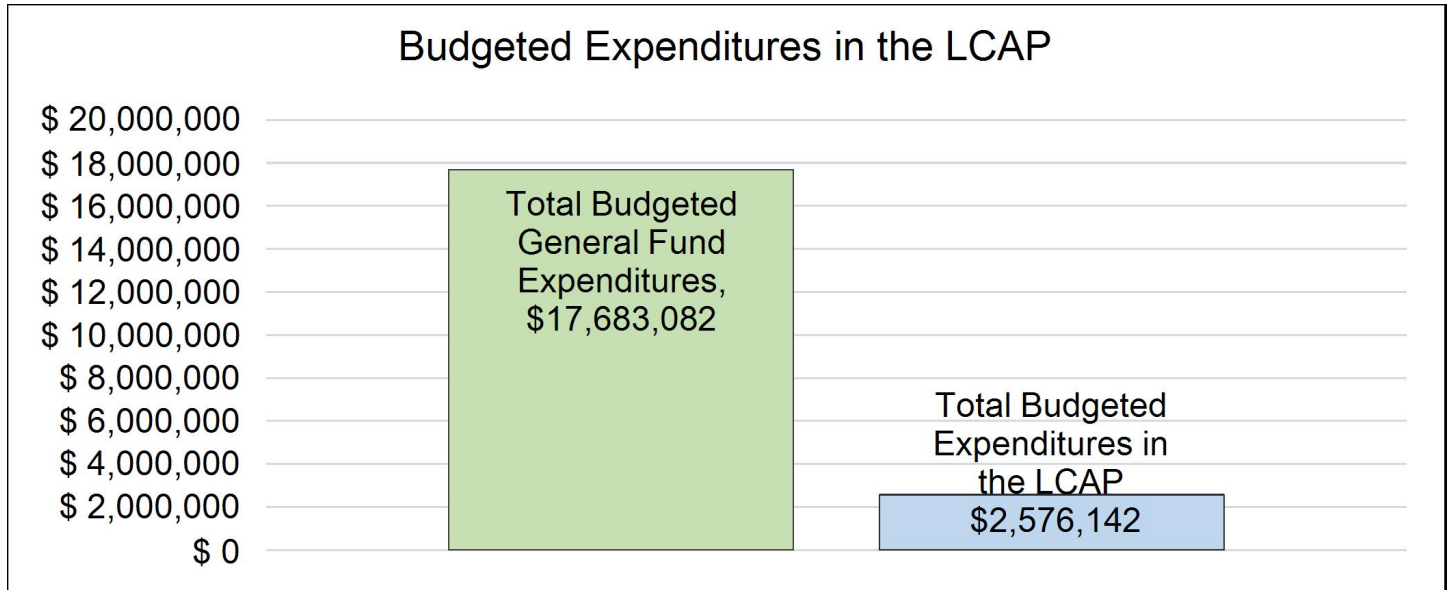


This chart shows the total general purpose revenue Academy for Academic Excellence expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Academy for Academic Excellence is \$20,959,938, of which \$17,412,809 is Local Control Funding Formula (LCFF), \$2,679,705 is other state funds, \$44,000 is local funds, and \$823,424 is federal funds. Of the \$17,412,809 in LCFF Funds, \$1,401,271 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Academy for Academic Excellence plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Academy for Academic Excellence plans to spend \$17,683,082 for the 2024-25 school year. Of that amount, \$2,576,142 is tied to actions/services in the LCAP and \$15,106,940 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

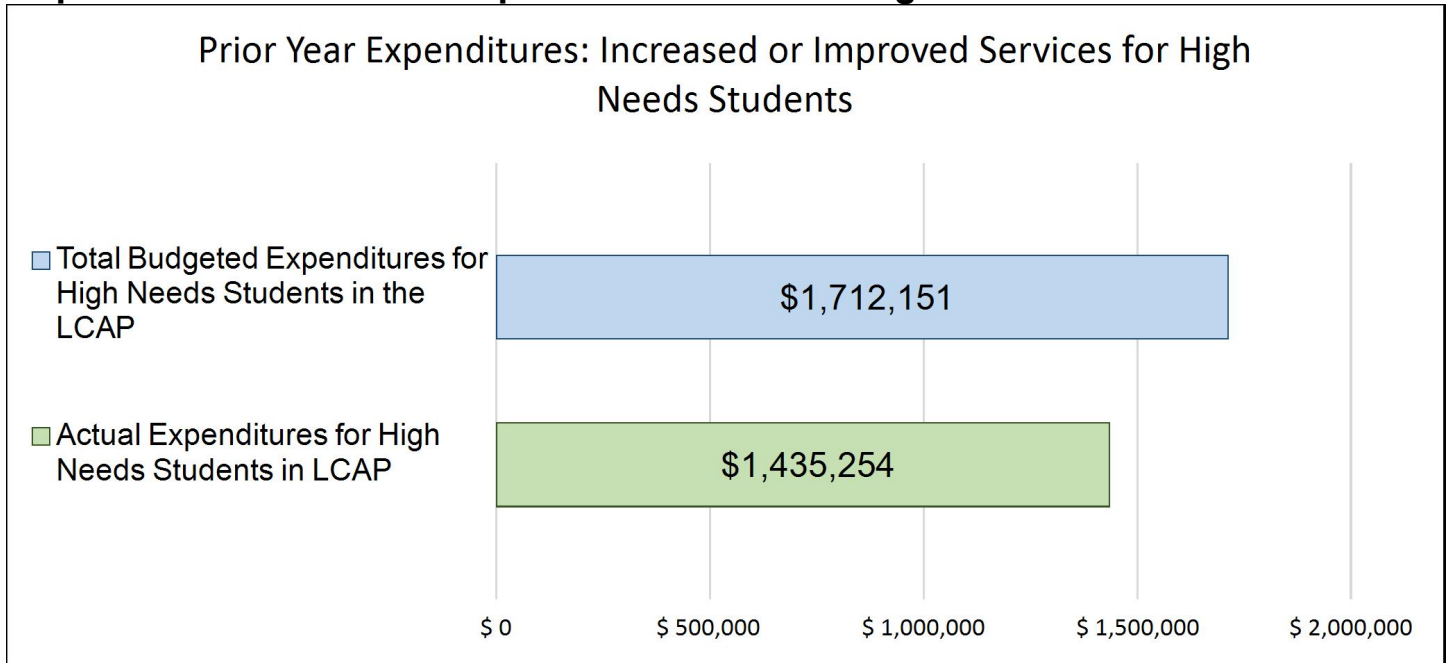
We did not include the salary costs for our teaching staff, facilities staff, facility debt payments, CMO management fee to the Lewis Center and general classroom/office services and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Academy for Academic Excellence is projecting it will receive \$1,401,271 based on the enrollment of foster youth, English learner, and low-income students. Academy for Academic Excellence must describe how it intends to increase or improve services for high needs students in the LCAP. Academy for Academic Excellence plans to spend \$1,675,918 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Academy for Academic Excellence's LCAP budgeted \$1,712,151 for planned actions to increase or improve services for high needs students. Academy for Academic Excellence actually spent \$1,435,254 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-276,897 had the following impact on Academy for Academic Excellence's ability to increase or improve services for high needs students:

As we exceeded the necessary contribution to our high needs students, we did not see any difference in services provided to our high needs students. We were able to utilize one time federal funding provided through ESSER to support our students and the needs originally planned in our LCAP.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Chet Richards Principal	crichards@lcer.org 760-946-5414

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Academy for Academic Excellence (AAE) exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education. AAE is an independent, direct-funded charter school. Our charter was first granted in 1997 by the Apple Valley Unified School District. AAE serves a TK-12 population of approximately 1,484 students on a 150-acre parcel of land that includes parts of the Mojave River. The demographic breakdown of the 1,484 student population is 2.6% African American, 0.5% American Indian or Alaska Native, 2.7% Asian, 1.9% Filipino, 44.8% Hispanic, 39.9% White, and 7.5% Two or More Races. Students qualifying as unduplicated are Socioeconomically Disadvantaged 43.3%, English Learners 4.4%, Students with Disabilities 11.3%, Homeless Youth 0.6%, and Foster Youth 0.2%.

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

Reflections: Annual Performance

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

As our staff has reflected on the California Dashboard for the 2022-23 school year, diagnostic assessments, survey data, and input from our community partners, there have been many celebrations and areas that we have focused on for improvement. We are excited about the areas that we have made improvements in and have begun to implement strategies to address some of the areas that have declined or are presented in the yellow, orange, or red indicators.

The California School Dashboard has reported that AAE has made progress in the areas of Chronic Absenteeism, English Language Learner Progress, and Mathematics Assessment compared to the 2022 data. However, the data suggests that we have had some setbacks in Suspensions and our ELA Assessment. Our graduation rate and college and career readiness are where AAE has truly shown strength with 98.9% of our seniors graduating in 2023 and 65.9% of our students meeting the classification as being prepared for college and careers.

Our chronic absenteeism has decreased by 11.5% which has been reflected as improvement, but we are still showing 19.9% of our student population who are chronically absent. This is an area of concern as we are well aware that students grow academically, socially, and emotionally when they attend school regularly. We have adopted an attendance policy that will hold our parents and students accountable for the days that they are not present at school. We have seen improvement and look forward to seeing the data represent our decreased number of chronically absent students.

Students identified as unduplicated, part of a subgroup, will receive targeted funding to enhance or improve services. While the actions outlined in this LCAP benefit all students, specific groups will be prioritized for these actions. Metrics defined in each goal will help the school monitor the effectiveness of these designated funds. According to the 2023 California School Dashboard, the following groups require these funds: Students with Disabilities performed in red for both English Language Arts and Mathematics, and Socioeconomically Disadvantaged students and English Learners performed in orange. Suspension Rates for African Americans, Socioeconomically Disadvantaged, Hispanics, and Asians, all show a need for improvement. English Learners, Students with Disabilities, and Socioeconomically Disadvantaged all show a need for improvement in Chronic Absenteeism.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	We engaged our parents to participate through a variety of channels, including regular communication, targeted outreach efforts, and opportunities for involvement in school activities and decision-making processes. This included our School Site Council meetings and community Town Hall.
Students	We engaged students to participate through a variety of channels, including regular Principal Advisory Meetings, climate surveys, LCER Ambassadors, and ASB Meetings.
Staff	We engaged our staff in the LCAP process by facilitating open communication channels, providing opportunities for input and feedback, and actively involving them in collaborative planning and decision-making meetings. This included, but was not limited to, monthly Staff Meetings, weekly ATM, and ALT meetings.
Community	We organized regular community forums and town hall meetings to gather input and feedback from community members. These events provided a platform for open discussion, where community partners could express their opinions, share ideas, and contribute to decision-making processes.

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

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

educational partners, we have created a comprehensive and inclusive plan that is designed to address the unique needs of our students and promote their academic success and well-being.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

The data used to develop this goal provided a clear view of how students were performing across subject areas. Using the California Dashboard from 2023, we were able to see that some student groups were not demonstrating proficiency in ELA or math. This data also showed that specific groups faced challenges: For Math, English Learners were 78.2 points DFS, Socioeconomically Disadvantaged were 1.7 points DFS, and Students with Disabilities were 114.6 points DFS. In ELA, English Learners were 46 points DFS, Socioeconomically Disadvantaged were 16.8 points DFS, and Students with Disabilities were 90.6 points DFS. More recent data from iReady Reading and Math diagnostics showed 58% of students at grade level in reading and 48% of students at grade level in math. These data points reveal that there is a great need for continued intervention and best instructional practices.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Distance from Standard (DFS) in Math	2023 CA Dashboard: All -29 DFS EL -78.2 DFS SED -1.7 DFS SWD -114.6 DFS			All -19 DFS EL -68 DFS SED +10 DFS SWD -100DFS	
1.2	CAASPP Distance from Standard (DFS) in English Language Arts	2023 CA Dashboard: EL -46 SED -16.8 SWD -90.6			EL -36 SED -7 SWD -85	
1.3	iReady End of Year Diagnostic Performance - Math Local Assessment	48% of students on or above grade level 37% of students one grade level below 16% of students two or more grade levels below as identified by the EOY assessment 2024.			58% of students on or above grade level 32% of students one grade level below 10% of students two or more grade levels below	
1.4	iReady End of Year Diagnostic Performance - Reading Local Assessment	58% of students on or above grade level 25% of students one grade level below			68% of students on or above grade level 20% of students one grade level below	

		17% of students two or more grade levels below as identified by the EOY assessment 2024.			12% of students two or more grade levels below	
1.5	Running Record Proficiency in grades 1-2 as of T2 results. Local Assessment	Running Record proficiency in grades 1-2 as of T2 2024 1st grade - 35% proficiency 2nd grade - 41.2% proficiency			Running Record proficiency in grades 1-2 as of T2 1st grade - 55% proficiency 2nd grade - 61% proficiency	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Intervention Personnel	The school will implement evidence-based reading and math intervention programs intending to benefit all student with emphasis on student groups who are performing below standard in the areas of ELA and math as measured in M1.1, M1.2, M1.3, M1.4, and M1.5.	\$502,956.00	Yes
1.2	Assessment and Data Analysis	Data supports students in their learning as teaching staff analyze for trends and patterns, assess teaching strategies, and monitor progress. Additionally, feedback from data empowers students to take ownership of their learning. Data is necessary to facilitate continuous improvement for all students and the programs the school implements.	\$53,076.00	Yes
1.3	Academic Support Curriculum	The school will implement supplemental research-based curriculum to support adopted ELA and math curricula to help close the gaps in learning for identified student groups.	\$207,437.00	Yes
1.4	ELD Support & Curriculum	To ensure that all students have equitable opportunities to succeed academically and reach their full potential, supports need to be in place. These supports in language acquisition promote content comprehension, vocabulary development, cultural relevance, and language support across disciplines, contributing to long-term academic success.	\$12,000.00	Yes
1.5	Academic Professional Development	The school will implement ongoing professional development for teachers on instructional best practices in the areas of reading and math.	\$216,093.00	Yes
1.6	Support Personnel	All school staff contribute to student learning by providing emotional support, academic support, specialized services, health and wellness, family and community engagement, and responding to crises and emergencies. Their efforts create a supportive and inclusive learning environment where all students can thrive academically, socially, and emotionally.	\$554,375.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

We are excited to offer these opportunities during the 2024-2025 school year. Students will expand their learning and apply their knowledge through field trips at every grade level and enrichment courses. The creation and implementation of CTE courses that apply real-life learning opportunities will be additions to our coursework to work towards this goal. Students will also be provided opportunities to help them pursue their college credits. Providing monies to offset fees for Advanced Placement exams and dual-enrollment textbooks ensures there is no obstacle for students wanting to advance their learning. AAE also provides a credit recovery program that students can complete independently to recover credits if they require support in meeting their graduation requirements.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Career and College Indicator	2023 CA Dashboard 65.9% of students are prepared			70% of students are prepared	
2.2	Graduation Rate	2023 CA Dashboard 98.9% of students graduate			Maintain graduation rate of 99%	
2.3	Student Climate Survey	2023-2024 Student Climate Survey Students help decide what happens at their school - 51.95% Teachers and other adults listen to ideas about the school - 52.55% Students have multiple opportunities outside of school to get involved - 83.72%			Students help decide what happens at their school - 61% Teachers and other adults listen to ideas about the school - 62% Students have multiple opportunities outside of school to get involved - 85%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Enrichment	The school provides enrichment classes and field trips to all students with hands-on experiences, real-world application of knowledge, exposure to diversity, opportunities for critical thinking and problem-solving, stimulation of curiosity, development of social skills, and deeper cultural and historical understanding. These opportunities allow students to apply their in-class learning and improve their understanding.	\$253,873.00	Yes
2.2	College and Career Opportunities	It is essential to provide students with the unlimited possibilities beyond graduation. These opportunities such as college visits, dual enrollment, CTE courses, and AP courses, create an equitable and inclusive future for all students.	\$41,578.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>Ensuring a safe and secure learning environment for all TK-12 students is paramount to our school's mission and values. By implementing comprehensive strategies, we aim to create an atmosphere where students can thrive academically, socially, and emotionally without fear or distraction. We believe that every student deserves to learn in an environment that fosters a sense of safety, respect, and belonging. By prioritizing safety, we are not only fulfilling our duty to protect our students but also nurturing a positive school culture that promotes student well-being and academic success. Our commitment to comprehensive safety measures reflects our dedication to providing the highest quality education and ensuring that all students have the opportunity to reach their full potential in a secure and supportive learning environment.</p> <p>The data used to develop this goal provided a clear view of how students perceive their school and the behaviors that affect their educational experience. The California School Dashboard also provided data regarding suspensions, which have continued to increase and perform in red for all student groups.</p> <p>Feedback from our educational partners supports the school's goal to improve behaviors and security across the school grounds. Both data and engagement have resulted in the metrics below to ensure that the school is accountable to its educational partners for improving the school environment and culture facilitating academic success and well-being for its students.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate	CA 2023 Dashboard All - 5.4% SED - 7.2% African American - 17.6% Hispanic - 6.3% Asian - 4.9%			All - 3.5% SED - 5% African American - 10% Hispanic - 5% Asian - 3%	
3.2	Student Climate Survey	2023-2024 Student Climate Survey (4 areas of focus) Feel safe at school - 75.29% Clear rules and consequences for behaviors - 70.36% Students treat each other well - 49.03% Cleanliness of the school - 39.61%			Feel safe at school - 80% Clear rules and consequences for behaviors - 75% Students treat each other well - 59% Cleanliness of the school - 50%	
3.3	Chronic Absenteeism	2023 CA Dashboard All - 19.9% EL - 18.9% SWD - 24.1% SED - 26.5%			All - 9% EL - 9% SWD - 12% SED - 13%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhancing Physical and Personnel Security Measures	Enhancing physical and personnel security measures benefits students by ensuring their safety and security, providing peace of mind, improving attendance, fostering a positive learning environment, reducing bullying and violence, enhancing emergency preparedness, and building parental confidence. By prioritizing the well-being of students, the school can create an environment where all students can thrive academically, socially, and emotionally.	\$481,898.00	Yes
3.2	Administrative Athletic Director	The Administrative Athletic Director position has been developed to focus on supporting our administrative team in the area of behavior and attendance intervention in conjunction with the management of the athletic needs of our school. This position coordinates and manages all athletic administrative responsibilities including the scheduling of sporting events, coordination of officiating, management of coaching staff, and the coordination of the facilities to accommodate our athletic department. In addition, this role will oversee the intervention and support of our students in the areas of behavior and attendance. Supervising the Student Attendance Review Team, supporting our supervision and character development of our student population.	\$162,532.00	Yes

3.3	Promoting Diversity, Equity, and Inclusion	Capturing Kids' Hearts is beneficial to the student body because it creates a positive school climate, improves student-teacher relationships, enhances social-emotional skills, increases engagement and motivation, reduces discipline issues, enhances academic achievement, and prepares students for success beyond school.	\$90,324.00	Yes
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,401,271	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.846%	0.000%	\$0.00	8.846%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Academic Intervention Personnel Need: The 2023 California Dashboard reported student groups EL and SED performing in orange, and SWD performing in red for ELA and orange for math.	Various interventions will provide identified students with the skills in reading and math to access grade level standards. Targeted interventions to meet the specific needs of identified subgroups.	M1.1, M1.2, M1.3, M1.4, and M1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.2	Action: Assessment and Data Analysis Need: The 2023 California Dashboard reported student groups EL and SED performing in orange, and SWD performing in red for ELA and orange for math. Scope: LEA-wide Schoolwide	To monitor student progress in the identified subgroups, tools need to be in place through the student information system and specialized data monitoring programs. These programs provide students with the feedback necessary to help in making improvements in the learning.	M1.1, M1.2, M1.3, M1.4, and M1.5
1.3	Action: Academic Support Curriculum Need: The 2023 California Dashboard reported student groups EL and SED performing in orange, and SWD performing in red for ELA and orange for math. Scope: LEA-wide Schoolwide	Students who are not at grade level when entering the beginning of the current school year will need additional instruction in prior grade standards. Supplemental tools will assist students in closing these gaps and access current grade level standards. These tools specifically benefit identified subgroups.	M1.1, M1.2, M1.3, M1.4, and M1.5
1.4	Action: ELD Support & Curriculum Need:	The supports to help EL students access the adopted curriculum, also assists all other students and subgroups.	M1.1 and M1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The California School Dashboard shows EL progress at 42.3%. CAASPP data shows EL students are performing below standard in the areas of math and ELA.</p> <p>Scope: LEA-wide Schoolwide</p>		
1.5	<p>Action: Academic Professional Development</p> <p>Need: The 2023 California Dashboard reported student groups EL and SED performing in orange, and SWD performing in red for ELA and orange for math.</p> <p>Scope: LEA-wide Schoolwide</p>	With changes in the math framework, hiring new teachers, and additional advanced programs, there is a need to ensure teaching staff has the tools to meet the needs of our identified low-performing student groups.	M1.1, M1.2, M1.3, M1.4, and M1.5
1.6	<p>Action: Support Personnel</p> <p>Need: The 2023 California Dashboard reported student groups EL and SED performing in orange, and SWD performing in red for ELA and orange for math.</p> <p>Scope: LEA-wide Schoolwide</p>	Identified student groups often need extra support in areas both in the classroom and outside. Whether it's academic, emotional, health, or any other need, there are staff to provide these supports.	M1.1, M1.2, M1.3, M1.4, and M1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Academic Enrichment</p> <p>Need: Academic data from both Goal 1 for ELA and Math along with parent and student feedback have demonstrated a need for additional learning outside of the classroom.</p> <p>Scope: LEA-wide Schoolwide</p>	Identified student groups show there is a need for experiences outside the classroom to better apply and understand the learning they have received. Enrichment courses and field trips help to provide these opportunities.	M1.1, M1.2, M1.3, M1.4, M1.5, M2.1, and 2.3
2.2	<p>Action: College and Career Opportunities</p> <p>Need: Feedback from families and students demonstrates a need for continuing college and career efforts along with the addition of CTE courses.</p> <p>Scope: LEA-wide Schoolwide</p>	All students will benefit from college and career actions, especially those from identified subgroups. Many students need guidance on planning their education beyond graduation. Families also need guidance on planning for their child's further education including the opportunities available to afford further education.	M2.1, M2.2, and M2.3
3.1	<p>Action: Enhancing Physical and Personnel Security Measures</p> <p>Need: The California School Dashboard identified Suspensions as a need for improvement with the indicator in red or orange. Identified student groups show a need for improvement.</p>	The safety measures put in place will benefit all students with specific attention to specific subgroups identified by the Suspension Indicator.	M3.1 and M3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
3.2	Action: Administrative Athletic Director Need: The California School Dashboard identified Chronic Absenteeism as an indicator in orange and yellow. Identified student groups show a need for improvement. Scope: LEA-wide Schoolwide	To increase attendance with a positive school climate, all students, including those groups identified, need additional support to ensure they are present and emotionally ready to learn.	M3.3
3.3	Action: Promoting Diversity, Equity, and Inclusion Need: California School Dashboard reported chronic absenteeism indicator as Yellow with 5 subgroups/race, and orange for SWD. Suspension rates were in red for SED and African Americans, and orange for Asians and Hispanics. Scope: LEA-wide Schoolwide	All students, including those in identified groups, need additional supports to build relationships both with their peers and school staff. These supports will assist students in being successful academically and socially.	M3.1, M3.2, and M3.3

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	15,841,555	1,401,271	8.846%	0.000%	8.846%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,675,918.00	\$329,003.00		\$571,221.00	\$2,576,142.00	\$2,021,583.00	\$554,559.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Academic Intervention Personnel	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		\$502,956.00	\$0.00	\$193,178.00	\$109,233.00		\$200,545.00	\$502,956.00
1	1.2	Assessment and Data Analysis			Yes	LEA-wide Schoolwide				\$8,000.00	\$45,076.00	\$9,626.00			\$43,450.00	\$53,076.00
1	1.3	Academic Support Curriculum	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$207,437.00	\$102,437.00			\$105,000.00	\$207,437.00
1	1.4	ELD Support & Curriculum	English	Learners	Yes	LEA-wide Schoolwide	English Learners			\$0.00	\$12,000.00	\$12,000.00				\$12,000.00
1	1.5	Academic Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$63,824.00	\$152,269.00	\$51,448.00	\$74,321.00		\$90,324.00	\$216,093.00
1	1.6	Support Personnel	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$554,375.00	\$0.00	\$554,375.00				\$554,375.00
2	2.1	Academic Enrichment	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$221,473.00	\$32,400.00	\$108,424.00	\$145,449.00			\$253,873.00
2	2.2	College and Career Opportunities	English Foster	Learners Youth	Yes	LEA-wide	English Learners			\$0.00	\$41,578.00				\$41,578.00	\$41,578.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low	Income		Scho olwide	Foster Youth Low Income									
3	3.1	Enhancing Physical and Personnel Security Measures	English Foster Low	Learners Youth Income	Yes	LEA- wide Scho olwide	English Learners Foster Youth Low Income			\$444,599.00	\$37,299.00	\$481,898.00				\$481,898.00
3	3.2	Administrative Athletic Director	English Foster Low	Learners Youth Income	Yes	LEA- wide Scho olwide	English Learners Foster Youth Low Income			\$162,532.00	\$0.00	\$162,532.00				\$162,532.00
3	3.3	Promoting Diversity, Equity, and Inclusion	English Foster Low	Learners Youth Income	Yes	LEA- wide Scho olwide	English Learners Foster Youth Low Income			\$63,824.00	\$26,500.00				\$90,324.00	\$90,324.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
15,841,555	1,401,271	8.846%	0.000%	8.846%	\$1,675,918.00	100.000%	110.579 %	Total:	\$1,675,918.00
								LEA-wide Total:	\$1,675,918.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$1,675,918.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Academic Intervention Personnel	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$193,178.00	11.527%
1	1.2	Assessment and Data Analysis	Yes	LEA-wide Schoolwide			\$9,626.00	0.574%
1	1.3	Academic Support Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$102,437.00	6.112%
1	1.4	ELD Support & Curriculum	Yes	LEA-wide Schoolwide	English Learners		\$12,000.00	0.716%
1	1.5	Academic Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$51,448.00	3.070%
1	1.6	Support Personnel	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$554,375.00	33.079%
2	2.1	Academic Enrichment	Yes	LEA-wide Schoolwide	English Learners Foster Youth		\$108,424.00	6.470%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	College and Career Opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
3	3.1	Enhancing Physical and Personnel Security Measures	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$481,898.00	28.754%
3	3.2	Administrative Athletic Director	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$162,532.00	9.698%
3	3.3	Promoting Diversity, Equity, and Inclusion	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$6,354,038.00	\$4,503,698.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.					
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Math Support	Yes	\$152,353.00	\$142,442.00
1	1.2	Math and ELA Targeted Interventions	Yes	\$103,711.00	\$124,484.00
1	1.3	Math Semester Benchmarks	Yes	\$400.00	\$0.00
1	1.4	iReady Diagnostic for Math and Reading. iReady Instruction for Math.	No	\$0.00	\$0.00
1	1.5	Response to Intervention	Yes	\$145,903.00	\$206,477.00
1	1.6	ELD Support & Curriculum	Yes	\$1,000.00	\$179.00
1	1.7	Professional Development for Adopted Curricula	No	\$4,500.00	\$0.00
1	1.8	Teacher Induction	No	\$52,650.00	\$21,312.00
1	1.9	Early Literacy Professional Development	No	\$6,375.00	\$7,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Paraprofessionals for Kindergarten Support	Yes	\$78,737.00	\$74,409.00
1	1.11	After School Tutoring	Yes	\$52,310.00	\$42,339.00
1	1.12	Professional Development	No	\$30,000.00	\$37,046.00
1	1.13	Advanced Placement (AP) Training	No	\$2,500.00	\$577.00
1	1.14	Science Lab	No	\$350,000.00	\$0.00
1	1.15	Classroom furniture	No	\$40,000.00	\$5,490.00
1	1.16	Staff Laptops	No	\$128,000.00	\$0.00
1	1.17	Storage Area Network	No	\$0.00	\$0.00
1	1.18	Support Servers	No	\$0.00	\$0.00
1	1.19	Virtual Machine Server	No	\$0.00	\$0.00
1	1.20	MiFi	Yes	\$15,000.00	\$16,000.00
1	1.21	Science Lab Materials and Supplies	No	\$200,000.00	\$39,283.00
1	1.22	Suicide Prevention	No	\$2,000.00	\$600.00
1	1.23	TK Classroom Set-Up	No	\$7,500.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	TK Teacher	No	\$140,436.00	\$174,000.00
1	1.25	TK Paraprofessionals	No	\$64,382.00	\$41,646.00
1	1.26	Intervention Paraprofessional	No	\$36,351.00	\$23,819.00
1	1.27	Summer Credit Recovery	No	\$12,000.00	\$2,128.00
1	1.28	Counselor	No	\$121,750.00	\$167,199.00
1	1.29	Secondary TOA	Yes	\$134,500.00	\$83,527.00
1	1.30	Support Services SPED	No	\$100,000.00	\$30,592.00
1	1.31	1st Grade Paras	Yes	\$78,737.00	\$74,409.00
1	1.32	Social Studies Adoption	No	\$64,568.00	\$33,302.00
1	1.33	Digital Citizenship	Yes	\$92,740.00	\$0.00
1	1.34	Intervention and Academic Coordination	Yes	\$190,183.00	\$190,750.00
1	1.35	Middle School iReady	Yes	\$68,000.00	\$80,326.00
1	1.36	Ed. Specialist	No	\$104,439.00	\$70,241.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Field Trips	No	\$150,000.00	\$105,100.00
2	2.2	Advanced Placement participation	No	\$13,000.00	\$12,914.00
2	2.3	Dual Enrollment	No	\$10,000.00	\$1,190.00
2	2.4	Credit Recovery program	No	\$3,600.00	\$405.00
2	2.5	Library Hub	No	\$8,200.00	\$0.00
2	2.6	Love & Logic Training	No	\$0.00	\$0.00
2	2.7	One-to-one Chromebooks	No	\$50,000.00	\$218,984.00
2	2.8	Elementary Enrichment	No	\$150,000.00	\$105,158.00
2	2.9	Summer Academy	No	\$164,000.00	\$49,791.00
2	2.10	Band Instruments	No	\$0.00	\$0.00
2	2.11	Uniform Closet	Yes	\$5,000.00	\$1,258.00
2	2.12	Robotics Team	No	\$60,000.00	\$2,859.00
2	2.13	eSports Lab	No	\$0.00	\$289.00
2	2.14	Independent Study	No	\$40,000.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	Portables for Classrooms	No	\$0.00	\$0.00
2	2.16	Capturing Kids Hearts	No	\$54,000.00	\$0.00
2	2.17	After School Electives	No	\$9,636.00	\$9,367.00
2	2.18	STEM Intersession	No	\$7,000.00	\$0.00
2	2.19	Sports Fields	No	\$650,000.00	\$870,000.00
2	2.20	Guidance Technician	Yes	\$106,422.00	\$106,914.00
3	3.1	MPR	No	\$0.00	\$0.00
3	3.2	PA System	No	\$100,000.00	\$53,000.00
3	3.3	Secondary Science Lab	No	\$0.00	\$0.00
3	3.4	Shade Structure	No	\$0.00	\$0.00
3	3.5	Parking Lot Resurfacing	No	\$0.00	\$0.00
3	3.6	TK Classroom	No	\$200,000.00	\$67,435.00
3	3.7	STOP IT Hotline	No	\$700.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Recess/Lunch Assistant	No	\$27,533.00	\$3,669.00
3	3.9	Facilities	No	\$580,025.00	\$580,025.00
3	3.10	CSO Support	Yes	\$391,263.00	\$223,200.00
3	3.11	HVAC Units	No	\$457,000.00	\$52,160.00
3	3.12	Podium for MPR	No	\$0.00	\$0.00
3	3.13	Flooring	No	\$100,000.00	\$64,128.00
3	3.14	Tile Floor	No	\$7,000.00	\$10,054.00
3	3.15	Gym Floor Cover	No	\$14,000.00	\$0.00
3	3.16	Custodial	No	\$116,512.00	\$122,305.00
3	3.17	Catapult EMS	No	\$2,230.00	\$2,756.00
3	3.18	Perimeter Fencing	No	\$200,000.00	\$82,120.00
3	3.19	Go Guardian	Yes	\$32,364.00	\$38,140.00
3	3.20	Alternative Learning Center	Yes	\$63,528.00	\$30,400.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,337,849.00	\$1,712,151.00	\$1,435,254.00	\$276,897.00	100.000%	100.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Math Support	Yes	\$152,353.00	\$142,442.00	8.898%	9.925%
1	1.2	Math and ELA Targeted Interventions	Yes	\$103,711.00	\$124,484.00	6.057%	8.673%
1	1.3	Math Semester Benchmarks	Yes	\$400.00	\$0.00	0.023%	0.000%
1	1.5	Response to Intervention	Yes	\$145,903.00	\$206,477.00	8.522%	14.386%
1	1.6	ELD Support & Curriculum	Yes	\$1,000.00	\$179.00	0.058%	0.013%
1	1.10	Paraprofessionals for Kindergarten Support	Yes	\$78,737.00	\$74,409.00	4.599%	5.184%
1	1.11	After School Tutoring	Yes	\$52,310.00	\$42,339.00	3.055%	2.950%
1	1.20	MiFi	Yes	\$15,000.00	\$16,000.00	0.876%	1.115%
1	1.29	Secondary TOA	Yes	\$134,500.00	\$83,527.00	7.856%	5.820%
1	1.31	1st Grade Paras	Yes	\$78,737.00	\$74,409.00	4.599%	5.184%
1	1.33	Digital Citizenship	Yes	\$92,740.00	\$0.00	5.417%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.34	Intervention and Academic Coordination	Yes	\$190,183.00	\$190,750.00	11.108%	13.290%
1	1.35	Middle School iReady	Yes	\$68,000.00	\$80,326.00	3.972%	5.597%
2	2.11	Uniform Closet	Yes	\$5,000.00	\$1,258.00	0.292%	0.088%
2	2.20	Guidance Technician	Yes	\$106,422.00	\$106,914.00	6.216%	7.449%
3	3.10	CSO Support	Yes	\$391,263.00	\$223,200.00	22.852%	15.551%
3	3.19	Go Guardian	Yes	\$32,364.00	\$38,140.00	1.890%	2.657%
3	3.20	Alternative Learning Center	Yes	\$63,528.00	\$30,400.00	3.710%	2.118%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
15,718,350.00	1,337,849.00	0.000%	8.511%	\$1,435,254.00	100.000%	109.131%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Chet Richards Principal	crichards@lcer.org 760-946-5414

Goals and Actions

Goal

Goal #	Description
1	Prepare all students for post-secondary success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress (CAASPP) Math	40.95% of students showed proficiency in math as identified by the last Smarter Balanced Assessment in 2019.	39.39% of 11th grade students who took the 2021 CAASPP Smarter Balanced Math exam showed proficiency.	37% of students in grades 3-8, 11 who took the 2022 CAASPP Smarter Balanced Math exam showed proficiency.	39.93% of students in grades 3-8, 11 who took the 2023 CAASPP Smarter Balanced Math exam showed proficiency.	45% of students will be proficient in math as identified by the Smarter Balanced Assessment.
iReady Diagnostic Assessment for Math	42% of students on or above grade level 36% of students one grade level below 23% of students two or more grade levels below as identified by the EOY assessment 2021.	40% of students on or above grade level 40% of students one grade level below 20% of students two or more grade levels below as identified by the EOY assessment 2022.	44% of students on or above grade level 36% of students one grade level below 20% of students two or more grade levels below as identified by the EOY assessment 2023.	48% of students on or above grade level 37% of students one grade level below 16% of students two or more grade levels below as identified by the EOY assessment 2024.	45%% of students on or above grade level 40% of students one grade level below 15% of students two or more grade levels below
On-site Benchmarks for Math	37% of students are proficient on the EOY 2021 benchmarks.	76% of students showed proficiency on their EOY 2022 benchmarks.	62% of students showed proficiency on their EOY 2023 benchmarks.	62% of students showed proficiency on their EOY 2024 benchmarks.	46% of students will show proficient on end of year benchmarks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment in Integrated Math I by 9th grade.	77% of students enrolled in 9th grade are on track for proficiency through the integrated math pathway.	86% of students enrolled in 9th grade are on track for proficiency through the integrated math pathway.	81% of students enrolled in 9th grade are on track for proficiency through the integrated math pathway.	79% of students enrolled in 9th grade are on track for proficiency through the integrated math pathway.	85% of incoming 9th graders will be enrolled in Integrated Math I.
California Assessment of Student Progress (CAASPP) ELA	60.26% of students showed proficiency in ELA as identified by the last Smarter Balanced Assessment in 2019.	83.83% of 11th grade students who took the 2021 CAASPP Smarter Balanced Math exam showed proficiency.	54% of students in grades 3-8, 11 who took the 2022 CAASPP Smarter Balanced ELA exam showed proficiency.	54.28% of students in grades 3-8, 11 who took the 2023 CAASPP Smarter Balanced ELA exam showed proficiency.	65% of students will be proficient in ELA as identified by the last Smarter Balanced Assessment.
iReady Diagnostic Assessment for ELA	52% of students on or above grade level 26% of students one grade level below 22% of students two or more grade levels below as identified by the EOY assessment 2021.	54% of students on or above grade level 26% of students one grade level below 19% of students two or more grade levels below as identified by the EOY assessment 2022.	54% of students on or above grade level 26% of students one grade level below 20% of students two or more grade levels below as identified by the EOY assessment 2023.	58% of students on or above grade level 25% of students one grade level below 17% of students two or more grade levels below as identified by the EOY assessment 2024.	55% of students on or above grade level 25% of students one grade level below 20% of students two or more grade levels below
On-site Benchmarks for ELA	45% of students are proficient on the EOY 2021 benchmarks.	54% of students are proficient on their EOY 2022 benchmarks.	60.7% of students are proficient on their EOY 2023 benchmarks.	51% of students are proficient on their EOY 2024 benchmarks.	51% of students will show proficient on end of year benchmarks.
Early Literacy Benchmarks for K-2	61% of students are proficient on the EOY 2021 benchmarks.	52.3% of students in K-2 are proficient in reading on the EOY reading benchmarks.	38% of students in K-2 are proficient in reading on the T2 reading benchmarks.	41% of students in K-2 are proficient in reading on the T2 reading benchmarks.	66% of students will show proficiency in grades K-2 on the EOY early literacy benchmarks.
Knights Lab	New Metric 2021-2022	91% of the students serviced through RTI	98% of the students serviced through RTI	96% of the students serviced through RTI	100% of students serviced through the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		in the Knights Lab, met their academic goals.	in the Knights Lab, met their academic goals.	in the Knights Lab, met their academic goals.	RTI in the Knights Lab, will meet their academic goals.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the school's goal 1, to ensure students are successful and ready for post-secondary achievements, was successful in either meeting or exceeding expected outcomes for 2023-2024.

Actions that were fully implemented showed slight increases in the metrics assigned to monitor this goal. Assessment monitoring and intervention actions proved to be instrumental in achieving these results. Almost 100% of students serviced in the elementary intervention showed improvement and 100% of students in middle school receiving targeted intervention from the teacher on assignment showed improvement.

Support services in Kindergarten and 1st grade still need further time to assess the value of these resources for early literacy. This will be reflected in the next LCAP with close monitoring of these results.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were some differences in budgeted expenditures and estimated actual expenditures as follows:

- Action 1.12 professional development; This action was budgeted with the expectation of training from outside vendors. We were able to produce effective training through on-site experts without cost and curriculum publishers offered professional development for free.
- Action 1.15 classroom furniture; Most of the classroom furniture replacement expected was not needed. Only minor replacements were necessary.
- Action 1.16 staff laptops; Staff laptops were upgraded the prior year and will not be needed for several years.
- Action 1.21 science lab supplies; The budget for the science lab setup was minimal as the school was not able to rehab a classroom space for a new science lab.

- Action 1.33 digital citizenship; The training for digital citizenship was provided for free with lessons for teachers and students.
- Action 1.36 Education Specialist; The position for and additional Education Specialist in middle school has been difficult to fill. A teacher did not start in this position until March of 2024.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 1, which prepares students for post-secondary success, remained consistent with some gains.

In reviewing Year 3 Outcomes, most actions proved successful while others need more time to see progress. Both iReady and CAASPP English Language Arts exams showed improvement over the last three years. iReady reading scores exceeded the desired outcome supporting the actions for the addition of iReady Instruction in middle school, professional development, tutoring and intervention. 79% of 11th graders scoring proficient on ELA CAASPP, but we saw declines in scores from 3rd and 4th grade. We also saw a decline in early literacy which could also account for these grades lower ELA CAASPP scores. During the 2022-2023 school year, paraprofessionals were assigned to support students in 1st grade in the hopes of combating the decline in early literacy. At this time, it is too early to decipher whether this action will prove successful for literacy improvement as more time needs to be given to analyze the effectiveness of this extra support. Intervention classes in both elementary and secondary have seen improvements for students with close to 100% improvement.

iReady math showed success by meeting the desired proficiency targets demonstrating that the additional intensive instruction received from iReady is helping to close the gaps students need to access grade level standards. For CAASPP Mathematics, we saw the most significant improvement in the middle school grade cohort groups who increased in their proficiency rates from the prior year. Tutoring and intervention have influenced this improvement in elementary and middle school grades. Intervention in middle school showed a 100% increase in the growth of iReady scores. However, the addition of math intervention classes in the high school, have not shown as much success as the growth for 11th graders in math, gaining a 1% increase in proficiency from 2022 to 2023.

Overall, the school is seeing progress towards the achievement of standards and the preparation of students for post-secondary success. The school's graduation rate is at 98.9% and 65.9% of students are prepared for college as indicated on the 2023 California School Dashboard. There is still some work to do to close the gaps in reading and math at the early elementary grades to ensure these rates continue throughout the student's academic years.

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

The improvement in academics across the curriculum will continue to be a broad goal for AAE. There will be increased efforts to improve the consistency and frequency of early literacy assessments along with continued support within the early grades through paraprofessionals.

Along with these efforts, there will be additional professional development to support literacy. Intervention in middle school for both reading and math will be allotted more time during the school day with smaller class sizes, provided by expert teaching staff.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Create an engaging, well-balanced experience for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled in AP courses.	58% of students are enrolled in at least one AP course. 2020-2021 enrollment used for baseline.	69% of students are enrolled in at least one AP course for the 2021-2022 school year.	70% of students are enrolled in at least one AP course for the 2022-2023 school year.	57% of students are enrolled in at least one AP course for the 2023-2024 school year.	70% of students are enrolled in at least one AP course.
Percentage of students taking their AP exam.	89% of students enrolled in AP participated in AP exams. Baseline from 2021 exam participation.	92% of students enrolled in AP participated in AP exams for the spring 2022 administration.	76% of students enrolled in AP participated in AP exams for the spring 2023 administration.	76% of students enrolled in AP participated in AP exams for the spring 2024 administration.	100% of students enrolled in AP will participate in the AP exam.
Percentage of students attending in person field trips.	0% of students attended in person field trips. 2020-2021 school year as baseline.	72% of students attended at least one in person field trip during the 2021-2022 school year.	80% of students attended at least one in person field trip during the 2022-2023 school year.	83% of students attended at least one in person field trip during the 2023-2024 school year.	95% of students will attend in person field trips.
Graduation rate as indicated on the California School Dashboard.	98% of students completed high school with a high school diploma. 2019 Rate for baseline.	100% of students completed high school with a high school diploma for the 2020-2021 school year.	99% of students completed high school with a high school diploma for the 2021-2022 school year.	99% of students completed high school with a high school diploma for the 2022-2023 school year.	100% of students completed high school with a high school diploma.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dual Enrollment participation.	61% of students are enrolled in dual enrollment. 2020-2021 semester 2 enrollment used for baseline.	100% of seats for dual enrollment are filled.	100% of seats for dual enrollment are filled.	100% of seats for dual enrollment are filled.	100% of seats for dual enrollment will be filled.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall Goal 2, creating an engaging, well-balanced experience for all students, was successfully implemented fully with only a slight difference in a few action items.

AAE continues to have an excellent graduation rate and educational experiences outside of the school setting. We did notice that our AP enrollment and participation dropped in 2023-2024. From student feedback, we discovered that while AP numbers have declined, the number of students participating in dual enrollment has increased.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were some differences in budgeted expenditures and estimated actual expenditures as follows:

- Action 2.3 dual enrollment; The planned expenditure for dual enrollment was to cover textbooks. We had 100% of students enrolled and the cost of textbooks was not as expensive.
- Action 2.7 one-to-one Chromebooks; The expenditure amount for Chromebooks far exceeded what was planned. To successfully use applications, such as those associated with CAASPP and the College Board, we had to phase out our previous laptops and iPads. The damage to Chromebooks has also been excessive creating a need for replacements.
- Action 2.9 summer academy; The cost for Summer Academy was not as high as expected due to a lack of staff interest and student interest at the secondary levels.
- Action 2.12 robotics team; AAE's Robotics Team is just getting started in the spring of the 2023-2024 school year.

- Action 2.14 independent study; Students were fully back in school and there was no need for independent study.
- Action 2.16 Capturing Kids Hearts; Capturing Kids Hearts will continue to be an initiative for the school's future LCAP but the time needed for training was unavailable for the school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the school was able to maintain student engagement and provide a well-balanced experience for its population. The specific actions planned and implemented through the cycle showed the overall success through the measured metrics. In past years, the school has not had full enrollment in the high school grades. While this was due to a few different factors, one that was often repeated was the lack of sports programs. The 2023-2024 school year showed enrollment in the senior class as full for the first time ever in AAE's history. The addition of sports fields (Action 2.19) has helped to maintain the school's enrollment.

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

This goal will continue for the 2024-2025 LCAP as it's still the school's desire to provide students with a well-balanced education. Effectiveness will still be measured by the college and career indicator on the California Dashboard as well as the graduation rate. We will change the metric to measure college preparatory readiness. Rather than AP enrollment and participation, we will combine AP factors, students enrolled in community college (dual enrollment) only, and the enrollment in both. After speaking with students about the decline in AP, students said they were wanting to take a guaranteed credit course for future 4-year college credit rather than taking a chance on the AP exam. Also, students are working towards completing their Associates Degree by the time they graduate high school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Provide safe and well-maintained facilities with positive school climate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Climate Survey	36% of students feel their school is clean and maintained well as reported by the 2019 student climate survey.	72% of students feel their school is safe and well maintained according to the fall 2021 climate survey.	73% of students feel their school is safe and well maintained according to the fall 2022 climate survey.	75% of students feel their school is safe and well maintained according to the fall 2023 climate survey.	75% of students feel their school is clean and maintained well.
Suspension Rate	3.5% suspension rate as indicated by the 2019 California School Dashboard.	The Suspension Rate for 2021 has not been publicized by the California Dashboard. It will resume in the fall of 2022. According to Dataquest, the suspension rate for AAE during the 2020-2021 school year was .3%	4.2% of students received at least one day of suspension as indicated by the 2022 California School Dashboard.	5.4% of students received at least one day of suspension as indicated by the 2023 California School Dashboard.	3.1% suspension rate as indicated on the California School Dashboard.
Facility Inspection Reports	90.21% rate for facility conditions with an overall good rating as identified on the 2020 FIT.	96% rate for facility conditions with an overall good rating as identified on the 2021 FIT	99% rate for facility conditions with an overall good rating as identified on the 2022 FIT	100% rate for facility conditions with an overall good rating as identified on the 2023 FIT	95% rate for facility conditions with an overall good rating.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		report.	report.	report.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the school's goal to provide well-maintained facilities and a positive school climate, met or exceeded the metrics put in place.

Actions implemented provided the necessary improvements needed on the campus to ensure the well-being and safety of its students. The addition of perimeter fencing has increased the safety for students. Both students and families reported on the most recent climate survey and public forums that this addition has increased the feeling of security and safety. Additional staffing has helped with the maintenance and improvements of the facilities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were some differences in budgeted expenditures and estimated actual expenditures as follows:

- Action 3.2 PA system; We have been unable to find a company to install a new system but we are still pursuing leads and hope to have the installation before the 2024-2025 school year.
- Action 3.5 gym flooring; The gym flooring was replaced during the 2022-2023 school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions implemented were effective for the health and safety of students as indicated by the metrics used.

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

The goal will continue for the 2024-2025 LCAP to ensure all safety and facility measures are in place to provide the best experience for students. There are some future facility changes AAE needs to make to meet the expectations of its increased enrollment and staffing.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$6,354,038.00	\$4,503,698.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.					
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Math Support	Yes	\$152,353.00	\$142,442.00
1	1.2	Math and ELA Targeted Interventions	Yes	\$103,711.00	\$124,484.00
1	1.3	Math Semester Benchmarks	Yes	\$400.00	\$0.00
1	1.4	iReady Diagnostic for Math and Reading. iReady Instruction for Math.	No	\$0.00	\$0.00
1	1.5	Response to Intervention	Yes	\$145,903.00	\$206,477.00
1	1.6	ELD Support & Curriculum	Yes	\$1,000.00	\$179.00
1	1.7	Professional Development for Adopted Curricula	No	\$4,500.00	\$0.00
1	1.8	Teacher Induction	No	\$52,650.00	\$21,312.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	Early Literacy Professional Development	No	\$6,375.00	\$7,500.00
1	1.10	Paraprofessionals for Kindergarten Support	Yes	\$78,737.00	\$74,409.00
1	1.11	After School Tutoring	Yes	\$52,310.00	\$42,339.00
1	1.12	Professional Development	No	\$30,000.00	\$37,046.00
1	1.13	Advanced Placement (AP) Training	No	\$2,500.00	\$577.00
1	1.14	Science Lab	No	\$350,000.00	\$0.00
1	1.15	Classroom furniture	No	\$40,000.00	\$5,490.00
1	1.16	Staff Laptops	No	\$128,000.00	\$0.00
1	1.17	Storage Area Network	No	\$0.00	\$0.00
1	1.18	Support Servers	No	\$0.00	\$0.00
1	1.19	Virtual Machine Server	No	\$0.00	\$0.00
1	1.20	MiFi	Yes	\$15,000.00	\$16,000.00
1	1.21	Science Lab Materials and Supplies	No	\$200,000.00	\$39,283.00
1	1.22	Suicide Prevention	No	\$2,000.00	\$600.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	TK Classroom Set-Up	No	\$7,500.00	\$0.00
1	1.24	TK Teacher	No	\$140,436.00	\$174,000.00
1	1.25	TK Paraprofessionals	No	\$64,382.00	\$41,646.00
1	1.26	Intervention Paraprofessional	No	\$36,351.00	\$23,819.00
1	1.27	Summer Credit Recovery	No	\$12,000.00	\$2,128.00
1	1.28	Counselor	No	\$121,750.00	\$167,199.00
1	1.29	Secondary TOA	Yes	\$134,500.00	\$83,527.00
1	1.30	Support Services SPED	No	\$100,000.00	\$30,592.00
1	1.31	1st Grade Paras	Yes	\$78,737.00	\$74,409.00
1	1.32	Social Studies Adoption	No	\$64,568.00	\$33,302.00
1	1.33	Digital Citizenship	Yes	\$92,740.00	\$0.00
1	1.34	Intervention and Academic Coordination	Yes	\$190,183.00	\$190,750.00
1	1.35	Middle School iReady	Yes	\$68,000.00	\$80,326.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.36	Ed. Specialist	No	\$104,439.00	\$70,241.00
2	2.1	Field Trips	No	\$150,000.00	\$105,100.00
2	2.2	Advanced Placement participation	No	\$13,000.00	\$12,914.00
2	2.3	Dual Enrollment	No	\$10,000.00	\$1,190.00
2	2.4	Credit Recovery program	No	\$3,600.00	\$405.00
2	2.5	Library Hub	No	\$8,200.00	\$0.00
2	2.6	Love & Logic Training	No	\$0.00	\$0.00
2	2.7	One-to-one Chromebooks	No	\$50,000.00	\$218,984.00
2	2.8	Elementary Enrichment	No	\$150,000.00	\$105,158.00
2	2.9	Summer Academy	No	\$164,000.00	\$49,791.00
2	2.10	Band Instruments	No	\$0.00	\$0.00
2	2.11	Uniform Closet	Yes	\$5,000.00	\$1,258.00
2	2.12	Robotics Team	No	\$60,000.00	\$2,859.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	eSports Lab	No	\$0.00	\$289.00
2	2.14	Independent Study	No	\$40,000.00	\$0.00
2	2.15	Portables for Classrooms	No	\$0.00	\$0.00
2	2.16	Capturing Kids Hearts	No	\$54,000.00	\$0.00
2	2.17	After School Electives	No	\$9,636.00	\$9,367.00
2	2.18	STEM Intersession	No	\$7,000.00	\$0.00
2	2.19	Sports Fields	No	\$650,000.00	\$870,000.00
2	2.20	Guidance Technician	Yes	\$106,422.00	\$106,914.00
3	3.1	MPR	No	\$0.00	\$0.00
3	3.2	PA System	No	\$100,000.00	\$53,000.00
3	3.3	Secondary Science Lab	No	\$0.00	\$0.00
3	3.4	Shade Structure	No	\$0.00	\$0.00
3	3.5	Parking Lot Resurfacing	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	TK Classroom	No	\$200,000.00	\$67,435.00
3	3.7	STOP IT Hotline	No	\$700.00	\$0.00
3	3.8	Recess/Lunch Assistant	No	\$27,533.00	\$3,669.00
3	3.9	Facilities	No	\$580,025.00	\$580,025.00
3	3.10	CSO Support	Yes	\$391,263.00	\$223,200.00
3	3.11	HVAC Units	No	\$457,000.00	\$52,160.00
3	3.12	Podium for MPR	No	\$0.00	\$0.00
3	3.13	Flooring	No	\$100,000.00	\$64,128.00
3	3.14	Tile Floor	No	\$7,000.00	\$10,054.00
3	3.15	Gym Floor Cover	No	\$14,000.00	\$0.00
3	3.16	Custodial	No	\$116,512.00	\$122,305.00
3	3.17	Catapult EMS	No	\$2,230.00	\$2,756.00
3	3.18	Perimeter Fencing	No	\$200,000.00	\$82,120.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.19	Go Guardian	Yes	\$32,364.00	\$38,140.00
3	3.20	Alternative Learning Center	Yes	\$63,528.00	\$30,400.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,337,849.00	\$1,712,151.00	\$1,435,254.00	\$276,897.00	100.000%	100.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Math Support	Yes	\$152,353.00	\$142,442.00	8.898%	9.925%
1	1.2	Math and ELA Targeted Interventions	Yes	\$103,711.00	\$124,484.00	6.057%	8.673%
1	1.3	Math Semester Benchmarks	Yes	\$400.00	\$0.00	0.023%	0.000%
1	1.5	Response to Intervention	Yes	\$145,903.00	\$206,477.00	8.522%	14.386%
1	1.6	ELD Support & Curriculum	Yes	\$1,000.00	\$179.00	0.058%	0.013%
1	1.10	Paraprofessionals for Kindergarten Support	Yes	\$78,737.00	\$74,409.00	4.599%	5.184%
1	1.11	After School Tutoring	Yes	\$52,310.00	\$42,339.00	3.055%	2.950%
1	1.20	MiFi	Yes	\$15,000.00	\$16,000.00	0.876%	1.115%
1	1.29	Secondary TOA	Yes	\$134,500.00	\$83,527.00	7.856%	5.820%
1	1.31	1st Grade Paras	Yes	\$78,737.00	\$74,409.00	4.599%	5.184%
1	1.33	Digital Citizenship	Yes	\$92,740.00	\$0.00	5.417%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.34	Intervention and Academic Coordination	Yes	\$190,183.00	\$190,750.00	11.108%	13.290%
1	1.35	Middle School iReady	Yes	\$68,000.00	\$80,326.00	3.972%	5.597%
2	2.11	Uniform Closet	Yes	\$5,000.00	\$1,258.00	0.292%	0.088%
2	2.20	Guidance Technician	Yes	\$106,422.00	\$106,914.00	6.216%	7.449%
3	3.10	CSO Support	Yes	\$391,263.00	\$223,200.00	22.852%	15.551%
3	3.19	Go Guardian	Yes	\$32,364.00	\$38,140.00	1.890%	2.657%
3	3.20	Alternative Learning Center	Yes	\$63,528.00	\$30,400.00	3.710%	2.118%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

15,718,350.00	1,337,849.00	0.000%	8.511%	\$1,435,254.00	100.000%	109.131%	\$0.00	0.000%
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Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Academy for Academic Excellence	Chet Richards Principal	crichards@lcer.org 760-946-5414

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	67.40	61.50	1.80	1.00	1.10	0.00	1.90	0.00

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The school is currently working with teaching staff to implement ELD standards, both integrated and designated through curriculum design and professional development for instructional strategies. CDE introduced a new mathematics framework in the summer of 2023. The school is receiving professional development through the curricula publishers and updated materials to reflect the changes presented within the new framework. Middle school grades have adopted a new Science curriculum, NGSS aligned and state adopted, for the 24-25 school year and will receive implementation training throughout the first year of adoption.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

AAE boasts a parent volunteer force of 400. Parents volunteer in classrooms, at field trips, in our local outreach endeavors, and our playgrounds. We communicate weekly with families via email with news, updates, and important dates. Each month, the AAE hosts a parent meeting to provide updates in sports, counseling, academics, facilities, and PTC endeavors. Individual teachers also communicate weekly with their families over email.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Our goal is to increase our use of translated materials sent out to families. We also aim to provide translators in our quarterly lottery and new families orientation.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

equity checklist, surveys,

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

AAE has created a school site council/ELAC that meets 9 times a school year. This council consists of parents, staff members, students, admin and community members that work together to guide the direction of our decision making. There are also monthly meetings called Parents and Pastries the provides valuable information to all of our attendees from our counselors, athletic director and administrators. This meeting provides a forum to give information and answer questions of any parent or community member in attendance. This meeting is also broadcasted live through Facebook where participants can watch and also ask questions. AAE works to be available every day with friendly staff to help address the needs of all of our visitors, parents and students. Each year, AAE also provides surveys to our staff, parents and students to acquire data from each group in regards to what they believe will benefit our school. This data is reviewed and studied so that we can make decisions that take into consideration what many of our participants desire to change. In addition to the mentioned modes of communication, AAE conducts a town hall/community voice meeting at our school with food provided. At this meeting, parents and community members are given data about our dashboard and LCAP and then they are put into groups to develop ideas on what they believe will create impactful change at our school. We work hard to create

many different opportunities for our students, staff, parents and community members to have voice in guiding the direction of AAE.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Despite the many ways in which AAE reaches out to gain insight about what all of our parents and community members feel, need and want, we often receive little input from these venues. The number of surveys, participants at Parents and Pastries, Town Hall/Community Voice, volunteer opportunities, etc. are small in number and participation. There is information that is advertised, food provided, teacher requests, and flyers that attempt to increase participation, but many parents do not take the initiative to provide their insight.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

There are many ways in which our school reaches out to our community and collaborators, but the number of participants does not meet our expectations or capacities of availability. AAE needs to utilize newer social media methods of advertisement to reach a greater number of participants. Through the remind app, AAE will attempt to reach out and advertise to our parents the need for their input and guidance as we make decisions to improve our school and it's policies. Further attempts to make the manner in which our community and collaborators are able to participate must be taken into consideration so that there is convenience and ease for them to provide feedback and input. There must also be more interaction between our staff and our parents to create interest in providing feedback. We as a school will work to provide more convenient and various opportunities to create interest in our community partners investing in the decisions that are made to help AAE evolve and grow.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

AAE has created a variety of opportunities to get input from our community partners. Surveys are provided each year to our staff, students, and parents that allow for input to be made into how we direct decision making. Monthly Parent and Pastries meetings are conducted on our campus that provide valuable information and allow participants to ask questions. This meeting is also projected online through Facebook so that community members can participate from home. Our School Site Council/ELAC committee is formed of staff members, administrators, students, parents and community members. This council meets 9 times a school year and allows for our community partners to receive information and participate in decision making for our school. AAE also provides a Town Hall/Community Voice meeting that allows for all who attend to learn more about our LCAP and dashboard results so that they can provide input in policy forming. AAE provides many different ways in which we can receive feedback from our community partners.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

More efforts need to be made to advertise these opportunities so that we are reaching a larger number of possible participants in our efforts to get input. Information must also be provided in Spanish to accommodate our increasing number of English Language Learning families. The location and times of the different ways that AAE works to gain insight from our community partners must be varied and made convenient to open opportunities for additional participation.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

AAE will strive to make accommodations that meet the needs of all of the community partners. By providing translators and information that is given in Spanish and English, we can ensure that the information reaches the vast majority of our partners. We must also develop convenient locations and times for our input to be gathered in order to gain insight from all of our community partners.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Annual climate surveys administered to both students and families provide the school with information to support current practices and feedback on areas of improvement.

Students highlighted the following areas where they feel the school is doing well:

- 70% of students feel the school has clear rules and consequences for behavior
- 79% of students feel teachers are encouraging and helpful in their learning
- 82% of students stated their teachers are respectful

Students highlighted the following areas where improvements need to be made:

- 39% of students feel the school is kept clean
- 51% of students feel their classmates try and do their best academically
- 48% of students feel their peers treat each other well and are well-behaved

Families highlighted the following areas where they feel the school is doing well:

- 67% of families feel their child is safe at school
- 66% of families feel their child is respected at school by staff
- 80% of families feel their child exerts a lot of effort into being successful at school

Families highlighted the following areas where improvements need to be made:

- Families mentioned they would like more teacher communication from the secondary grade levels
- Families stated they'd like to see improvement in campus cleanliness, especially for the restrooms
- Families would like to see an increase in options for electives
- Families do not feel they are always heard by the administration or their problem is not fully addressed

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall, students feel they are treated respectfully by staff and understand there are clear and consistent rules and consequences in place. However, students do not feel that peers try their best or treat each other in the same respectful manner. Both families and students would like to see the cleanliness of the campus maintained better.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In gaining an understanding of the feedback provided throughout the year from both students and their families, the school will be adding additional actions to its LCAP to support the needs identified. To support staff to student relationships, staff to families, and student to student relationships, staff will be participating in annual training through Capturing Kids Hearts to develop a culture of respect for all community partners. This research-based program shows a decline in referrals, an increase in attendance, and an increase in academic performance.

The school will be initiating the reconstruction of some facilities to improve cleanliness concerns. Additional communication training will take place for staff to better inform families of information needed including grades, events, and updates. CTE electives will be added to the course list to give students additional options for career readiness.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

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

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

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

For the 2023-24 school year, 100% of students at the Academy for Academic Excellence had full access to a broad course of study including programs and services provided to unduplicated students and individuals with exceptional needs. In elementary (TK-5), all seven areas identified as a broad course of study are attended within the school day. Weekly STREAM classes covering computer science, PE, music, and space science are attended by all K-5 students during the school day. After school programs include choir, dance, strings, drama, NASA's Best, and band where all students are offered access. Enrollment is only limited by size and is on a first-come, first-served basis. Middle school students have access to all seven areas identified as a broad course of study during the school day. In addition to the seven areas, middle school students have a rotating elective period four times a year with courses focusing on college and career readiness such as computer science, science exploration, career pathways, and life skills. High school students have access to all seven areas identified as a broad course of study during the school day. Fourteen AP courses including AP Capstone are offered to all students. Space Force Junior ROTC is offered to all students within the school day. Space Force JROTC also has a zero period for special teams. Middle and high school students are able to select from a wide range of co-curricular and extracurricular activities.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

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

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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



Creating Global Citizens

LCFF Budget Overview for Parents

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

CDS Code: 36-10363-0115808

School Year: 2024-25

LEA contact information:

Victor Uribe

Principal

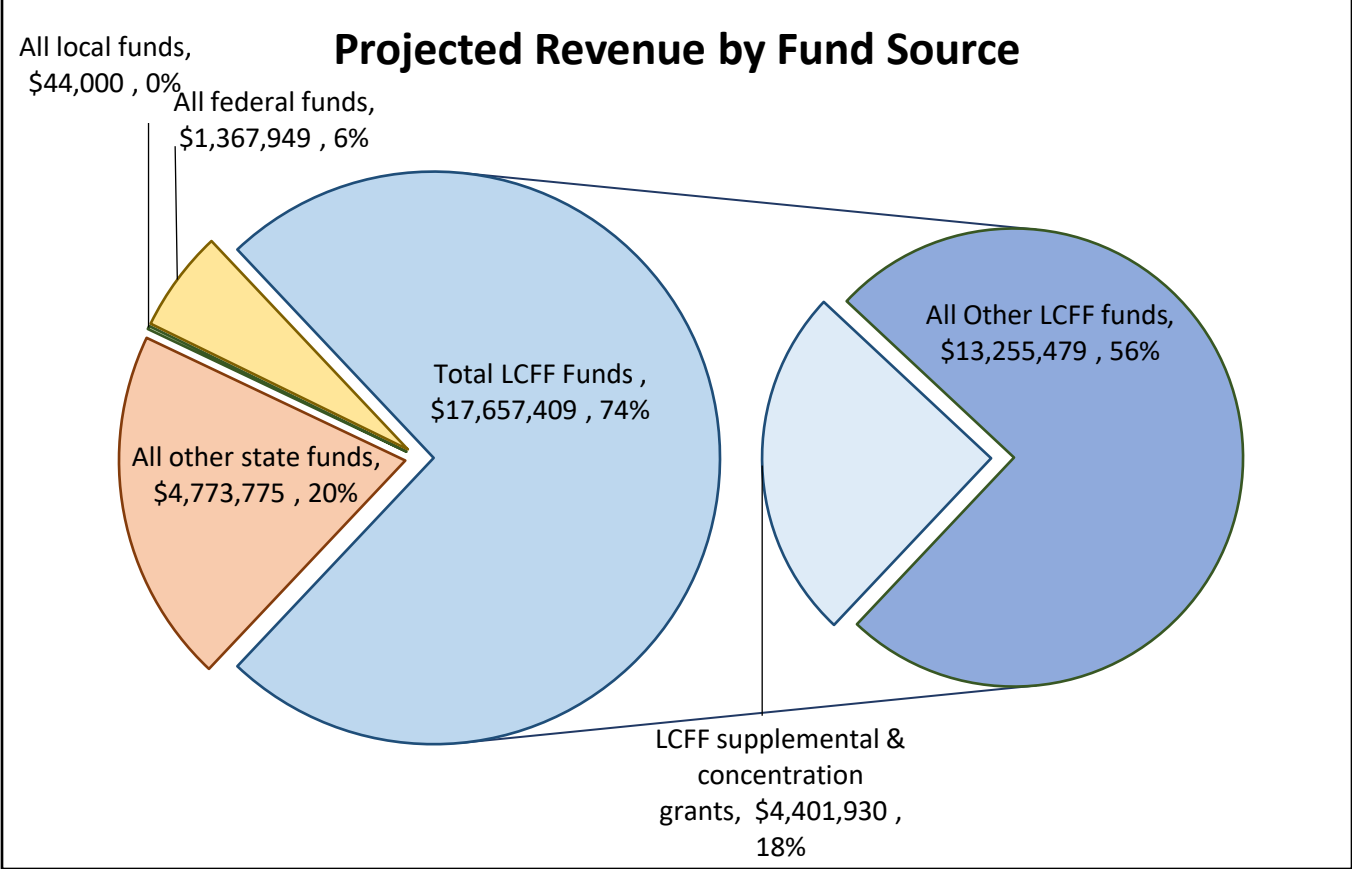
vuribe@lcer.org

909-386-2300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of

funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

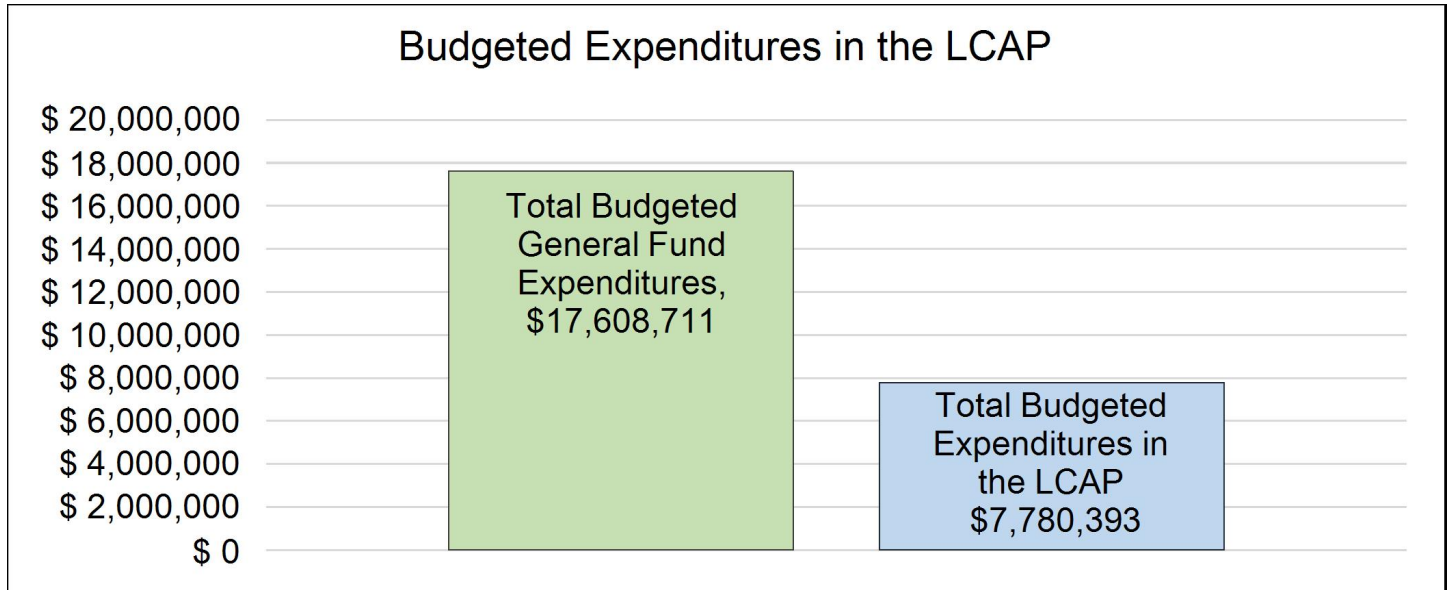


This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norton Science & Language Academy is \$23,843,133, of which \$17,657,409 is Local Control Funding Formula (LCFF), \$4,773,775 is other state funds, \$44,000 is local funds, and \$1,367,949 is federal funds. Of the \$17,657,409 in LCFF Funds, \$4,401,930 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Norton Science & Language Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Norton Science & Language Academy plans to spend \$17,608,711 for the 2024-25 school year. Of that amount, \$7,780,393 is tied to actions/services in the LCAP and \$9,828,318 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

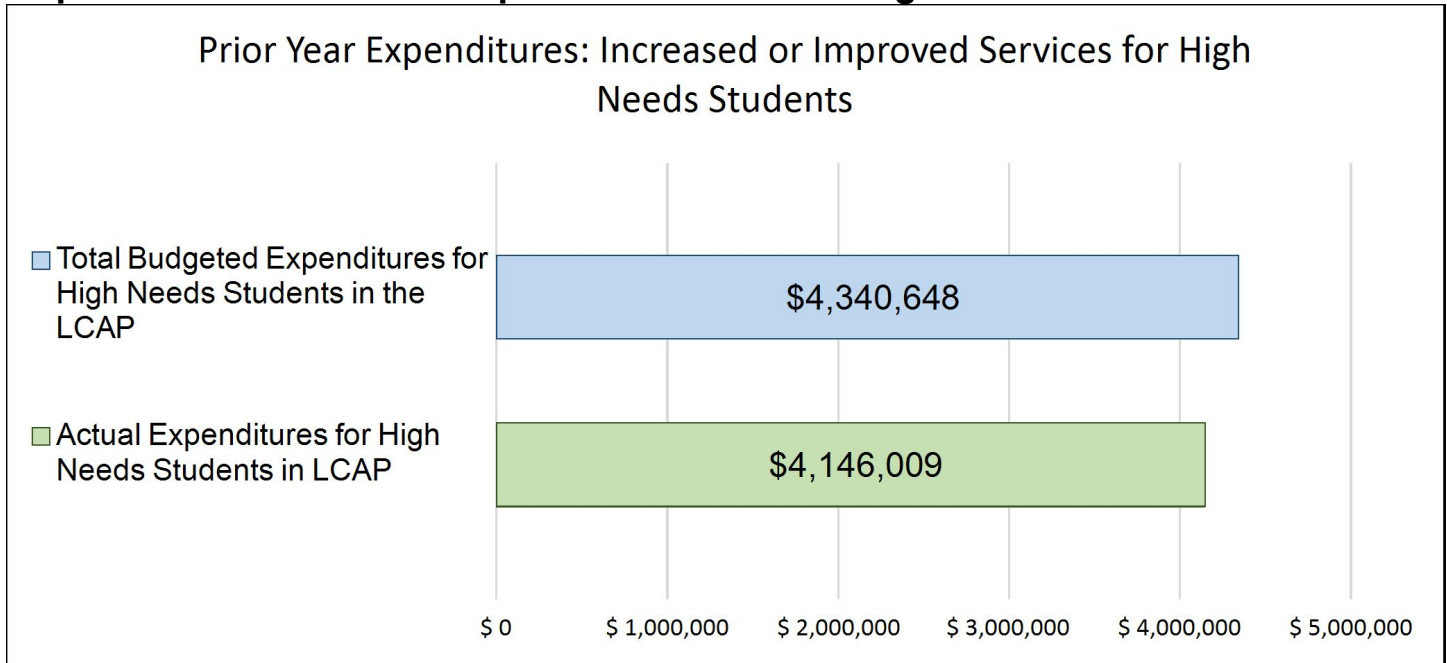
We did not include the salary costs for our teaching staff, facilities staff, CMO management fee to the Lewis Center and general classroom/office services and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Norton Science & Language Academy is projecting it will receive \$4,401,930 based on the enrollment of foster youth, English learner, and low-income students. Norton Science & Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Norton Science & Language Academy plans to spend \$4,437,766 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Norton Science & Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Norton Science & Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Norton Science & Language Academy's LCAP budgeted \$4,340,648 for planned actions to increase or improve services for high needs students. Norton Science & Language Academy actually spent \$4,146,009 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-194,639 had the following impact on Norton Science & Language Academy's ability to increase or improve services for high needs students:

As we exceeded the necessary contribution to our high needs students, we did not see any difference in services provided to our high needs students. We were able to utilize one time federal funding provided through ESSER to support our students and the needs originally planned in our LCAP



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Norton Science & Language Academy	Victor Uribe Principal	vuribe@lcer.org 909-386-2300

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Norton Science and Language Academy (NSLA) is an independent, direct-funded charter school first authorized in 2008 by the San Bernardino County Superintendent of Schools. NSLA is close to the San Bernardino International Airport and several multinational technology and trade companies. In recent years, several business developments have been constructed surrounding the school's neighborhood. We recently opened our brand new campus in the fall of 2021. The new location is only a few miles from our previous location, allowing us to continue serving the downtown San Bernardino community. The high school program includes grades 9-12. We will add 12th-grade fall of 2024-2025 making us a TK-12 school.

NSLA currently serves a TK-12 population of approximately 1,284. The most recent demographic breakdown identified by the 2024 California School Dashboard is 4% African American, 0.8% Asian, 91.6% Hispanic, and 2.5% White. Students qualifying as unduplicated are low-income (78%), English learners (31.1%), homeless youth (3.3%), and foster (0.5%). Students with disabilities account for 15.3% of the population.

NSLA provides a Dual Immersion Program that supports the charter's educational goals. Spanish is the primary language of instruction in the first years of school, with 90% of a kindergartener's day spent in Spanish immersion. After that, English instruction increases by 10% in each grade until a 50/50 balance is reached in 4th grade. All students receive a high-quality instructional program centered on academic success in Spanish and English. The program's goal is for all students to become bi-literate and bilingual in two languages - English and the "target" language Spanish. NSLA's goal is for all students to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years. NSLA puts research-proven programs into best practices in teacher training, curriculum development, and pedagogy. Offering a safe haven for educational enhancement and activities allows the underserved children in the surrounding area to increase learning opportunities.

NSLA has strong partnerships with local community businesses and organizations. Norton Academy shares partnerships with Jet Propulsion Laboratory and leading science organizations that enhance the science offerings to students.

MISSION

The mission of the NSLA is to ensure learning for a diverse and often underserved population of students who will be college and career-ready due to our safe and rigorous bilingual, bi-literate, and multicultural education.

VISION

NSLA is a Dual Immersion Program School that supports our charter educational goals, including teaching science every day starting in Kindergarten. After five years of continued attendance in the program, we aim for all students to speak, read, and write in English and Spanish in all academic areas.

NSLA Student Learning Outcomes:

Community

- Demonstrate an internalized set of 3 personal standards: Show Respect, Make Good Decisions, and Solve Problems.
- Build relationships by working collaboratively with peers, staff, families, and the community

Language

- Recognize and celebrate the value of multiculturalism
- Become global citizens by applying bilingual and bi-literate skills

Academic Achievement

- Use acquired knowledge and skills to be college and career-ready
- Create data-driven goals and implement action plans to ensure success

Science

- Apply knowledge of science, technology, and math across the learning disciplines
- Be proficient in the use of technology to support learning

Empowerment

- Foster a growth mindset when faced with challenges
- Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community, and global causes

Reflections: Annual Performance

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

Challenges

The California School Dashboard reported that NSLA decreased in ELA and Math, as measured by the Smarter Balanced assessments in both areas. ELA declined by 14.1 points, and Math decreased by 9.9 points, demonstrating a drop in students' progress toward proficiency.

We saw a decrease in proficiency in almost every student group for ELA: English Learners decreased by 13.8 points, Socioeconomically Disadvantaged decreased by 9.8 points, and Students with Disabilities declined by 3.6 points. We also saw these decreases in almost every student group for Math: English Learners decreased by 11.6 points, Socioeconomically Disadvantaged increased by 5.2 points and Students with Disabilities declined by 5.4 points. These decreases have been consistent over the last couple of years, placing the school on Differentiated Assistance and Comprehensive Support and Improvement, both addressed in this LCAP. Both attendance and behaviors play a role in this data, but we have seen improvement in both during the 2023-2024 school year and should see both chronic absenteeism (20.4% in 2023) and suspensions (12.6% in 2023) reduce.

Successes

The California School Dashboard reported green for our English Learners (46.9% in 2023) making progress towards proficiency. This shows that the work we have been doing to meet the needs of our English Learners has had a positive impact. We will continue this work and identify additional support within the LCAP to ensure growth in this subgroup.

We have seen success in our local assessment data during the 2023-2024 school year through iReady reading and math diagnostic assessments. Students in reading made an overall growth of 61.11% and students in math made an overall growth of 61.54% resulting in over half of our students making progress toward their typical growth goal. 27% of students tested in reading are at grade level and 17% of students tested in math are at grade level. While there is still work to do, these results show that the supports in place are helping students move in the right direction academically.

Other local data for suspensions and attendance are indicating improvements as well. As of March 2024, suspensions have declined by 45% compared to the previous year. Attendance in March of 2023 was 91.72% and in March of 2024, attendance was 92.6%.

Reflections: Technical Assistance

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

Norton Science and Language Academy became eligible for Differentiated Assistance based on the California School Dashboard Indicators. Indicators in red include Mathematics, English Language Arts, and Suspension Rate. The student groups particularly affected by these results are English Learners, Students with Disabilities, and Socioeconomically Disadvantaged. The school has been working with the Riverside County of Education Office (RCOE) to determine one area and one subgroup to focus on for improvement in the 2024-2025 school year.

The school team has determined that suspensions for Students with Disabilities (SWD) would be the first area to focus on for improvement. The California School Dashboard shows suspensions for SWD 16.5% in 2023, 9.9% in 2022, and 5.2% in 2019. Data shows a continued upward trajectory in suspensions for SWD. With the support of RCOE, we have identified our current practice for suspensions and the process the administrative team enacts when assigning a suspension. Within the LCAP, Goal 4 addresses the metric of suspensions and actions to improve this indicator for SWD and all other identified subgroups. Interventions have been planned to increase school safety and

help build relationships. RCOE will continue to support the school throughout the 2024-2025 school year by determining the root cause of suspendable behaviors, current practices, implementation of planned interventions, and monitoring their effectiveness.

Comprehensive Support and Improvement

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

Schools Identified

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

Our school, Norton Science and Language Academy, became eligible for CSI in 2024.

Support for Identified Schools

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

Currently, we are working with the San Bernardino County Office of Education to develop a plan to address low performance.

Monitoring and Evaluating Effectiveness

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

NSLA will implement a comprehensive monitoring and evaluation plan to assess the effectiveness of the strategies and initiatives to support student and school improvement. This plan will include the following components:

Data Collection and Analysis: The NSLA will collect relevant data on student achievement, school climate, attendance rates, and other key indicators to track progress toward identified goals and objectives. Data will be analyzed regularly to identify trends, patterns, and areas of improvement or concern.

Performance Metrics and Benchmarks: Performance metrics and benchmarks will be established to measure progress toward achieving specific goals and targets outlined in the improvement plan. These metrics will be aligned with state and federal accountability requirements and may include measures such as standardized test scores, graduation rates, and student attendance rates.

Educational Partner Feedback and Input: NSLA will solicit feedback and input from a diverse range of stakeholders, including students, parents, teachers, administrators, and community members, to assess the impact of initiatives and gather insights on areas for improvement. Feedback will be collected through surveys, focus groups, meetings, and other engagement activities.

Regular Progress Reporting: The NSLA will provide educational partners with regular progress reports to communicate the status of the improvement plan, share successes and challenges, and outline the next steps. These reports will be transparent and accessible to all stakeholders and may include both quantitative data and qualitative analysis.

Continuous Improvement Process: NSLA will engage in a continuous improvement process to review and revise the improvement plan based on ongoing monitoring and evaluation findings. This process will involve regular review meetings, data-driven decision-making, and adjustments to strategies and interventions as needed to ensure that the plan remains responsive to evolving needs and priorities.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	We engaged our parents to participate through a variety of channels, including regular communication, targeted outreach efforts, and opportunities for involvement in school activities and decision-making processes. This included our community Family Voices forum.
Students	We engaged students to participate through a variety of channels, including regular Principal Advisory Meetings, LCER Ambassadors, and ASB Meetings.
Staff	We engaged our staff in the LCAP process by facilitating open communication channels, providing opportunities for input and feedback, and actively involving them in collaborative planning and decision-making meetings. This included, but was not limited to, monthly Staff Meetings, weekly ATM, and ALT meetings.
Community	We organized regular community forums and town hall meetings to gather input and feedback from community members. These events provided a platform for open discussion, where community partners could express their opinions, share ideas, and contribute to decision-making processes.

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

The adopted Local Control and Accountability Plan (LCAP) was significantly influenced by the valuable feedback provided by our educational partners, including the School Site Council, Cafetito parent meetings, English Learner Advisory Committee (ELAC), and Family Voices. Through collaborative discussions and input from these educational partners, we were able to gain valuable insights into the needs and priorities of our school community. Their feedback informed the development of the LCAP goals and strategies, ensuring that they are reflective of the diverse perspectives and voices within our school community. By incorporating the input of our educational partners, we have

created a comprehensive and inclusive plan that is designed to address the unique needs of our students and promote their academic success and well-being.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>We are committed to implementing an action plan to improve student proficiency in core subject areas because we believe that academic excellence is the foundation for lifelong success. By focusing on enhancing proficiency in subjects such as English language arts, mathematics, science, and social studies, we are equipping our students with the essential knowledge and skills needed to excel academically, pursue higher education opportunities, and thrive in their future careers. Additionally, improving student proficiency in core subjects is essential for promoting equity and ensuring that all students, regardless of background or circumstance, have access to a high-quality education that prepares them for success in an increasingly competitive and rapidly changing world. Through targeted interventions, differentiated instruction, and ongoing assessment, we are dedicated to empowering every student to achieve their full potential and become lifelong learners who are prepared to contribute positively to society.</p> <p>The data used to develop this goal provided a clear view of how students were performing across subject areas. Using the California Dashboard from 2023, we were able to see that students were not demonstrating proficiency in ELA or math, 72.3 points distance from standard (DFS) and 101.1 points DFS, respectively This data also showed that specific groups faced challenges: For ELA, English Learners were 100.8 points DFS, Socioeconomically Disadvantaged were 79.1 points DFS, and Students with Disabilities were 120.2 points DFS. In Mathematics, English Learners were 127.5 points DFS, Socioeconomically Disadvantaged were 106.6 points DFS, and Students with Disabilities were 150 points DFS. More recent data from iReady Reading and Math diagnostics showed 27% of students at grade level in reading and 17% of students at grade level in math. These data points reveal that there is a great need for continued intervention and best instructional practices.</p>

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts (ELA) Distance from Standard (DFS)	2023 CA Dashboard: All -72.3 DFS EL -100.8 DFS SED -79.1 DFS SWD -120.2 DFS			All -62.3 DFS EL -90.8 DFS SED -64.1 DFS SWD -110.2 DFS	
1.2	CAASPP Mathematics Distance from Standard (DFS)	2023 CA Dashboard: All -101.1 DFS EL -127.5 DFS SED -106.6 DFS SWD -150 DFS			All -91.1 DFS EL -117.5 DFS SED -96.6 DFS SWD -140 DFS	
1.3	iReady End of Year (EOY) Diagnostic Performance - Reading Local Assessment Grades 3-11	Reading: 27% of students on or above grade level 23% of students one grade level below 49% of students are two or more grade levels below as demonstrated in the EOY 2024 assessments			Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below	

1.4	iReady End of Year (EOY) Diagnostic Performance - Math Local Assessment Grades 3-11	Math: 17% of students on or above grade level 26% of students one grade level below 56% of students are two or more grade levels below as demonstrated in the EOY 2024 assessments			Math: 25% of students on or above grade level 45% of students one grade level below 30% of students are two or more grade levels below	
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Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Academic Interventions Personnel	The school will implement evidence-based reading and math intervention programs intending to benefit all student with emphasis on student groups who are performing below standard in the areas of ELA and math as measured in M1.1, M1.2, M1.3, and M1.4.	\$851,338.00	Yes
1.2	Academic Professional Development	The school will implement ongoing professional development for teachers on instructional best practices in the areas of reading and math.	\$166,369.00	Yes
1.3	Academic Support Curriculum	The school will implement supplemental research-based curriculum to support adopted ELA and math curricula to help close the gaps in learning for identified student groups.	\$254,901.00	Yes
1.4	Academic Enrichment	The school provides enrichment classes and field trips to all students with hands-on experiences, real-world application of knowledge, exposure to diversity, opportunities for critical thinking and problem-solving, stimulation of curiosity, development of social skills, and deeper cultural and historical understanding. These opportunities allow students to apply their in-class learning and improve their understanding.	\$381,439.00	Yes
1.5	Mental Health and Academic Services	The school will provide services to promote student mental health and assist in academic planning to influence cognitive functioning, emotional regulation, motivation, social relationships, problem-solving skills, physical health, and long-term outcomes for students.	\$609,373.00	Yes
1.6	Assessment and Data Analysis	Data supports students in their learning as teaching staff analyze for trends and patterns, assess teaching strategies, and monitor progress. Additionally, feedback from data empowers students to take ownership of their learning. Data is necessary to facilitate continuous improvement for all students and the programs the school implements.	\$72,000.00	Yes

1.7	Support Personnel	All school staff contribute to student learning by providing emotional support, academic support, specialized services, health and wellness, family and community engagement, and responding to crises and emergencies. Their efforts create a supportive and inclusive learning environment where all students can thrive academically, socially, and emotionally.	\$922,523.00	Yes
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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

<p>Our Local Education Agency (LEA) is prioritizing the development and enhancement of our Dual Language Immersion and Global Languages programs because we recognize the immense value of bilingualism and cross-cultural competency in today's increasingly interconnected world. By offering Dual Language Immersion and Global Languages programs, we are providing our students with the opportunity to become proficient in multiple languages while gaining a deep appreciation for diverse cultures and perspectives. These programs not only promote academic excellence and cognitive development but also foster empathy, understanding, and respect for cultural diversity. Additionally, bilingualism and cross-cultural competency are highly sought-after skills in the global workforce, opening up doors to a wide range of career opportunities and enhancing students' competitiveness in the global marketplace. Through our commitment to Dual Language Immersion and Global Languages education, we are empowering our students to become global citizens who are prepared to thrive in a multicultural and multilingual world.</p> <p>Data in the areas of English and Spanish demonstrated that dual language students are approaching proficiency but continued work needs to be done to ensure bilingualism and biliteracy upon completion of 12th grade. The data used to develop this goal provided a clear view of how students were performing across all four areas: speaking, listening, reading, and writing. Using the California Dashboard from 2023, the English Language Proficiency Indicator (ELPI) increased in overall English Learner performance on the English Language Proficiency Assessments of California (ELPAC) by 10.2% from 2022 with an overall rate of 46.9% making progress in English proficiency. Las Links, an assessment created by Data Recognition Corporation, assesses all four areas in both languages. Students scored highest in speaking,</p>
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64.9% in Spanish and 71.2% in English, and the lowest in writing, 15.6% in Spanish and 23% in English. These data points reveal that there is a great need for continued work in literacy especially as it relates to learning in both target languages.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage making progress toward English language proficiency (ELPI)	2023 CA Dashboard EL 46.9% LTEL (Baseline est. in yr. 1)			EL 57% LTEL (Baseline est. in yr. 1)	
2.2	iReady Reading proficiency for English Learners	EOY 2024 iReady Reading Proficiency 8.2% on or above grade level 19% one grade level below 72.8% two or more grade levels below			13% on or above grade level 29% one grade level below 58% two or more grade levels below	
2.3	Seal of Biliteracy Pathway recognition in grades K, 5, 8, and 12.	2023 Recognition K - 46% 5th - 43% 8th - 16.3% 12th (Baseline est. in yr. 1)			K - 56% 5th - 53% 8th - 28% 12th - 25%	

2.4	LAS Links End of Year (EOY) Proficiency Results for SLA	EOY 2024 Spanish Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 64.9% proficient Listening - 49% proficient Reading - 18.6% proficient Writing - 15.6% proficient			Spanish Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 75% proficient Listening - 59% proficient Reading - 28% proficient Writing - 25% proficient	
2.5	LAS Links End of Year (EOY) Proficiency Results for ELA	EOY 2024 English Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 71.2% proficient Listening - 48.3% proficient Reading - 30.6% proficient Writing - 23% proficient			English Language Arts Proficiency for dual language learners in four assessed areas: Speaking - 81% proficient Listening - 48% proficient Reading - 40% proficient Writing - 33% proficient	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Curriculum Development and Alignment	To ensure that all students have equitable opportunities to succeed academically and reach their full potential, supports need to be in place. These supports in language acquisition promote content comprehension, vocabulary development, cultural relevance, and language support across disciplines, contributing to long-term academic success.	\$15,000.00	Yes
2.2	Professional Development and Training	The school will implement ongoing professional development for teachers to gain an understanding of language acquisition and dual language education through research-based practices. Teachers will glean insight into lesson development to support dual language and better serve students in the classroom.	\$61,237.00	Yes
2.3	Student, Family and Community Engagement	Engagement of the school's families and community is essential for student achievement and well-being. Families are the first to provide student learning and as students continue through school, they help to promote a positive attitude towards education and facilitate a supportive learning environment.	\$32,000.00	No

2.4	Assessment and Data Analysis	To monitor growth in bilingualism and biliteracy, data needs to be generated for the specific areas, reading, writing, speaking, and listening, in both languages. Feedback from data will empower students to take ownership of their learning, guiding them to improve.	\$317,000.00	Yes
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Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism	2023 CA Dashboard All - 20.4% EL - 16.8% SWD - 28.3% SED - 21.6% White - 25.8%			All - 10% EL - 8% SWD - 14% SED - 11% White - 13%	
3.2	Student Climate Survey	2023-2024 Student Climate Survey Students help decide what happens at their school - 53.74% Teachers treat students with respect - 81.22% Adults at my school treat students equally - 64.79%			Students help decide what happens at their school - 63% Teachers treat students with respect - 85% Adults at my school treat students equally - 70%	
3.3	Career and College Indicator	CA Dashboard (Baseline est. in yr. 1)				
3.4	Graduation Rate	CA Dashboard (Baseline est. in yr. 1)				

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Cultivating a Positive School Climate	Cultivating a positive school climate is essential for creating an environment where students feel safe, supported, and motivated to learn. A positive school climate promotes academic achievement, social and emotional development, respect and inclusion, reduces bullying and discipline issues, increases attendance and engagement, enhances teacher satisfaction and retention, and fosters strong partnerships with families and communities.	\$24,850.00	Yes
3.2	Promoting Diversity, Equity, and Inclusion	Capturing Kids' Hearts is beneficial to the student body because it creates a positive school climate, improves student-teacher relationships, enhances social-emotional skills, increases engagement and motivation, reduces discipline issues, enhances academic achievement, and prepares students for success beyond school.	\$82,748.00	Yes
3.3	Strengthening Family and Community Partnerships	By strengthening the school's educational partnerships, there will be numerous benefits including enhanced resources, expanded learning opportunities, support for families, cultural enrichment, community engagement and support, career and college readiness, and civic engagement and service learning. These collaborations will create an	\$45,000.00	Yes

		enriching and inclusive learning environment that empowers students to succeed academically, socially, and personally while contributing to the well-being and prosperity of the broader community.		
3.4	College and Career	It is essential to provide students with the unlimited possibilities beyond graduation. These opportunities such as college visits, AVID courses, and AP courses, create an equitable and inclusive future for all students.	\$258,967.00	Yes
3.5	Celebrations and Recognitions	Awards and recognition provide numerous benefits for students, including boosting self-esteem and confidence, encouraging continued effort and improvement, fostering a growth mindset, increasing motivation and engagement, promoting a culture of excellence, building a sense of belonging and community, and enhancing college and career opportunities. By acknowledging and celebrating students' achievements, schools and communities can inspire students to reach their full potential and succeed academically, personally, and professionally.	\$10,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Suspension Rate	CA 2023 Dashboard All - 12.6% EL - 14.1% SED - 13.9% SWD - 16.5% African American - 15.1% Hispanic - 12.6%			All - 6% EL - 7% SED - 7% SWD - 8% African American - 8% Hispanic - 6%	
4.2	Student Climate Survey	2023-2024 Student Climate Survey (3 areas of focus) Feel safe at school - 75.36% Clear rules and consequences for behaviors - 69.77% Students treat each other well - 59.05%			Feel safe at school - 85% Clear rules and consequences for behaviors - 79% Students treat each other well - 69%	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhancing Physical and Personnel Security Measures	Enhancing physical and personnel security measures benefits students by ensuring their safety and security, providing peace of mind, improving attendance, fostering a positive learning environment, reducing bullying and violence, enhancing emergency preparedness, and building parental confidence. By prioritizing the well-being of students, the school can create an environment where all students can thrive academically, socially, and emotionally.	\$795,407.00	Yes
4.2	Promoting Safety Awareness and Prevention	The school is enacting actions to promote positive behavior, build social skills, foster inclusion, increase physical activity, reduce bullying and conflict, improve school climate, and enhance academic performance. Providing structured and inclusive recess experiences, safety measures throughout the school day, and support for social-emotional needs will contribute to the overall well-being and success of students.	\$53,100.00	No
4.3	Safe Learning Space	Creating a safe learning space is essential for promoting students' emotional well-being, ensuring their physical and psychological safety, fostering inclusivity and diversity, building positive relationships, reducing stress, and encouraging growth and development. It sets the foundation for a positive and enriching educational experience for all students. The school has seen an expansion in costs associated with the growing student population and the development of a culturally diverse program for students in grades TK-12 to reach up to 1,500 students a year.	\$3,076,875.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,401,930	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34.900%	0.000%	\$0.00	34.900%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Academic Interventions Personnel Need: The 2023 California Dashboard reported student groups EL, SWD, and SED performing in the Red.	Various interventions will provide identified students with the skills in reading and math to access grade level standards. Identified groups will benefit from these interventions as interventions are geared toward their needs.	M1.1, M1.2, M1.3, and M1.4 by student group.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.2	Action: Academic Professional Development Need: The 2023 California Dashboard reported student groups EL, SWD, and SED performing in the Red. Scope: LEA-wide Schoolwide	With changes in the math framework, hiring new teachers, and additional advanced programs, there is a need to ensure teaching staff has the tools to meet the needs of our identified low-performing student groups.	M1.1, M1.2, M1.3, and M1.4 by student group.
1.3	Action: Academic Support Curriculum Need: The 2023 California Dashboard reported student groups EL, SWD, and SED performing in the Red. Scope: LEA-wide Schoolwide	Students who are not at grade level when entering the beginning of the current school year will need additional instruction in prior grade standards. Supplemental tools will assist students in closing these gaps and access current grade level standards. These tools specifically benefit identified subgroups.	M1.1, M1.2, M1.3, and M1.4 by student group.
1.4	Action: Academic Enrichment Need: The 2023 California Dashboard reported student groups EL, SWD, and SED performing in the Red.	Identified student groups show there is a need for experiences outside the classroom to better apply and understand the learning they have received. Enrichment courses and field trips help to provide these opportunities.	M1.1, M1.2, M1.3, and M1.4 by student group.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
1.5	Action: Mental Health and Academic Services Need: The 2023 California Dashboard reported student groups EL, SWD, and SED performing in the Red. Scope: LEA-wide Schoolwide	Identified student groups show there is a need for emotional and academic support, helping students with the skills necessary to be successful in all areas of life.	M1.1, M1.2, M1.3, and M1.4 by student group.
1.6	Action: Assessment and Data Analysis Need: The 2023 California Dashboard reported student groups EL, SWD, and SED performing in the Red. Scope: LEA-wide Schoolwide	To monitor student progress in the identified subgroups, tools need to be in place through the student information system and specialized data monitoring programs. These programs provide students with the feedback necessary to help in making improvements in the learning.	M1.1, M1.2, M1.3, and M1.4 by student group.
1.7	Action: Support Personnel Need: The 2023 California Dashboard reported student groups EL, SWD, and SED performing in the Red.	Identified student groups often need extra support in areas both in the classroom and outside. Whether it's academic, emotional, health, or any other need, there are staff to provide this support.	M1.1, M1.2, M1.3, and M1.4 by student group.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
2.1	Action: Curriculum Development and Alignment Need: The California School Dashboard shows EL progress at 46.9%. Scope: LEA-wide Schoolwide	The supports to help EL students access the adopted curriculum, also assists all other students and subgroups.	M2.1 and M2.2
2.2	Action: Professional Development and Training Need: Identified subgroups demonstrate the need for further development of English as identified by the ELPI and iReady data. There is also an identified need for language acquisition in both Spanish and English. Scope: LEA-wide Schoolwide	By addressing instructional strategies through professional development, all students, including those identified subgroups, will benefit.	M2.1, 2.2, 2.3, 2.4 and 2.5
2.4	Action: Assessment and Data Analysis Need: Identified subgroups including EL students demonstrate the need for further development	Data provided for the identified subgroups and all students will monitor growth in English language and Spanish language supporting the school's mission.	M2.1, 2.2, 2.3, 2.4 and 2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>of English as identified by the ELPI and iReady data.</p> <p>Scope: LEA-wide Schoolwide</p>		
3.1	<p>Action: Cultivating a Positive School Climate</p> <p>Need: The California School Dashboard reported chronic absenteeism indicator with yellow. Students reported low rates of student satisfaction concerning student-teacher relationships and peer relationships.</p> <p>Scope: LEA-wide Schoolwide</p>	To increase attendance with a positive school climate, all students, including those groups identified, need additional support to ensure they are present and emotionally ready to learn.	M3.1 and M3.2
3.2	<p>Action: Promoting Diversity, Equity, and Inclusion</p> <p>Need: The California School Dashboard reported chronic absenteeism indicator with yellow. Students reported low rates of student satisfaction with their interactions with peers.</p> <p>Scope: LEA-wide Schoolwide</p>	All students, including those in identified groups, need additional supports to build relationships both with their peers and school staff. These supports will assist students in being successful academically and emotionally.	M3.1 and M3.2
3.3	Action:	Community events benefit all the school's educational partners but especially those students	M3.1 and M3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Strengthening Family and Community Partnerships</p> <p>Need: Academic data from both Goal 1 (M1.1, M1.2, M1.3, and M1.4) and Goal 2 (M2.1 and M2.2) indicate there is work to be done academically for all students, especially the identified student groups. Being present for learning is essential. Data from M3.1 supports this. Families want to be a part of these improvements as well as gain an understanding of their role in education.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>from identified subgroups. It's important for these families to be present to increase their understanding of the school's value and how they are part of the decision making.</p>	
3.4	<p>Action: College and Career</p> <p>Need: Academic data from both Goal 1 (M1.1, M1.2, M1.3, and M1.4) and Goal 2 (M2.1 and M2.2) indicate there is work to be done academically for all students especially the identified student groups. Being present for learning is essential. Data from M3.1 supports this.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>All students will benefit from college and career actions, especially those from identified subgroups. Many students need guidance on planning their education beyond graduation. Families also need guidance on planning for their child's further education including the opportunities available to afford further education.</p>	M 3.2, M3.3 and M3.4
4.1	<p>Action: Enhancing Physical and Personnel Security Measures</p>	<p>The safety measures put in place will benefit all students with specific attention to identified subgroups within the Suspension Indicator.</p>	M4.1 and M4.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The California School Dashboard identified Suspensions as a need for improvement with the indicator in red. Identified student groups show a need for improvement. Scope: LEA-wide Schoolwide		
4.3	Action: Safe Learning Space Need: The California School Dashboard identified Suspensions and ELA and Math indicators as red for most, if not all, student groups. Subgroup populations continue to rise in SWD and SED. Scope: LEA-wide Schoolwide	Students need a safe and well-maintained space for learning not only during the school day, but before and after school. This is not only true for our unduplicated population, but also for the whole school.	M4.1, M4.2, M1.1, M1.2, M1.3, M1.4, M2.1, M2.2

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

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

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	18.6:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	12,612,994	4,401,930	34.900%	0.000%	34.900%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$4,690,013.00	\$2,015,860.00		\$1,324,254.00	\$8,030,127.00	\$3,668,618.00	\$4,361,509.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.																
1	1.1	Academic Interventions Personnel	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$851,338.00	\$0.00	\$533,843.00			\$317,495.00	\$851,338.00
1	1.2	Academic Professional Development	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$31,500.00	\$134,869.00	\$58,393.00	\$11,476.00		\$96,500.00	\$166,369.00
1	1.3	Academic Support Curriculum	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$254,901.00	\$70,275.00			\$184,626.00	\$254,901.00
1	1.4	Academic Enrichment	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$283,939.00	\$97,500.00	\$195,325.00	\$159,114.00		\$27,000.00	\$381,439.00
1	1.5	Mental Health and Academic Services	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$609,373.00	\$0.00	\$296,506.00	\$177,225.00		\$135,642.00	\$609,373.00
1	1.6	Assessment and Data Analysis	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			\$0.00	\$72,000.00	\$40,000.00			\$32,000.00	\$72,000.00
1	1.7	Support Personnel			Yes	LEA-wide Schoolwide				\$922,523.00	\$0.00	\$922,523.00				\$922,523.00
2	2.1	Curriculum Development and Alignment	English Foster	Learners Youth	Yes	LEA-wide	English Learners		175	\$0.00	\$15,000.00				\$15,000.00	\$15,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low	Income		Scho olwide	Foster Youth Low Income									
2	2.2	Professional Development and Training	English Foster Low	Learners Youth Income	Yes	LEA- wide Scho olwide	English Learners Foster Youth Low Income			\$0.00	\$61,237.00				\$61,237.00	\$61,237.00
2	2.3	Student, Family and Community Engagement	All		No					\$0.00	\$32,000.00				\$32,000.00	\$32,000.00
2	2.4	Assessment and Data Analysis	English Foster Low	Learners Youth Income	Yes	LEA- wide Scho olwide	English Learners Foster Youth Low Income			\$0.00	\$317,000.00				\$317,000.00	\$317,000.00
3	3.1	Cultivating a Positive School Climate	English Foster Low	Learners Youth Income	Yes	LEA- wide Scho olwide	English Learners Foster Youth Low Income			\$0.00	\$24,850.00	\$24,850.00				\$24,850.00
3	3.2	Promoting Diversity, Equity, and Inclusion	English Foster Low	Learners Youth Income	Yes	LEA- wide Scho olwide	English Learners Foster Youth Low Income			\$56,248.00	\$26,500.00				\$82,748.00	\$82,748.00
3	3.3	Strengthening Family and Community Partnerships	English Foster Low	Learners Youth Income	Yes	LEA- wide Scho olwide	English Learners Foster Youth Low Income			\$0.00	\$45,000.00	\$45,000.00				\$45,000.00
3	3.4	College and Career	English Foster Low	Learners Youth Income	Yes	LEA- wide Scho olwide	English Learners Foster Youth Low Income			\$206,289.00	\$52,678.00	\$167,916.00	\$68,045.00		\$23,006.00	\$258,967.00
3	3.5	Celebrations and Recognitions	All		No					\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
4	4.1	Enhancing Physical and Personnel Security Measures			Yes	LEA- wide Scho olwide				\$707,408.00	\$87,999.00	\$795,407.00				\$795,407.00
4	4.2	Promoting Safety Awareness and Prevention	All		No					\$0.00	\$53,100.00	\$53,100.00				\$53,100.00
4	4.3	Safe Learning Space			Yes	LEA- wide Scho olwide				\$0.00	\$3,076,875.00	\$1,476,875.00	\$1,600,000.00			\$3,076,875.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
12,612,994	4,401,930	34.900%	0.000%	34.900%	\$4,626,913.00	100.000%	136.684 %	Total:	\$4,626,913.00
								LEA-wide Total:	\$4,626,913.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$4,626,913.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Academic Interventions Personnel	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$533,843.00	11.538%
1	1.2	Academic Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$58,393.00	1.262%
1	1.3	Academic Support Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$70,275.00	1.519%
1	1.4	Academic Enrichment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$195,325.00	4.221%
1	1.5	Mental Health and Academic Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$296,506.00	6.408%
1	1.6	Assessment and Data Analysis	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$40,000.00	0.865%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Support Personnel	Yes	LEA-wide Schoolwide			\$922,523.00	19.938%
2	2.1	Curriculum Development and Alignment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
2	2.2	Professional Development and Training	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
2	2.4	Assessment and Data Analysis	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
3	3.1	Cultivating a Positive School Climate	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$24,850.00	0.537%
3	3.2	Promoting Diversity, Equity, and Inclusion	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
3	3.3	Strengthening Family and Community Partnerships	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$45,000.00	0.973%
3	3.4	College and Career	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$167,916.00	3.629%
4	4.1	Enhancing Physical and Personnel Security Measures	Yes	LEA-wide Schoolwide			\$795,407.00	17.191%
4	4.3	Safe Learning Space	Yes	LEA-wide Schoolwide			\$1,476,875.00	31.919%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$14,598,615.00	\$7,581,038.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.					
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Field Trips	Yes	\$147,500.00	204,361.00
1	1.2	iReady Diagnostic and Instruction for Reading and Math	No	\$0.00	\$0.00
1	1.3	New Teacher Induction	No	\$39,947.00	\$18,440.00
1	1.4	Elementary Enrichment	No	\$110,812.00	\$164,720.00
1	1.5	Dual Enrollment	No	\$5,000.00	\$0.00
1	1.6	Mental Health & Academic Services	No	\$315,586.00	\$231,594.00
1	1.7	Summer Space Camp	No	\$6,000.00	\$0.00
1	1.8	Rocket Lab	No	\$278,263.00	\$270,777.00
1	1.9	Library Hub	No	\$10,700.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Secondary Extended Learning	No	\$0.00	\$0.00
1	1.11	Love & Logic	No	\$10,000.00	\$0.00
1	1.12	Summer Academy	No	\$160,000.00	\$64,000.00
1	1.13	Elementary Enrichment Music	No	\$25,000.00	\$14,163.00
1	1.14	eSports	No	\$20,000.00	\$350.00
1	1.15	Robotics Team	No	\$60,000.00	\$0.00
1	1.16	Science Lab	No	\$100,000.00	\$3,611.00
1	1.17	Art Lab	No	\$100,000.00	\$0.00
1	1.18	Summer Academy Facility	No	\$0.00	\$0.00
1	1.19	One-to-One Devices	No	\$100,000.00	\$128,497.00
1	1.20	Swun Math Professional Development	Yes	\$60,000.00	\$60,000.00
1	1.21	CABE Early Literacy Professional Development	Yes	\$2,500.00	\$0.00
1	1.22	Home Visits	Yes	\$0.00	\$0.00
1	1.23	Physical Education Materials	No	\$20,000.00	\$12,114.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Spanish Course	No	\$69,200.00	\$46,791.00
1	1.25	Flexible Seating	No	\$50,000.00	\$1,805.00
1	1.26	Mindfulness	No	\$10,000.00	\$0.00
1	1.27	College Visits	No	\$5,000.00	\$5,469.00
1	1.28	ELPAC Testing	Yes	\$13,500.00	\$3,679.00
1	1.29	ELPAC Testing On-Site Coordinator	Yes	\$11,500.00	\$14,914.00
1	1.30	VM Server	No	\$0.00	\$0.00
1	1.31	Support Servers	No	\$0.00	\$0.00
1	1.32	Storage Area Network	No	\$0.00	\$0.00
1	1.33	Classroom Furniture	No	\$300,000.00	\$12,553.00
1	1.34	STEM Enrichment Materials	No	\$10,000.00	\$10,000.00
1	1.35	Mandarin Enrichment Materials	No	\$0.00	\$0.00
1	1.36	Staff Laptops	No	\$114,500.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.37	Multi-Purpose Room Setup	No	\$0.00	\$0.00
1	1.38	Stop-It Hotline	No	\$500.00	\$0.00
1	1.39	MiFi Units	Yes	\$15,000.00	\$16,141.00
1	1.40	Resident Subs	Yes	\$127,413.00	\$208,222.00
1	1.41	Project GLAD Training	Yes	\$4,000.00	\$8,471.00
1	1.42	Uniform Closet	Yes	\$5,000.00	\$3,269.00
1	1.43	Independent Study	No	\$21,524.00	\$0.00
1	1.44	Universal Pre-Kindergarten	No	\$28,407.00	\$46,984.00
1	1.45	TK Classroom Setup	No	\$12,000.00	\$10,976.00
1	1.46	TK Paraprofessional	No	\$28,255.00	\$23,973.00
1	1.47	Capturing Kids Hearts	No	\$54,000.00	\$0.00
1	1.48	High School Athletics	Yes	\$95,748.00	\$170,472.00
1	1.49	Community Events	No	\$3,500.00	\$1,088.00
1	1.50	Tutoring	Yes	\$92,700.00	\$24,415.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.51	Counselor	Yes	\$121,750.00	\$149,501.00
1	1.52	TOA Secondary Grades	Yes	\$134,500.00	\$93,866.00
1	1.53	LAS Links Assessment	Yes	\$123,446.00	\$123,446.00
1	1.54	Transition Coordinator	Yes	\$79,000.00	\$66,513.00
1	1.55	Speech Support	Yes	\$65,000.00	\$52,602.00
1	1.56	AVID Program Support	Yes	\$80,076.00	\$24,000.00
1	1.57	Ed. Specialist High School	No	\$105,000.00	\$70,612.00
1	1.58	Advanced Placement Courses	Yes	\$6,500.00	\$9,500.00
1	1.59	Biliteracy Framework PD	Yes	\$51,000.00	\$51,000.00
1	1.60	Visual and Performing Arts Programs	Yes	\$154,922.00	\$109,897.00
1	1.61	Kinder Paraprofessionals	Yes	\$69,527.00	\$125,673
1	1.62	Intervention and Academic Coordination	Yes	\$190,183.00	\$190,750.00
1	1.63	Digital Citizenship	Yes	\$93,519.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.64	Attendance Clerk	Yes	\$90,894.00	\$75,581.00
1	1.65	Athletic Director	Yes	\$188,532.00	\$176,288.00
1	1.66	Saturday School Attendance	Yes	\$2,800.00	\$0.00
2	2.1	Cultural Field Trips	No	\$40,000.00	\$5,600.00
2	2.2	Character Safety Officers	Yes	\$339,038.00	\$304,987.00
2	2.3	Chilean Exchange	No	\$10,000.00	\$0.00
2	2.4	School Safety Professional Development	Yes	\$5,000.00	\$0.00
2	2.5	Custodial	No	\$203,276.00	\$179,905.00
2	2.6	Furniture	Yes	\$300,000.00	\$32,916.00
2	2.8	Floor Scrubber/Carpet Extractor	No	\$0.00	\$0.00
2	2.9	Janitorial Supplies	No	\$50,000.00	\$64,499.00
2	2.10	Ionizers for HVAC units	No	\$0.00	\$0.00
2	2.11	Elementary Rugs	No	\$0.00	\$0.00
2	2.12	CPI (Crisis Prevention Institute) Training	No	\$500.00	\$48.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	Suicide Prevention Training	No	\$2,000.00	\$300.00
2	2.15	Student Activities Clerk	Yes	\$43,397.00	\$41,301.00
2	2.16	Facility Technician	No	\$77,044.00	\$83,326.00
2	2.17	Receptionist	Yes	\$36,707.00	\$37,626.00
2	2.18	Library Technician/Assessment Support	Yes	\$26,833.00	\$0.00
2	2.19	Licensed Vocational Nurse	Yes	\$97,471.00	\$82,325.00
2	2.20	Health Clerk	No	\$0.00	\$0.00
2	2.21	Campus Safety Uniforms	Yes	\$2,000.00	\$0.00
2	2.22	Facilities	Yes	\$3,076,875.00	3,076,875.00
2	2.23	Catapult EMS	No	\$2,230.00	\$2,756.00
2	2.24	School Gym	No	\$5,500,000.00	\$60,517.00
2	2.25	Elementary Play Structure	No	\$150,000.00	\$88,544.00
2	2.26	Shade Structures	No	\$50,000.00	\$24,645.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.27	Pedestrian Gate	No	\$25,000.00	\$26,631.00
2	2.28	Fencing	No	\$35,455.00	\$1,995.00
2	2.29	Alternative Learning Center	Yes	\$117,056.00	\$46,027.00
2	2.30	Additional Administrative Support	No Yes	\$201,529.00	\$289,937.00
3	3.1	San Bernardino Latino Family Literacy Project	No	\$0.00	\$0.00
3	3.2	Love & Logic Parents	Yes	\$1,500.00	\$0.00
3	3.3	CABE Project 2-Inspire	Yes	\$5,000.00	\$705.00
3	3.4	Cafecito/Parent Forums	Yes	\$500.00	\$3,500.00
3	3.5	Translator Equipment	Yes	\$0.00	\$5,000.00
3	3.6	Parent Materials	Yes	\$500.00	\$1,088.00
3	3.7	Translation Services	Yes	\$0.00	\$2,500.00
3	3.8	Community/Stakeholder Outreach Effort	Yes	\$0.00	\$16,407.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,917,194	\$4,340,648.00	\$4,146,009.00	\$194,639.00	100.000%	100.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Field Trips	Yes				
1	1.20	Swun Math Professional Development	Yes				
1	1.21	CABE Early Literacy Professional Development	Yes	\$2,500.00	\$0.00	0.058%	0.000%
1	1.22	Home Visits	Yes	\$0.00	\$0.00	0.000%	0.000%
1	1.28	ELPAC Testing	Yes	\$13,500.00	\$3,679.00	0.311%	0.092%
1	1.29	ELPAC Testing On-Site Coordinator	Yes	\$11,500.00	\$14,914.00	0.265%	0.373%
1	1.39	MiFi Units	Yes	\$15,000.00	\$16,141.00	0.346%	0.404%
1	1.40	Resident Subs	Yes	\$127,413.00	\$208,222.00	2.935%	5.208%
1	1.41	Project GLAD Training	Yes	\$4,000.00	\$8,471.00	0.092%	0.212%
1	1.42	Uniform Closet	Yes	\$5,000.00	\$3,269.00	0.115%	0.082%
1	1.48	High School Athletics	Yes	\$95,748.00	\$170,472.00	2.206%	4.263%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.50	Tutoring	Yes	\$92,700.00	\$24,415.00	2.136%	0.611%
1	1.51	Counselor	Yes	\$121,750.00	\$149,501.00	2.805%	3.739%
1	1.52	TOA Secondary Grades	Yes	\$134,500.00	\$93,866.00	3.099%	2.348%
1	1.53	LAS Links Assessment	Yes				
1	1.54	Transition Coordinator	Yes	\$31,600.00	\$66,513.00	0.728%	1.664%
1	1.55	Speech Support	Yes	\$65,000.00	\$52,602.00	1.497%	1.316%
1	1.56	AVID Program Support	Yes	\$80,076.00	\$24,000.00	1.845%	0.600%
1	1.58	Advanced Placement Courses	Yes	\$6,500.00	\$9,500.00	0.150%	0.238%
1	1.59	Biliteracy Framework PD	Yes				
1	1.60	Visual and Performing Arts Programs	Yes				
1	1.61	Kinder Paraprofessionals	Yes	\$69,527.00	\$125,673.00	1.602%	3.143%
1	1.62	Intervention and Academic Coordination	Yes	\$190,183.00	\$190,750.00	4.381%	4.771%
1	1.63	Digital Citizenship	Yes	\$93,519.00	\$0.00	2.154%	0.000%
1	1.64	Attendance Clerk	Yes	\$90,894.00	\$75,581.00	2.094%	1.890%
1	1.65	Athletic Director	Yes	\$188,532.00	\$176,288.00	4.343%	4.409%
1	1.66	Saturday School Attendance	Yes	\$2,800.00	\$0.00	0.064%	0.000%
2	2.2	Character Safety Officers	Yes	\$339,038.00	\$304,987.00	7.811%	7.628%
2	2.4	School Safety Professional Development	Yes	\$5,000.00	\$0.00	0.115%	0.000%
2	2.6	Furniture	Yes	\$300,000.00	\$32,916.00	6.911%	0.823%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.15	Student Activities Clerk	Yes	\$43,397.00	\$41,301.00	1.000%	1.033%
2	2.17	Receptionist	Yes	\$36,707.00	\$37,626.00	0.846%	0.941%
2	2.18	Library Technician/Assessment Support	Yes	\$26,833.00	\$0.00	0.618%	0.000%
2	2.19	Licensed Vocational Nurse	Yes	\$97,471.00	\$82,325.00	2.246%	2.059%
2	2.21	Campus Safety Uniforms	Yes	\$2,000.00	\$0.00	0.046%	0.000%
2	2.22	Facilities	Yes	\$1,726,875.00	\$1,726,875.00	39.784%	43.190%
2	2.29	Alternative Learning Center	Yes	\$117,056.00	\$45,027.00	2.697%	1.126%
2	2.30	Additional Administrative Support	Yes	\$201,529.00	\$289,937.00	4.643%	7.251%
3	3.2	Love & Logic Parents	Yes	\$1,500.00	\$0.00	0.035%	0.000%
3	3.3	CABE Project 2-Inspire	Yes				
3	3.4	Cafecito/Parent Forums	Yes	\$500.00	\$3,500.00	0.011%	0.087%
3	3.5	Translator Equipment	Yes	\$0.00	\$2,500.00	0.000%	0.062%
3	3.6	Parent Materials	Yes	\$500.00	\$1,088.00	0.011%	0.027%
3	3.7	Translation Services	Yes				
3	3.8	Community/Stakeholder Outreach Effort	Yes	\$0.00	\$16,4070.00	0.000%	0.410%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
12,056,462	3,917,194	4.969%	37.459%	\$4,146,009.00	100.000%	134.388%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Norton Science & Language Academy	Victor Uribe Principal	vuribe@lcer.org 909-386-2300

Goals and Actions

Goal

Goal #	Description
1	All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Progress (CAASPP) Math and ELA 2019	37.01% of students showed proficiency in ELA 30.5% of students showed proficiency in math	The CAASPP assessments for ELA and Math will be administered in the spring of 2022 with results published in the fall of 2022. The CAASPP was not administered in 2021.	30% of students showed proficiency in the Smarter Balanced ELA exam. 15% of students showed proficiency in the Smarter Balanced Math exam as indicated on the California School Dashboard.	23% of students showed proficiency in the Smarter Balanced ELA exam. 16% of students showed proficiency in the Smarter Balanced Math exam as indicated on the California School Dashboard.	40% of students will show proficiency in ELA 34% of students will show proficiency in math
iReady Diagnostic Assessment for Reading	Reading: 29% of students on or above grade level 23% of students one grade level below 48% of students are two or more grade levels below	Reading: 28% of students on or above grade level 26% of students one grade level below 46% of students are two or more grade levels below	Reading: 22% of students on or above grade level 23% of students one grade level below 55% of students are two or more grade levels below	Reading: 27% of students on or above grade level 23% of students one grade level below 49% of students are two or more grade levels below	Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as demonstrated in the EOY 2021 assessments	as demonstrated in the EOY 2022 assessments	as demonstrated in the EOY 2023 assessments	as demonstrated in the EOY 2024 assessments	
iReady Diagnostic Assessment for Math	Math: 16% of students on or above grade level 38% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments	Math: 20% of students on or above grade level 34% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2022 assessments	Math: 14% of students on or above grade level 33% of students one grade level below 54% of students are two or more grade levels below as demonstrated in the EOY 2023 assessments	Math: 17% of students on or above grade level 26% of students one grade level below 56% of students are two or more grade levels below as demonstrated in the EOY 2024 assessments	Math: 25% of students on or above grade level 45% of students one grade level below 30% of students are two or more grade levels below
DRA (Developmental Reading Assessment) English grades 3-5	53.3% of students met standard 15.7% of students nearly met standard 31% of students standard not met as demonstrated in the EOY 2021 assessments	64% of students met standard 18.3% of students nearly met standard 17.7% of students standard not met	71% of students met standard 12.7% of students nearly met standard 16.3% of students standard not met	71% of students met standard 38% of students nearly met standard 16% of students standard	60% of students will meet the standard 20% of students will nearly meet the standard 20% of students standard not met
On-site Benchmarks for Math and ELA	21.5% of students showed proficiency in ELA 30.6% of students showed proficiency in math as demonstrated in the EOY 2021 assessments	28.9% of students showed proficiency in ELA 31.1% of students showed proficiency in math	17% of students showed proficiency in ELA 31.5% of students showed proficiency in math	34% of students showed proficiency in ELA 22% of students showed proficiency in math	35% of students will show proficiency in ELA 35% of students will show proficiency in math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EDL (Evaluación del desarrollo de la lectura® 2; Spanish reading assessment) grades K-2	33.7% of students showed proficiency in SLA as measured by EDL at the end of year 2020-2021	23.4% of students showed proficiency in SLA as measured by the EDL.	33.5% of students showed proficiency in SLA as measured by the EDL.	34% of students showed proficiency in SLA as measured by the EDL.	40% of students will show proficiency in SLA as measured by EDL
Field Trips	0% of students had the opportunity to attend a field trip during the 2020-2021 school year due to COVID restrictions.	81% of students had the opportunity to attend a field trip during the 2021-2022 school year.	62% of students had the opportunity to attend a field trip during the 2022-2023 school year.	93% of students had the opportunity to attend a field trip during the 2023-2024 school year.	100% of students will have the opportunity to attend at least one field trip during the school year.
Rocket Lab	New metric for the 2021-2022 school year.	86% of the students serviced through RTI in the Rocket Lab, met their academic goals.	89% of the students serviced through RTI in the Rocket Lab, met their academic goals.	91% of the students serviced through RTI in the Rocket Lab, met their academic goals.	96% of the students serviced through RTI in the Rocket Lab, will meet their academic goals.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the school's goal 1, to improve achievement in all areas, has made some change since the baseline was established but not as much as we'd like to see. Several action items added in the 2022-2023 LCAP were in response to data analysis. There has not been enough time to determine whether or not these actions will produce the changes necessary for improvement.

The most recent data from 2024 shows increases in both English reading (DRA), Spanish reading (EDL), and iReady data for Math and Reading. While CAASPP results are not available at this time for 2024, the positive data collected from these other assessments should produce similar results. The intervention in place for our Rocket Lab has shown excellent success for students attending. Extended learning such as field trips and tutoring were well attended.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were some differences in budgeted expenditures and estimated actual expenditures as follows:

- Action 1.3 new teacher induction; The difference here is due to staffing and the needs of new staff. Some staff were not ready for teacher induction.
- Action 1.5 dual enrollment; We were unable to add dual enrollment CCAP courses to our schedule this year so there was no cost. We will add this for the following year.
- Action 1.7 summer space camp; Summer Space Camp did not take place due to staffing.
- Action 1.9 library hub; The library hub was not fulfilled due to staffing.
- Action 1.11 love and logic; This training was done by in-house experts at no cost.
- Action 1.15 robotics team; This was not developed due to staff changes. The monies were repurposed to create an eSports team.
- Action 1.26 mindfulness; This room was repurposed for SEL counseling
- Action 1.36 staff laptops; Staff laptops were upgraded the prior year and will not be needed for several years.
- Action 1.38 Stop It; Stop It is offered at no cost to schools.
- Action 1.47 Capturing Kids Hearts; Due to the availability of staff PD days, we were not able to implement this training. We will be including this training annually beginning with the 2024-2025 school year.
- Action 1.48 High School Athletics; Our program for athletics grew much more than expected, which contributed to the increase in cost.
- Action 1.63 Digital Citizenship; Digital citizenship was provided to all students at no cost.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action items that supported intervention and extended learning have proven to show positive results. Both families and students have reported that enrichment, athletics, and extracurriculars have benefited and would like to see these continue and expand next year. Staffing for several action items has been an issue over the last couple of years but efforts are in place to make sure all programs are fully staffed for the 2024-2025 school year.

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

The planned goal will continue for the 2024-2025 LCAP with a few changes. The metrics that define growth will be more focused to include specific grade levels and subgroups for a more disaggregated view of achievement data. Professional development will also be redefined to focus on more specific areas in math and in language acquisition.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide safe and well-maintained facilities with a positive learning environment and instructional practices that are culturally responsive and support the academic, social, emotional, and physical needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate as reported on the California School Dashboard.	3% suspension rate as reported on the 2019 California School Dashboard.	The Suspension Rate for 2021 has not been publicized by the California Dashboard. It will resume in the fall of 2022. According to Dataquest, the suspension rate for AAE during the 2020-2021 school year was 0%.	6.6% suspension rate as reported on the 2022 California School Dashboard.	12.6% suspension rate as reported on the 2023 California School Dashboard.	2.8% suspension rate as reported by the California School Dashboard.
Student Climate Survey	35% of students felt their school was well-maintained and clean as reported on the 2019 student climate survey.	75% of students felt their school was safe and well-maintained as reported by the student climate survey in the fall of 2021.	66% of students felt their school was safe and well-maintained as reported by the student climate survey in the fall of 2022.	81% of students felt their school was safe and well-maintained as reported by the 23-24 student climate survey.	75% of students feel their school is well-maintained and clean as reported by the student climate survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student SEL Survey	82.5% of students surveyed feel well-adjusted and ready for learning as indicated by the 2020 SEL survey.	53.3% of students surveyed in the fall of 2021 feel well adjusted and ready for learning according to the SEL survey.	45% of students surveyed in 2022 feel well adjusted and ready for learning according to the SEL survey.	88% of students surveyed in the 23-24 school year feel well adjusted and ready for learning according to the SEL survey.	85% of students surveyed feel well-adjusted and ready for learning as indicated by the SEL survey.
Field Trip Attendance	0% of students attended cultural field trips in 2020-2021.	0% of students attended cultural fields trips due to COVID restrictions.	0% of students attended cultural field trips in 2022-2023.	14% of students attended cultural field trips in 2022-2023.	85% of students will attend cultural field trips.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall goal 2, to ensure students are safe and have a positive learning experience, has been successful. Students and families both report that the school is well-maintained and safe.

The addition of personnel, both for safety and facilities, has helped to improve the school. The school has added high school grades, one grade level at a time, over the last three years which has added to the increase in suspensions. For the 2023-2024 school year, action items 2.29 and 2.30 were added to help address this increase. While the dashboard for 2024 has not been published yet, on-site data shows a decrease in suspensions of 45%.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were some differences in budgeted expenditures and estimated actual expenditures as follows:

- Action item 2.6 furniture; This item was listed in both goal 1 and goal 2. There has not been a need to purchase any additional furniture.

- Action item 2.18 library technician/assessment support; This position was not filled due to lack of staffing.
- Action item 2.24 school gym; The school gym total cost is shown for the planned expenditures. The actual expenditures for the project was \$5.8 million.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Most of the intended actions were effective as both parents and students saw improvements in campus cleanliness and safety in the 2023-2024 school year. As mentioned in the analysis, while suspension were high in 2022-2023, the data provided assisted in making changes for the 2023-2024 school year, which has already seen a huge decline in suspensions and a proactive approach to disciplinary behavior management.

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

Because educating the whole student is essential, the planned goal will continue for the 2024-2025 LCAP with a few changes. Student and parent climate surveys will continue as metrics as well as suspension rates.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rosters from meetings.	8% of families attend engagement opportunities.	8% of families attend engagement opportunities.	10% of families attend engagement opportunities.	15% of families attend engagement opportunities.	25% of families will attend engagement opportunities.
Participation in engagement surveys.	33% of families participated in engagement surveys.	33% of families participated in engagement surveys.	35% of families participated in engagement opportunities.	35% of families participated in engagement opportunities.	45% of families participated in engagement surveys.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.
Overall, goal 3 to engage educational partners was successful in improving participation. A variety of opportunities were provided for educational partners to provide input on schoolwide decisions throughout the life of the LCAP.
The actions planned helped to promote engagement. While attendance at forums was not as large as expected, the addition of dinner and entertainment to the 2024 Family Voices event, brought out the largest group the school has seen. This was valuable information for future planning of in-person forums.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were some differences in budgeted expenditures and estimated actual expenditures as follows:

- Action 3.2 Love & Logic Parents; Parenting Love & Logic was offered by on-site staff at no cost.
- Action 3.3 CAFE Project 2-Inspire; CAFE's Project 2-Inspire was replaced with the annual CAFE parent conference at a smaller cost.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Providing incentives for parent participation was effective in the 2023-2024 school year. The school expects that continuing incentives, will increase participation in the coming years. Other events, such as student performances and awards assemblies, have a large number of participants and could be an area to explore further to leverage feedback.

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

Rather than being a singular goal, parent engagement will be embedded in all the LCAP goals set by the school for the 2024 LCAP. Metrics of this engagement will include both academic results, social emotional indicators, and survey data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$14,598,615.00	\$7,581,038.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.					
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Field Trips	Yes	\$147,500.00	204,361.00
1	1.2	iReady Diagnostic and Instruction for Reading and Math	No	\$0.00	\$0.00
1	1.3	New Teacher Induction	No	\$39,947.00	\$18,440.00
1	1.4	Elementary Enrichment	No	\$110,812.00	\$164,720.00
1	1.5	Dual Enrollment	No	\$5,000.00	\$0.00
1	1.6	Mental Health & Academic Services	No	\$315,586.00	\$231,594.00
1	1.7	Summer Space Camp	No	\$6,000.00	\$0.00
1	1.8	Rocket Lab	No	\$278,263.00	\$270,777.00
1	1.9	Library Hub	No	\$10,700.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Secondary Extended Learning	No	\$0.00	\$0.00
1	1.11	Love & Logic	No	\$10,000.00	\$0.00
1	1.12	Summer Academy	No	\$160,000.00	\$64,000.00
1	1.13	Elementary Enrichment Music	No	\$25,000.00	\$14,163.00
1	1.14	eSports	No	\$20,000.00	\$350.00
1	1.15	Robotics Team	No	\$60,000.00	\$0.00
1	1.16	Science Lab	No	\$100,000.00	\$3,611.00
1	1.17	Art Lab	No	\$100,000.00	\$0.00
1	1.18	Summer Academy Facility	No	\$0.00	\$0.00
1	1.19	One-to-One Devices	No	\$100,000.00	\$128,497.00
1	1.20	Swun Math Professional Development	Yes	\$60,000.00	\$60,000.00
1	1.21	CABE Early Literacy Professional Development	Yes	\$2,500.00	\$0.00
1	1.22	Home Visits	Yes	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.23	Physical Education Materials	No	\$20,000.00	\$12,114.00
1	1.24	Spanish Course	No	\$69,200.00	\$46,791.00
1	1.25	Flexible Seating	No	\$50,000.00	\$1,805.00
1	1.26	Mindfulness	No	\$10,000.00	\$0.00
1	1.27	College Visits	No	\$5,000.00	\$5,469.00
1	1.28	ELPAC Testing	Yes	\$13,500.00	\$3,679.00
1	1.29	ELPAC Testing On-Site Coordinator	Yes	\$11,500.00	\$14,914.00
1	1.30	VM Server	No	\$0.00	\$0.00
1	1.31	Support Servers	No	\$0.00	\$0.00
1	1.32	Storage Area Network	No	\$0.00	\$0.00
1	1.33	Classroom Furniture	No	\$300,000.00	\$12,553.00
1	1.34	STEM Enrichment Materials	No	\$10,000.00	\$10,000.00
1	1.35	Mandarin Enrichment Materials	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.36	Staff Laptops	No	\$114,500.00	\$0.00
1	1.37	Multi-Purpose Room Setup	No	\$0.00	\$0.00
1	1.38	Stop-It Hotline	No	\$500.00	\$0.00
1	1.39	MiFi Units	Yes	\$15,000.00	\$16,141.00
1	1.40	Resident Subs	Yes	\$127,413.00	\$208,222.00
1	1.41	Project GLAD Training	Yes	\$4,000.00	\$8,471.00
1	1.42	Uniform Closet	Yes	\$5,000.00	\$3,269.00
1	1.43	Independent Study	No	\$21,524.00	\$0.00
1	1.44	Universal Pre-Kindergarten	No	\$28,407.00	\$46,984.00
1	1.45	TK Classroom Setup	No	\$12,000.00	\$10,976.00
1	1.46	TK Paraprofessional	No	\$28,255.00	\$23,973.00
1	1.47	Capturing Kids Hearts	No	\$54,000.00	\$0.00
1	1.48	High School Athletics	Yes	\$95,748.00	\$170,472.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.49	Community Events	No	\$3,500.00	\$1,088.00
1	1.50	Tutoring	Yes	\$92,700.00	\$24,415.00
1	1.51	Counselor	Yes	\$121,750.00	\$149,501.00
1	1.52	TOA Secondary Grades	Yes	\$134,500.00	\$93,866.00
1	1.53	LAS Links Assessment	Yes	\$123,446.00	\$123,446.00
1	1.54	Transition Coordinator	Yes	\$79,000.00	\$66,513.00
1	1.55	Speech Support	Yes	\$65,000.00	\$52,602.00
1	1.56	AVID Program Support	Yes	\$80,076.00	\$24,000.00
1	1.57	Ed. Specialist High School	No	\$105,000.00	\$70,612.00
1	1.58	Advanced Placement Courses	Yes	\$6,500.00	\$9,500.00
1	1.59	Biliteracy Framework PD	Yes	\$51,000.00	\$51,000.00
1	1.60	Visual and Performing Arts Programs	Yes	\$154,922.00	\$109,897.00
1	1.61	Kinder Paraprofessionals	Yes	\$69,527.00	\$125,673

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.62	Intervention and Academic Coordination	Yes	\$190,183.00	\$190,750.00
1	1.63	Digital Citizenship	Yes	\$93,519.00	\$0.00
1	1.64	Attendance Clerk	Yes	\$90,894.00	\$75,581.00
1	1.65	Athletic Director	Yes	\$188,532.00	\$176,288.00
1	1.66	Saturday School Attendance	Yes	\$2,800.00	\$0.00
2	2.1	Cultural Field Trips	No	\$40,000.00	\$5,600.00
2	2.2	Character Safety Officers	Yes	\$339,038.00	\$304,987.00
2	2.3	Chilean Exchange	No	\$10,000.00	\$0.00
2	2.4	School Safety Professional Development	Yes	\$5,000.00	\$0.00
2	2.5	Custodial	No	\$203,276.00	\$179,905.00
2	2.6	Furniture	Yes	\$300,000.00	\$32,916.00
2	2.8	Floor Scrubber/Carpet Extractor	No	\$0.00	\$0.00
2	2.9	Janitorial Supplies	No	\$50,000.00	\$64,499.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Ionizers for HVAC units	No	\$0.00	\$0.00
2	2.11	Elementary Rugs	No	\$0.00	\$0.00
2	2.12	CPI (Crisis Prevention Institute) Training	No	\$500.00	\$48.00
2	2.13	Suicide Prevention Training	No	\$2,000.00	\$300.00
2	2.15	Student Activities Clerk	Yes	\$43,397.00	\$41,301.00
2	2.16	Facility Technician	No	\$77,044.00	\$83,326.00
2	2.17	Receptionist	Yes	\$36,707.00	\$37,626.00
2	2.18	Library Technician/Assessment Support	Yes	\$26,833.00	\$0.00
2	2.19	Licensed Vocational Nurse	Yes	\$97,471.00	\$82,325.00
2	2.20	Health Clerk	No	\$0.00	\$0.00
2	2.21	Campus Safety Uniforms	Yes	\$2,000.00	\$0.00
2	2.22	Facilities	Yes	\$3,076,875.00	3,076,875.00
2	2.23	Catapult EMS	No	\$2,230.00	\$2,756.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.24	School Gym	No	\$5,500,000.00	\$60,517.00
2	2.25	Elementary Play Structure	No	\$150,000.00	\$88,544.00
2	2.26	Shade Structures	No	\$50,000.00	\$24,645.00
2	2.27	Pedestrian Gate	No	\$25,000.00	\$26,631.00
2	2.28	Fencing	No	\$35,455.00	\$1,995.00
2	2.29	Alternative Learning Center	Yes	\$117,056.00	\$46,027.00
2	2.30	Additional Administrative Support	No Yes	\$201,529.00	\$289,937.00
3	3.1	San Bernardino Latino Family Literacy Project	No	\$0.00	\$0.00
3	3.2	Love & Logic Parents	Yes	\$1,500.00	\$0.00
3	3.3	CABE Project 2-Inspire	Yes	\$5,000.00	\$705.00
3	3.4	Cafecito/Parent Forums	Yes	\$500.00	\$3,500.00
3	3.5	Translator Equipment	Yes	\$0.00	\$5,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Parent Materials	Yes	\$500.00	\$1,088.00
3	3.7	Translation Services	Yes	\$0.00	\$2,500.00
3	3.8	Community/Stakeholder Outreach Effort	Yes	\$0.00	\$16,407.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,917,194	\$4,340,648.00	\$4,146,009.00	\$194,639.00	100.000%	100.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.							
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Field Trips	Yes				
1	1.20	Swun Math Professional Development	Yes				
1	1.21	CABE Early Literacy Professional Development	Yes	\$2,500.00	\$0.00	0.058%	0.000%
1	1.22	Home Visits	Yes	\$0.00	\$0.00	0.000%	0.000%
1	1.28	ELPAC Testing	Yes	\$13,500.00	\$3,679.00	0.311%	0.092%
1	1.29	ELPAC Testing On-Site Coordinator	Yes	\$11,500.00	\$14,914.00	0.265%	0.373%
1	1.39	MiFi Units	Yes	\$15,000.00	\$16,141.00	0.346%	0.404%
1	1.40	Resident Subs	Yes	\$127,413.00	\$208,222.00	2.935%	5.208%
1	1.41	Project GLAD Training	Yes	\$4,000.00	\$8,471.00	0.092%	0.212%
1	1.42	Uniform Closet	Yes	\$5,000.00	\$3,269.00	0.115%	0.082%
1	1.48	High School Athletics	Yes	\$95,748.00	\$170,472.00	2.206%	4.263%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.50	Tutoring	Yes	\$92,700.00	\$24,415.00	2.136%	0.611%
1	1.51	Counselor	Yes	\$121,750.00	\$149,501.00	2.805%	3.739%
1	1.52	TOA Secondary Grades	Yes	\$134,500.00	\$93,866.00	3.099%	2.348%
1	1.53	LAS Links Assessment	Yes				
1	1.54	Transition Coordinator	Yes	\$31,600.00	\$66,513.00	0.728%	1.664%
1	1.55	Speech Support	Yes	\$65,000.00	\$52,602.00	1.497%	1.316%
1	1.56	AVID Program Support	Yes	\$80,076.00	\$24,000.00	1.845%	0.600%
1	1.58	Advanced Placement Courses	Yes	\$6,500.00	\$9,500.00	0.150%	0.238%
1	1.59	Biliteracy Framework PD	Yes				
1	1.60	Visual and Performing Arts Programs	Yes				
1	1.61	Kinder Paraprofessionals	Yes	\$69,527.00	\$125,673.00	1.602%	3.143%
1	1.62	Intervention and Academic Coordination	Yes	\$190,183.00	\$190,750.00	4.381%	4.771%
1	1.63	Digital Citizenship	Yes	\$93,519.00	\$0.00	2.154%	0.000%
1	1.64	Attendance Clerk	Yes	\$90,894.00	\$75,581.00	2.094%	1.890%
1	1.65	Athletic Director	Yes	\$188,532.00	\$176,288.00	4.343%	4.409%
1	1.66	Saturday School Attendance	Yes	\$2,800.00	\$0.00	0.064%	0.000%
2	2.2	Character Safety Officers	Yes	\$339,038.00	\$304,987.00	7.811%	7.628%
2	2.4	School Safety Professional Development	Yes	\$5,000.00	\$0.00	0.115%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Furniture	Yes	\$300,000.00	\$32,916.00	6.911%	0.823%
2	2.15	Student Activities Clerk	Yes	\$43,397.00	\$41,301.00	1.000%	1.033%
2	2.17	Receptionist	Yes	\$36,707.00	\$37,626.00	0.846%	0.941%
2	2.18	Library Technician/Assessment Support	Yes	\$26,833.00	\$0.00	0.618%	0.000%
2	2.19	Licensed Vocational Nurse	Yes	\$97,471.00	\$82,325.00	2.246%	2.059%
2	2.21	Campus Safety Uniforms	Yes	\$2,000.00	\$0.00	0.046%	0.000%
2	2.22	Facilities	Yes	\$1,726,875.00	\$1,726,875.00	39.784%	43.190%
2	2.29	Alternative Learning Center	Yes	\$117,056.00	\$45,027.00	2.697%	1.126%
2	2.30	Additional Administrative Support	Yes	\$201,529.00	\$289,937.00	4.643%	7.251%
3	3.2	Love & Logic Parents	Yes	\$1,500.00	\$0.00	0.035%	0.000%
3	3.3	CABE Project 2-Inspire	Yes				
3	3.4	Cafecito/Parent Forums	Yes	\$500.00	\$3,500.00	0.011%	0.087%
3	3.5	Translator Equipment	Yes	\$0.00	\$2,500.00	0.000%	0.062%
3	3.6	Parent Materials	Yes	\$500.00	\$1,088.00	0.011%	0.027%
3	3.7	Translation Services	Yes				
3	3.8	Community/Stakeholder Outreach Effort	Yes	\$0.00	\$16,4070.00	0.000%	0.410%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
12,056,462	3,917,194	4.969%	37.459%	\$4,146,009.00	100.000%	134.388%	\$0.00	0.000%

This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Creating Global Citizens

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Norton Science & Language Academy	Victor Uribe Principal	vuribe@lcer.org 909-386-2300

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	44.50	42.40	1.00	0.00	1.00	0.00	0.00	0.00

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science					5

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

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

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The school is proactive in its initiatives and commitments to ongoing improvement in the areas that are identified as initial or full implementation in the following ways.

To address the newly adopted Mathematics Frameworks, the school is integrating them into both the curriculum and professional development for math teachers in the upcoming school year to stay current with educational standards and ensure students receive quality instruction in mathematics.

To provide inclusive education and support the diverse needs of its student body, the school is focused on reviewing and implementing an English Language Development (ELD) curriculum for secondary levels, 6-12, to support students who are learning English as a second language.

The introduction and expansion of Career and Technical Education (CTE) programs signify a forward-thinking approach to preparing students for future careers. As the high school completes its final build-out and CTE offerings expand in the following years, students will have more opportunities to explore different career paths and gain practical skills.

There is an emphasis on staff professional development and support, recognizing the importance of investing in its educators. By addressing areas for improvement and providing support to both experienced and new teachers, the school fosters a culture of continuous learning and growth.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Norton Science & Language Academy has made strides in building relationships between school staff and families. Through regular communication channels such as social media, messaging, email, direct mail, and face to face, the school ensures all educational partners have access to information.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

NSLA's focus area for improvement in Building Relationships Between School Staff and Families centers on fostering strong partnerships and open communication channels to promote collaboration and support between the school and families. The four goals are:

Enhancing Family Engagement: Implement strategies to increase family involvement in school activities, events, and decision-making processes, fostering a sense of ownership and investment in the school community.

Improving Communication: Enhance communication between school staff and families through regular updates, newsletters, and technology platforms, ensuring timely and transparent information sharing about school events, policies, and student progress.

Providing Support Services: Expand access to support services and resources for families, such as counseling, parent education workshops, and community referrals, to address the diverse needs and challenges faced by students and their families.

Strengthening Partnerships: Cultivate partnerships with community organizations, businesses, and stakeholders to provide additional resources and opportunities for students and families, promoting holistic support and positive outcomes for all members of the school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

To improve the engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families, NSLA will focus on three key goals:

Culturally Responsive Communication: Develop and implement culturally responsive communication strategies that cater to the diverse linguistic and cultural backgrounds of underrepresented families. This includes providing translated materials, hosting bilingual events, and utilizing culturally relevant communication channels to ensure all families feel included and valued.

Family Support Services: Expand access to family support services and resources that address the unique needs and challenges faced by underrepresented families. This may include offering parent workshops on topics such as navigating the education system, accessing community resources, and supporting student success at home.

Relationship Building: Strengthen relationships between school staff and underrepresented families through personalized outreach, home visits, and family engagement events. By building trust, rapport, and a sense of belonging within the school community, we can foster meaningful partnerships that support student success and well-being.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

NSLA's demonstrates several strengths and notable progress in Building Partnerships for Student Outcomes:

Collaborative Culture: The LEA fosters a collaborative culture that values partnerships between schools, families, community organizations, and stakeholders. This collaborative approach allows for shared decision-making, collective problem-solving, and mutual support in advancing student success.

Strong Community Connections: The LEA has established strong connections with community organizations, businesses, and stakeholders, leveraging external resources and expertise to support student learning and development. These partnerships enhance students' access to additional educational opportunities, support services, and enrichment programs.

Family Engagement Initiatives: The LEA has implemented effective family engagement initiatives that promote meaningful involvement of parents and guardians in their child's education. These initiatives include parent workshops, family literacy programs, and community events, creating opportunities for families to actively participate in their child's learning journey and contribute to student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

NSLA's focus area for improvement in Building Partnerships for Student Outcomes centers on enhancing collaboration and coordination among stakeholders to maximize support for student success. The three goals are:

Strengthening Community Partnerships: Expand and deepen partnerships with community organizations, businesses, and stakeholders to provide comprehensive support services, resources, and opportunities for students. This includes fostering mutually beneficial relationships, coordinating efforts, and aligning resources to address the diverse needs of students and families.

Increasing Family Engagement: Implement strategies to increase family engagement in student learning and school activities, promoting collaboration between families and schools to support student success. This includes providing opportunities for meaningful involvement, empowering families as partners in decision-making processes, and enhancing communication and outreach efforts to ensure all families feel welcome and valued.

Enhancing Professional Collaboration: Foster collaboration and coordination among educators, support staff, and external partners to maximize the impact of support services and interventions on student outcomes. This includes promoting interdisciplinary teamwork, sharing best practices, and providing professional development opportunities to strengthen partnerships and improve collective efficacy in meeting the needs of all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

NSLA aims to improve the engagement of underrepresented families by implementing targeted strategies to address barriers and increase participation. The three goals are:

Culturally Responsive Outreach: Develop and implement culturally responsive outreach strategies to actively engage underrepresented families, including translated materials, culturally relevant events, and community liaisons to bridge language and cultural barriers.

Family Empowerment Programs: Provide family empowerment programs and resources that equip underrepresented families with the knowledge, skills, and support needed to advocate for their children's education, navigate school systems, and actively participate in decision-making processes.

Relationship Building: Strengthen relationships between school staff and underrepresented families through personalized communication, home visits, and family-centered events to build trust, rapport, and a sense of belonging within the school community.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

NSLA demonstrates several strengths and notable progress in Seeking Input for Decision-Making:

Stakeholder Engagement: The LEA actively seeks input from diverse stakeholders, including parents, students, teachers, staff, and community members, ensuring that decisions reflect a broad range of perspectives and priorities.

Transparent Communication: The LEA maintains transparent communication channels, providing timely and accessible information about decision-making processes, opportunities for input, and outcomes, fostering trust and accountability among stakeholders.

Collaboration and Collaboration: The LEA fosters a collaborative approach to decision-making, encouraging teamwork, consensus-building, and shared ownership of outcomes among stakeholders. This collaborative culture promotes innovation, creativity, and collective problem-solving in addressing complex challenges and achieving shared goals.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

NSLA's focus areas for improvement in Seeking Input for Decision-Making center on enhancing stakeholder engagement, fostering transparency, and promoting inclusivity in the decision-making process. Three areas for improvement include:

Diverse Representation: Increase representation of diverse stakeholders, including parents, students, teachers, staff, and community members, in decision-making bodies and processes to ensure that a wide range of perspectives and voices are heard and considered.

Proactive Outreach: Implement proactive outreach strategies to solicit input from underrepresented or marginalized groups, including culturally and linguistically diverse families, low-income communities, and students with special needs, to ensure their needs and priorities are effectively addressed in decision-making processes.

Feedback Mechanisms: Establish clear and accessible feedback mechanisms, such as surveys, focus groups, and town hall meetings, to gather input from stakeholders on key decisions, policies, and initiatives, and ensure that their feedback is carefully considered and integrated into decision-making processes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To improve the engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making, NSLA will focus on three key goals:

Culturally Responsive Outreach: Develop and implement culturally responsive outreach strategies tailored to the needs and preferences of underrepresented families, including translated materials, culturally relevant communication channels, and targeted outreach efforts to bridge language and cultural barriers.

Family Empowerment Workshops: Offer family empowerment workshops and training sessions designed to equip underrepresented families with the knowledge, skills, and resources needed to effectively participate in decision-making processes, advocate for their children's needs, and engage with the school community.

Community Partnerships: Forge partnerships with community organizations, cultural associations, and grassroots groups representing underrepresented families to leverage their expertise, networks, and resources in reaching and engaging with these communities, fostering trust, collaboration, and mutual support in decision-making processes.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Annual climate surveys administered to both students and families provide the school with information to support current practices and feedback on areas of improvement.

Students highlighted the following areas where they feel the school is doing well:

- 78% of students like the school building
- 70% of students note that there are clear rules and consequences for behavior
- 80% of students feel their teachers are encouraging, are respectful, and make learning interesting
- 75% of students feel safe at school

Students highlighted the following areas where improvements need to be made:

- 56% of students agree that fellow students put forth their best efforts in learning
- 53% of students feel that fellow students are well-behaved or treat each other well
- 51% of students feel they are able to handle disagreements with other students
- 53% of students state they have a say in what happens at school

Families highlighted the following areas where they feel the school is doing well:

- 80% of families surveyed feel their child is safe at school
- 91% of families surveyed feel the school values the diversity of their child's background
- 91% of families surveyed feel the school staff is respectful to students

Families highlighted the following areas where improvements need to be made:

- Improvement for campus security both in controlling safety and student relationships
- Increase in community events such as those before the COVID school closure
- Increase in tutoring and intervention classes

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Both families and students enjoy the school and feel safe attending. Families would like to see an increase in security presence around the campus to prevent undesirable behaviors among students. While students understand the rules and consequences for behavior, they do not feel prepared to handle disagreements with their fellow classmates. Students also feel they need to have a stronger voice in what happens at school. Families would like to see more tutoring and intervention in place as well as increased community events.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In gaining an understanding of the feedback provided throughout the year from both students and their families, the school will be adding additional actions to its LCAP to support the needs identified. To support staff to student relationships and student to student relationships, staff will be participating in two initiatives. Staff will be attending annual training through Capturing Kids Hearts to develop a culture of respect for staff to students and students to students. This research-based program shows a decline in referrals, an increase in attendance, and an increase in academic performance. The school is also investing in Playworks, to help students build social and emotional life skills through the power of play.

To increase partnerships, the school is adding to its community events including Noches des Estrellas, Spring Festival, Family Literacy Nights, and other events throughout the school year. Student voice will continue to be a focus through ASB, Principal's Cabinet, National Honor Society, AVID, Family Voices, surveys, and other forums to illicit feedback from students. Both tutoring and intervention are in place for the next school year to meet the needs at all levels.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

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

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

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

For the 2023-2024 school year, 100% of students at the Norton Science and Language Academy, TK-11, had full access to a broad course of study. All students in TK-5 attend enrichment courses during the school day that include STEM, Art, PE, and Music. Middle school and High School students have the opportunity to take elective courses in Computer Science, Space Scientist, AVID, Robotics, eSports, and ASB. The school partners with the local community college to provide High School students dual-enrollment courses.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

No barriers exist to prevent student access to a broad course of studies in all grades, TK-11.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Regular analysis of course offerings, student surveys, class schedules, and school schedules continue to inform the administration of student enrollment in a broad course of study. As the finishing building out its high school in the 2024-2025 school year, it will continue to support the school's mission for dual immersion and world languages using engagement data to provide a robust and rigorous education for its students, including eight AP courses open to all students.

Lewis Center 2024/2025 Multi-Year Budget Projections

Revenue

Name	Proposed 2024-2025			
	AAE	NSLA	LCER	Total
ADA/LCFF	9,363,860	9,573,850	-	18,937,710
Property Tax	1,935,880	-	-	1,935,880
LCFF Supplemental	1,401,271	2,139,678	-	3,540,949
LCFF Concentration	-	2,262,252	-	2,262,252
Education Protection Act	4,711,798	3,681,629	-	8,393,427
Lottery	263,130	220,348	-	483,478
Lottery - Res. 6300	107,036	89,633	-	196,669
Special Needs - AB602	1,057,050	680,018	-	1,737,068
Special Needs Mental Health Services	112,960	89,035	-	201,995
Special Needs - Federal	208,271	241,226	-	449,497
Mandate Block Grant	43,191	27,989	-	71,180
MAA	22,000	40,000	-	62,000
Cafeteria - State	625,000	291,603	-	916,603
Cafeteria - Federal	335,000	730,852	-	1,065,852
ELO-ASP/Summer Academy	583,392	1,620,892	-	2,204,284
Prop 28 - VPA	214,172	189,349	-	403,521
Learning Recovery Emergency Block Grant	280,651	348,852	-	629,503
SB740	-	1,600,000	-	1,600,000
Title I	187,736	288,371	-	476,107
Title II	34,991	40,899	-	75,890
Title III	-	43,595	-	43,595
Title IV	14,578	23,006	-	37,584
Interest	52,000	52,000	52,000	156,000
ROTC	97,848	-	-	97,848
Juno Project	-	-	74,990	74,990
Foundation	-	-	10,000	10,000
Local Outreach	-	-	55,000	55,000
	21,651,815	24,275,077	191,990	46,118,882

Reserves

Economic Uncertainty	(271,192)	(272,861)	(88,000)	(632,053)
	(271,192)	(272,861)	(88,000)	(632,053)

Contributions to LCER

LCER Management	(2,209,492)	(2,136,050)	4,345,542	-
STEM ELOP Programing	(2,350)	(2,350)	4,700	-
Food Services	(61,640)	(61,640)	123,280	-
SPED	(225,373)	(225,373)	450,746	-
Contributing Support	(193,178)	(291,848)	485,026	-
Nursing	(87,523)	(29,174)	116,697	-
	(2,779,556)	(2,746,435)	5,525,991	-

Revenue to Expend

Revenue+Reserves+Contribution to LCER	18,601,067	21,255,781	5,629,981	45,486,829
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Lewis Center 2024/2025 Multi-Year Budget Projections

Expenditures

Proposed 2024-2025

Name	AAE	NSLA	LCER	Total
Foundation Bonus	-	-	-	-
Certificated	7,332,674	7,057,361	965,476	15,355,511
Certificated Hourly	87,308	39,000	-	126,308
Certificated Substitute	343,250	315,550	-	658,800
Certificated Supplemental	60,409	100,649	-	161,058
Certificated Stipends	159,021	77,400	-	236,421
Certificated OT	-	-	-	-
Total Certificated	7,982,662	7,589,960	965,476	16,538,098

Classified	693,490	642,085	2,238,658	3,574,233
Classified Hourly	1,253,745	1,230,959	94,084	2,578,788
Classified Substitute	106,002	30,600	-	136,602
Classified Supplemental	30,000	29,248	-	59,248
Classified Stipends	65,750	47,500	-	113,250
Classified OT	9,000	7,975	10,739	27,714
Total Classified	2,157,987	1,988,367	2,343,481	6,489,835

Employee Benefits	1,468,081	1,306,576	526,119	3,300,776
STRS	1,458,755	1,392,631	152,653	3,004,039
PERS	668,761	616,495	671,161	1,956,417
Apple	778	-	668	1,446
Social Security	132,510	141,798	154,072	428,380
Medicare	147,040	138,887	48,154	334,081
State Unemployment Ins.	5,069	4,790	1,661	11,520
Workers Comp.	100,695	95,112	32,978	228,785
Total Benefits	3,981,689	3,696,289	1,587,466	9,265,444

Approved Textbooks	140,240	373,754	-	513,994
Classroom Books	17,500	55,922	-	73,422
Class Supplies	74,605	51,989	-	126,594
Other Supplies	117,208	87,076	35,000	239,284
Equipment (under 5k)	29,000	39,000	1,000	69,000
Reimbursables	-	-	-	-
Food	750,000	800,000	-	1,550,000
Office Supplies	38,800	26,774	6,525	72,099
Postage	2,500	-	12,000	14,500
Computers	81,500	78,500	-	160,000
Equipment for resale	-	-	-	-
Software	92,858	91,750	1,500	186,108
Furniture	26,000	1,000	4,014	31,014
Books, Media, Library	7,600	5,000	-	12,600
Total Supplies	1,377,811	1,610,765	60,039	3,048,615

Lewis Center 2024/2025 Multi-Year Budget Projections

Proposed 2024-2025

Name	AAE	NSLA	LCER	Total
Employee Admin	3,000	1,500	250	4,750
Volunteer Fingerprinting	-	-	-	-
Testing	22,626	35,500	-	58,126
Referees	17,500	7,500	-	25,000
Field Trip	30,000	65,000	-	95,000
Travel/Mileage	9,500	2,500	32,500	44,500
Car Allowance	-	-	12,000	12,000
Training & Conferences	89,448	116,860	24,975	231,283
Other Services	8,500	11,000	31,000	50,500
Provided Training	-	-	-	-
Dues & Membership	24,825	7,000	18,050	49,875
AVUSD Fees	19,359	-	-	19,359
SB Co Fees	122,960	275,609	-	398,569
Banking Fees	-	2,200	1,000	3,200
Insurance	300,000	300,000	200,000	800,000
Legal Fees	30,000	6,500	108,765	145,265
Consulting	387,000	1,539,000	10,000	1,936,000
Trash-Sewer	65,000	60,000	8,800	133,800
Gardening	15,000	12,500	4,000	31,500
Janitorial	92,000	107,500	6,500	206,000
Pest Control	2,000	3,000	-	5,000
Security	17,500	114,000	6,500	138,000
Telephone	59,880	53,100	24,960	137,940
Utilities	275,000	200,000	50,000	525,000
Copier	48,256	48,256	10,724	107,236
Emergency-First Aid	25,000	12,000	1,000	38,000
Rentals - Leases	3,000	20,000	10,000	33,000
Advertising - Marketing	10,000	15,000	2,500	27,500
Public Relations	15,000	15,000	2,500	32,500
Special Events	20,000	25,000	7,700	52,700
Facilities - Maintenance	175,000	100,000	11,500	286,500
Auto	-	-	4,000	4,000
Bus	95,078	20,000	-	115,078
Equipment Repairs	98,486	93,000	64,295	255,781
Total Services	2,080,918	3,268,525	653,519	6,002,962

Sites - Improvements of Site	240,000	25,000	10,000	275,000
Building - Improvements of Bldg	125,000	-	10,000	135,000
Capital Equipment (Over 5K)	75,000	-	-	75,000
Total Capital Exp	440,000	25,000	20,000	485,000

Bond Payment	580,000	3,076,875	-	3,656,875
Total Debt Services	580,000	3,076,875	-	3,656,875

Revenue - Expenditures	-	-	-	-
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LCER Budget 2024-2025

Position Number	JobTitle	Location	Grade Level	TitleSalary Grade	Hours Per Day	Days / Year	Distribution Code	Base / Additional Support	Pay Type	PGCodeID	5100	5405	5110	5112	5116	5200	5201	5202	5203	5204	5205	5208	5209	Total Salaries	
											Certificated Salaries	Car Allowance	Classified Salaries	Class - Hourly	Class - OT	Employee Benefits	STRS	PERS	Apple	SS Classified	Medicare	SUI Classified	Workers Comp	Salaries	
00314	Human Resources Generalist	LCER	GA	CS31	8	217	P-S-GA		S	CLASS				52,138.08		7,432.20	-	14,103.35	-	3,232.56	756.00	26.07	517.73	78,597.03	
00335	Accounts Payable Generalist	LCER	GA	CS31	8	217	P-S-GA		S	CLASS				57,484.08		21,846.60	-	15,549.44	-	3,564.01	833.52	28.74	570.82	100,308.34	
00271	Public Information Officer	LCER	GA	CS46	8	200	P-S-GA		S	CLASS				78,121.92		8,229.00	-	21,131.98	-	4,843.56	1,132.77	39.06	775.75	112,521.55	
00068	Registered Nurse	LCER	District Nurse	Specialized Services	8	195	P-S-GA		S	CERT	129,684.75					21,846.60	24,769.79	-	-	-	1,880.43	64.84	1,287.77	179,534.18	
00082	Executive Assistant	LCER	GA	CS45	8	210	P-S-GA		S	CLASS				90,141.20		15,340.20	-	24,383.19	-	5,588.75	1,307.05	45.07	895.10	138,376.62	
00082	Executive Assistant - Eff. April 2025	LCER	GA	CS45	8	210	P-S-GA		S	CLASS				16,915.20		3,874.05	-	4,575.56	-	1,048.74	245.27	8.46	167.97	26,962.12	
00317	Payroll and Benefits Administrator	LCER	GA	CS39	8	217	P-S-GA		S	CLASS			2,452.00	21,846.60	-	17,190.10	-	4,092.08	957.02	33.00	655.39	111,252.17			
00064	Chief Business Officer	LCER	GA	AD4	8	210	P-S-GA		S	CLASS				168,294.00		21,846.60	-	45,523.53	-	10,434.23	2,440.26	84.15	1,671.16	251,556.13	
00103	Human Resources Administrator	LCER	GA	CS39	8	217	P-S-GA		S	CLASS				81,559.20		15,496.20	-	22,061.76	-	5,056.67	1,182.61	40.78	809.88	126,818.80	
00126	Payroll and Benefits Administrator	LCER	GA	CS39	8	217	P-S-GA		S	CLASS				60,516.72	2,335.00	15,496.20	-	16,369.77	-	3,896.81	911.35	31.43	624.12	100,635.28	
00147	Coordinator of Assessment & Accountability	LCER	GA	AD2	8	195	P-S-GA		S	CERT	149,016.70					8,157.00	28,462.19	-	-	-	2,160.74	74.51	1,479.74	189,350.88	
00127	President/CEO	LCER	GA	CEO	8	210	P-S-GA		S	CERT	234,412.50	12,000.00				21,846.60	44,772.79	-	-	-	3,572.98	123.21	2,446.88	319,174.96	
00104	Human Resources Administrator	LCER	GA	CS39	8	217	P-S-GA		S	CLASS				73,521.60		15,496.20	-	19,887.59	-	4,558.34	1,066.06	36.76	730.07	115,848.03	
00131	General Administration Clerk	LCER	GA	CS31	8	217	P-S-GA		S	CLASS				47,278.08		21,846.60	-	12,788.72	-	2,931.24	685.53	23.64	469.47	86,377.87	
00065	Director of HR	LCER	GA	AD3	8	210	P-S-GA		S	CLASS				167,246.50		21,846.60	-	45,240.18	-	10,369.28	2,425.07	83.62	1,660.76	250,126.36	
00001	Fiscal Analyst	LCER	GA	CS39	8	217	P-S-GA		S	CLASS				63,549.36	2,452.00	21,846.60	-	17,190.10	-	4,092.08	957.02	33.00	655.39	111,252.17	
00296	Coordinator of Academic Support Services	LCER	GA	AD2	8	190	P-S-GA		S	CERT	144,221.40					21,642.60	27,546.29	-	-	-	2,091.21	72.11	1,432.12	197,005.73	
00060	Data Analyst	LCER	IT	CS37	8	210	P-S-GA		S	CLASS				66,767.26		21,846.60	-	18,060.54	-	4,139.57	968.13	33.38	663.00	112,979.24	
00123	STEM Education Coordinator	LCER	Local Outreach	GAVRT Trainer	8	195	P-S-GA		H	CLASS	68,156.40					8,723.40	13,017.87	-	-	-	988.27	34.08	676.79	91,596.81	
											725,491.75	12,000.00	1,087,082.56	-	7,239.00	316,506.45	138,568.93	294,055.81	-	67,847.92	26,561.29	915.91	18,189.91	2,700,274.27	
00334	Local Outreach Assistant	LCER	Local	Enrichment		2	180	P-A-Local	1	H	CLASS				12,801.60		-	-	-	480.06	793.70	185.62	6.40	127.12	14,394.50
00125	Observator Operator	LCER	IT					P-A-Local	3	H	Class				5,000.00		-	-	-	187.50	-	72.50	2.50	49.65	5,312.15
											-	-	-	17,801.60	-	-	-	-	667.56	793.70	258.12	8.90	176.77	19,706.65	
00052	Manager of IT	LCER	IT	CM51	8	217	P-S-IT	2	S	CLASS				99,123.60		8,229.00	-	26,812.93	-	6,145.66	1,437.29	49.56	984.30	142,782.34	
00124	Network Administrator	LCER	IT	CS46	8	217	P-S-IT	3	S	CLASS				92,738.80		685.75	-	25,085.85	-	5,749.81	1,344.71	46.37	920.90	126,572.19	
00297	Systems Analyst	LCER	IT	CS55			P-S-IT	3	H	CLASS				80,147.20		12,913.50	-	21,679.82	-	4,969.13	1,162.13	40.07	795.86	121,707.71	
00054	Information System Tech	LCER	IT	CS37	8	217	P-S-IT	2	S	CLASS				69,992.40		15,496.20	-	18,932.94	-	4,339.53	1,014.89	35.00	695.02	110,505.98	
00066	Director of Information Technology	LCER	IT	AD3	8	210	P-S-IT	2	S	CLASS				167,246.50		21,846.60	-	45,240.18	-	10,369.28	2,425.07	83.62	1,660.76	248,872.01	
00053	Information System Tech	LCER	IT	CS33	8	217	P-S-IT	2	S	CLASS				66,626.40		8,229.00	-	18,022.44	-	4,130.84	966.08	33.31	661.60	98,669.67	
															3,500.00	-	-	-	-	217.00	50.75	1.75	34.76	3,804.26	
											-	-	575,874.90	-	3,500.00	67,400.05	-	155,774.16	-	35,921.25	8,400.92	289.68	5,753.20	852,914.16	
00004	Automated Syst Anylt PT I	LCER	GP	CL25	6	155	P-S-ITEduP	3	S	CLASS				19,688.10		-	-	5,325.63	-	-	285.48	9.84	195.50	25,504.55	
00017	Sr. Mission Control Op	LCER	GP	CS33	8	200	P-S-IT		S	CLASS				56,726.40	-	7,432.20	-	15,344.49	-	3,517.04	822.53	28.36	563.29	84,434.31	
											-	-	56,726.40	19,688.10	-	7,432.20	-	20,670.12	-	3,517.04	1,108.01	38.20	758.79	109,938.86	
00063	Manager of Facilities	LCER	Facilities	CS51	8	217	P-L-Fac		S	CLASS				96,791.28	-	21,642.60	-	26,182.04	-	6,001.06	1,403.47	48.40	961.14	153,029.99	
00085	Groundskeeper	LCER	Facilities	CL31	8	217	P-L-Fac		S	CLASS				57,294.72	-	8,229.00	-	15,498.22	-	3,552.27	830.77	28.65	568.94	86,002.57	
00102	Facilities Site Lead	AAE	Facilities	CL34	8	217	P-L-Fac		S	CLASS				61,689.60	-	7,432.20	-	16,687.04	-	3,824.76	894.50	30.84	612.58	91,171.52	
00270	Facilities Technician	AAE	Facilities	CL31	8	217	P-L-Fac		S	CLASS				52,624.08	-	15,496.20	-	14,234.81	-	3,262.69	763.05	26.31	522.56	86,929.70	
00322	Custodian	AAE	Facilities	CL25	6	217	P-L-Fac		S	CLASS				-	28,987.92	-	-	-	7,841.23	-	1,797.25	420.32	14.49	287.85	39,349.06
00087	Facilities Site Lead	NSAA	Facilities	CL34	8	217	P-L-Fac		S	CLASS				53,557.20	-	21,846.60	-	14,487.22	-	3,320.55	776.58	26.78	531.82	94,546.75	
00316	Custodian	NSLA	Facilities	CL25	6	217	P-L-Fac		S	CLASS				-	27,605.68	-	-	-	7,467.34	-	1,711.55	400.28	13.80	274.12	37,472.77
00330	Facilities Technician	NSLA	Facilities	CL31	8	217	P-L-Fac		S	CLASS				50,116.32	-	21,846.60	-	13,556.46	-	3,107.21	726.69	25.06	497.66	89,876.00	
											-	-	372,073.20	56,593.60	-	96,493.20	-	115,954.36	-	26,577.34	6,215.66	214.33	4,256.67	678,378.36	
00101	Manager of Nutrition Services	LCER	Nutrition	CS51	8	217	P-L-Café	2/3	S	CLASS				85,691.52	-	6,957.00	-	23,179.56	-	5,312.87	1,242.53	42.85	850.92	123,277.25	
											-	-	85,691.52	-	-	6,957.00	-	23,179.56	-	5,312.87	1,242.53	42.85	850.92	123,277.25	
00003	Administrative Assistant to Director	LCER	Special Education	CS37	8	195	P-SpNds	1	S	CLASS				61,209.04	-	7,432.56	-	16,557.05	-	3,794.96	887.53	30.60	607.81	90,519.55	
00067	Director of Student Support Services	LCER	Special Ed	AD3	8	210	P-SpNds	1	S	CERT	166,246.50					8,403.24	PERS	44,969.68	-	10,307.28	2,410.57	83.12	1,650.83	234,071.22	
00319	Speech Language Pathologist	LCER	Specail Ed	Special Services	8	190	P-N-SpNds		S	CERT	73,737.10					15,496.20	14,083.79	-	-	-	1,069.19	36.87	732.21	105,155.36	
											239,983.60	-	61,209.04	-	-	31,332.00	14,083.79	61,526.73	-	14,102.24	4,367.29	150.59	2,990.85	429,746.13	
											965,475.00	12,000.00	2,238,658.00	94,083.00	10,739.00	526,121.00	152,653.00	671,161.00	668.00	154,072.00	48,154.00	1,660.00	32,977.00	4,914,236.00	

LCER 2024/2025 Budget

Expense Name	CEO Budget	Finance Budget	HR Budget	Local Prog Budget	GP Budget	IT Budget	Facilities Budget		SPED Budget	LCER Total
							MRC	TBC		
Other Supplies	700.00	1,500.00	-	32,500.00	-	-	-	-	300.00	35,000.00
Equipment (under 5k)	-	-	-	-	-	1,000.00	-	-	-	1,000.00
Office Supplies	775.00	2,000.00	1,750.00	-	-	1,500.00	-	-	500.00	6,525.00
Postage	-	12,000.00	-	-	-	-	-	-	-	12,000.00
Software	-	-	-	-	-	1,500.00	-	-	-	1,500.00
Furniture	1,514.00	-	-	-	-	-	2,500.00	-	-	4,014.00
Total Supplies	2,989.00	15,500.00	1,750.00	32,500.00	-	4,000.00	2,500.00	-	800.00	60,039.00
Employee Admin	-	-	250.00	-	-	-	-	-	-	250.00
Travel/Mileage	8,000.00	7,500.00	7,500.00	-	-	1,000.00	1,500.00	-	7,000.00	32,500.00
Training & Conferences	15,250.00	3,000.00	4,725.00	-	-	-	-	-	2,000.00	24,975.00
Other Services	-	31,000.00	-	-	-	-	-	-	-	31,000.00
Dues & Membership	5,000.00	2,750.00	4,600.00	-	-	4,500.00	-	-	1,200.00	18,050.00
Banking Fees	-	1,000.00	-	-	-	-	-	-	-	1,000.00
Insurance	-	200,000.00	-	-	-	-	-	-	-	200,000.00
Legal Fees	30,000.00	-	60,000.00	-	-	-	8,765.00	-	10,000.00	108,765.00
Consulting	-	-	-	-	10,000.00	-	-	-	-	10,000.00
Trash-Sewer	-	-	-	-	-	-	5,200.00	3,600.00	-	8,800.00
Gardening	-	-	-	-	-	-	4,000.00	-	-	4,000.00
Janitorial	-	-	-	-	-	-	6,500.00	-	-	6,500.00
Security	-	-	-	-	-	-	5,000.00	1,500.00	-	6,500.00
Telephone	-	-	-	-	-	24,960.00	-	-	-	24,960.00
Utilities	-	-	-	-	-	-	20,000.00	30,000.00	-	50,000.00
Copier	-	-	-	-	-	10,724.00	-	-	-	10,724.00
Emergency-First Aid	-	-	-	-	-	-	1,000.00	-	-	1,000.00
Rentals - Leases	-	5,000.00	-	-	-	-	5,000.00	-	-	10,000.00
Advertising - Marketing	-	-	2,500.00	-	-	-	-	-	-	2,500.00
Public Relations	2,500.00	-	-	-	-	-	-	-	-	2,500.00
Special Events	7,200.00	-	500.00	-	-	-	-	-	-	7,700.00
Facilities - Maintenance	-	-	-	-	-	-	9,500.00	2,000.00	-	11,500.00
Auto	-	-	-	-	-	-	4,000.00	-	-	4,000.00
Equipment Repairs	-	-	-	-	10,000.00	54,295.00	-	-	-	64,295.00
Total Services	67,950.00	250,250.00	80,075.00	-	20,000.00	95,479.00	70,465.00	37,100.00	20,200.00	641,519.00
Sites - Improvements of Site	-	-	-	-	-	-	-	10,000.00	-	10,000.00
Building - Improvements of Bldg	-	-	-	-	-	-	10,000.00	-	-	10,000.00
Total Capital Exp	-	-	-	-	-	-	10,000.00	10,000.00	-	20,000.00
Bond Payment	-	-	-	-	-	-	-	-	-	-
Total Debt Services	-	-	-	-	-	-	-	-	-	-
Total Expenditures	70,939.00	265,750.00	81,825.00	32,500.00	20,000.00	99,479.00	82,965.00	47,100.00	21,000.00	721,558.00

AAE Budget 2024/2025

											5100	5102	5103	5104	5105	5110	5112	5113	5114	5115	5116	5200	5201	5202	5203	5204	5205	5208	5209	Total Salaries	
Position Number	JobTitle	DepartmentID	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Base / Additional Support	Pay Type	PGCodeID	Certificated Salaries	Cert - Hourly	Cert - Subs	Cert - Supplemental	Cert - Stipend	Classified Salaries	Class - Hourly	Class - Subs	Class - Supplemental	Class - Stipend	Class - OT	Employee Benefits	STRS	PERS	Apple	SS Classified	Medicare	SUI Classified	Workers Comp	Salaries	
00244	Teacher, Social Science	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	64,661.20											21,846.60	12,350.29	-	-	-	-	937.59	32.33	642.09	100,470.10
00023	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE		1 CLASS								19,382.56					-	-	5,242.98	-	-	1,201.72	281.05	9.69	192.47	26,310.47
00002	Administrative Assistant	AAE	Counseling	CS34	8	210	P-AAE		1 S	CLASS						67,601.20						15,496.20	-	18,286.12	-	-	4,191.27	980.22	33.80	671.28	107,260.09
00248	Teacher, Visual Perf Arts	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	70,203.80											8,229.00	13,408.93	-	-	-	1,017.96	35.10	697.12	93,591.91	
00212	Teacher, Elementary	AAE	TK	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	73,158.25											7,029.00	13,973.23	-	-	-	-	1,060.79	36.58	95,984.31	
00148	Teacher, Art	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 H	CERT	79,477.85											8,229.00	15,180.27	-	-	-	1,152.43	39.74	789.22	104,868.51	
00046	Enrichment IA-PE	AAE	Enrichment	Hourly	NTE 566 Hrs	See Rotation	H		1 P-AAE	CLASS							25,854.88					-	-	6,993.75	-	-	1,603.00	374.90	256.74	35,096.20	
00227	Teacher, Math	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	110,981.50												21,197.47	-	-	-	1,609.23	55.49	1,102.05	156,792.34	
00213	Teacher, Elementary	AAE	6th	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	73,158.25											21,846.60	13,973.23	-	-	-	1,060.79	36.58	726.46	110,801.91	
00237	Teacher, Science	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	73,158.25												7,029.00	13,973.23	-	-	-	1,060.79	36.58	726.46	95,984.31
00080	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE		1 S	CLASS							21,370.28					-	-	5,789.66	-	-	1,324.96	309.87	10.69	212.21	29,006.67
00078	Administrative Assistant	AAE	Elementary	CS34	8	210	P-AAE		1 S-Supplemental	CLASS						56,833.92						8,229.00	-	15,373.53	-	-	3,523.70	284.38	554.36	85,377.07	
00228	Teacher, Math	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 H-Supplemental	CERT	110,981.50											8,229.00	PERS	30,020.50	-	-	-	1,609.23	55.49	1,102.05	151,997.77
00247	Teacher, Social Science	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	70,203.80											21,846.60	13,408.93	-	-	-	1,017.96	35.10	697.12	107,209.51	
00113	Paraprofessional-Classroom	AAE	Elementary - Kinder	CL25	7	181	P-AAE		1 S-Supplemental	CLASS							31,078.68					-	-	-	-	-	1,926.88	450.64	15.54	308.61	42,187.13
00057	Registrar	AAE	Counseling	CL34	8	200	P-AAE		1 S	CLASS						59,605.12						1,291.35	-	16,123.18	-	-	3,695.52	864.27	29.80	591.88	82,201.12
00025	Campus Safety Officer	AAE	CDO	CL23	5	182	P-AAE		1 S-Supplemental	CLASS							19,382.56					-	-	5,242.98	-	-	1,201.72	281.05	9.69	192.47	26,310.47
00039	Teacher, Elementary	AAE	Kindergarten	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	106,417.55											21,846.60	20,325.75	-	-	-	1,543.05	53.21	1,056.73	151,242.80	
00231	Teacher, Music	AAE	Secondary	Cert Salary Schedule	3.75	185	-		1 H	CERT			40,728.30									-	-	-	-	-	590.56	20.36	404.43	49,522.78	
00059	Counselor	AAE	Counseling	Special Services	8	200	P-AAE		1 S	CERT	112,364.00											21,846.60	PERS	30,394.46	-	-	-	1,629.28	56.18	1,115.77	167,406.29
00119	Paraprofessional-Classroom	AAE	Elementary - Kinder	CL25	7	181	P-AAE		1 S-Supplemental	CLASS							30,317.88					-	-	8,200.99	-	-	1,879.71	439.61	15.16	301.06	41,154.41
00026	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE		1 S	CLASS							17,578.04					-	-	4,754.86	-	-	1,089.84	254.88	8.79	174.55	23,860.96
00218	Teacher, Language Arts	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	97,857.60											21,846.60	18,690.80	-	-	-	1,418.94	48.93	971.73	140,834.60	
00234	Teacher, Physical Ed	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	73,158.25											15,496.20	13,973.23	-	-	-	1,060.79	36.58	726.46	104,451.51	
00238	Teacher, Science	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	93,859.75											21,846.60	17,927.21	-	-	-	1,360.57	42.33	642.09	135,973.49	
00233	Teacher, Physical Ed	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	64,661.20											8,157.00	12,350.29	-	-	-	937.59	32.33	642.09	86,780.50	
00015	Student Activities Clerk	AAE	Athletics	CL29	7	195	P-AAE		1 S	CLASS						33,679.69						-	-	9,110.36	-	-	2,088.14	488.36	16.84	334.44	45,717.83
00043	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE		1 S	CLASS							18,457.40					-	-	4,992.73	-	-	1,144.36	267.63	9.23	183.28	25,054.63
00203	Teacher, Elementary	AAE	4th	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	86,359.85											21,846.60	16,494.73	-	-	-	1,252.22	43.18	857.55	126,854.13	
00200	Teacher, Elementary	AAE	4th	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	64,661.20											6,957.00	12,350.29	-	-	-	937.59	32.33	642.09	85,580.50	
00191	Teacher, Elementary	AAE	1st	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	70,203.80											21,846.60	13,408.93	-	-	-	1,017.96	35.10	697.12	107,209.51	
00320	Teacher, Elementary	AAE	TK	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	126,918.40											21,642.60	24,241.41	-	-	-	1,840.32	63.46	1,260.30	175,966.49	
00006	Administrative Assistant to Principal	AAE	Administrative Assist	CS37	8	210	P-AAE		1 S-Supplemental	CLASS						58,256.64						21,846.60	-	15,758.42	-	-	3,611.91	844.72	29.13	578.49	100,925.91
00243	Teacher, Social Science	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	102,051.55											7,530.60	19,491.85	-	-	-	1,479.75	51.03	1,013.37	131,618.15	
00193	Teacher, Elementary	AAE	2nd	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	67,375.15											21,846.60	12,868.65	-	-	-	976.94	33.69	669.04	103,770.07	
00207	Teacher, Elementary	AAE	5th	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	70,203.80											7,029.00	13,408.93	-	-	-	1,017.96	35.10	697.12	92,391.91	
00027	Administrative Assistant	AAE	Secondary	CS34	8	210	P-AAE		1 S	CLASS						51,536.16						6,544.00	-	13,940.53	-	-	3,195.24	717.77	25.75	511.76	76,491.32
00205	Teacher, Elementary	AAE	5th	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	70,203.80											6,957.00	13,408.93	-	-	-	1,017.96	35.10	697.12	92,319.91	
00305	Campus Safety Officer	AAE	CSO	CL23	6	182	P-AAE		1 H	CLASS							24,264.24					-	-	6,563.48	-	-	1,504.38	351.83	12.13	240.94	32,937.00
00224	Teacher, Math	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	115,743.40				17,361.51							21,846.60	25,423.04	-	-	-	1,930.02	66.55	1,321.73	183,692.85	
00232	Teacher, Physical Ed	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	70,203.80											8,229.00	13,408.93	-	-	-	1,017.96	35.10	697.12	93,591.91	
00024	Campus Safety Officer	AAE	CDO	CL23	5	182	P-AAE		1 S	CLASS							19,382.56					-	-	5,242.98	-	-	1,201.72	281.05	9.69	192.47	26,310.47
00225	Teacher, Math	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	115,743.40											21,846.60	22,106.99	-	-	-	1,678.28	51.87	1,149.33	162,582.47	
00202	Teacher, Elementary	AAE	4th	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	102,051.55											21,846.60	19,491.85	-	-	-	1,479.75	51.03	1,013.37	145,934.15	
00268	Campus Safety Officer	AAE	CDO	CL23	5	182	P-AAE		1 S	CLASS							18,457.40					-	-	4,992.73	-	-	1,144.36	267.63	9.23	183.28	25,054.63
00187	Teacher, Elementary	AAE	1st	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	70,203.80											21,846.60	13,408.93	-	-	-	1,017.96	35.10	697.12	107,209.51	
00239	Teacher, Science	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	125,918.40											15,594.60	24,050.41	-	-	-	1,825.82	62.96	1,250.37	168,702.56	
00226	Teacher, Math	AAE	Secondary	Cert Salary Schedule	8	185	P-AAE		1 S-Supplemental	CERT	102,051.55											8,157.00	19,491.85	-	-	-	1,479.75	51.03	1,013.37	132,244.55	
00031	Campus Safety Officer	AAE	CSO	CL23	5	182	P-AAE		1 S	CLASS						20,353.52						-	-	5,505.63	-	-	1,261.92	295.13	10.18	202.11	27,626.49
00242	Teacher, Science	AAE	Secondary 8th	Cert Salary Schedule	8	185	P-AAE		1 S	CERT	70,203.80											21,846.60	13,408.93	-	-	-	1,017.96	35.10	697.12	107,209.51	
00266	Vice Principal, ES	AAE	Elementary	AD2	8	210	P-AAE		1 S-Supplemental	CERT	147,378.00											14,783.40	28,149.20	-	-	-	2,136.98	73.89	1,463.46	193,984.73	
00016	Attendance Clerk	AAE	Attendance	CL34	8	190	P-AAE		1 S	CLASS						53,366.40						21,846.60	-	14,435.61	-	-	3,308.72	773.81	26.68	529.93</	

AAE Budget 2024/2025

											5100	5102	5103	5104	5105	5110	5112	5113	5114	5115	5116	5200	5201	5202	5203	5204	5205	5208	5209	Total Salaries			
Position Number	JobTitle	DepartmentD	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Base / Additional Support	Pay Type	PGCodeID	Certificated Salaries	Cert - Hourly	Cert -Subs	Cert - Supplemental	Cert - Stipend	Classified Salaries	Class - Hourly	Class - Subs	Class - Supplemental	Class - Stipend	Class - OT	Employee Benefits	STRS	PERS	Apple	SS Classified	Medicare	SUI Classified	Workers Comp	Salaries			
											5,920,509.10	55,728.30	330,750.00	45,000.00	36,399.27	392,985.92	682,153.73	100,000.00	30,000.00		5,500.00	1,182,301.66	1,154,465.09	419,060.46	-	75,059.66	110,186.00	3,799.54	75,458.34	10,619,357.07			
00014	Athletic Director	AAE	Athletics	CS51	8	195	P-A-Athl	2	S	Class						103,147.20	-					21,846.60	1,892.00	27,901.32	-	6,395.13	1,495.63	51.57	1,024.25	161,861.70			
															10,000.00						65,750.00			-									
											-	-	-	-	10,000.00	103,147.20	-	-	-	-	65,750.00			-									
00012	Air Force Jr. ROTC Instr.	AAE	ROTC	MIP	8	210	P-A-ROTC	2	S	CERT	95,879.70				6,000.00							21,846.60	19,459.02	-	-	-	1,477.26	50.94	1011.67	145725.19			
00013	Air Force Sr ROTC Instr	AAE	ROTC	MIP	8	210	P-A-ROTC	2	S	CERT	128,709.80				6,000.00							15,438.60	25,729.57	-	-	-	1,953.29	67.35	1337.67	179236.28			
											224,589.50	-	-	-	12,000.00		-	-	-	-	-	37,285.20	45,188.59	-	-	-	3,430.55	118.29	2,349.34	324,961.47			
00050	Enrichment IA-Art	AAE	Enrichment	Hourly	NTE 566 Hrs	See Rotation	P-A-Prop28		H	CLASS												-	-	-		1,381.92	323.19	11.14	221.33	30,255.86			
00249	Teacher, Vocational	AAE	Secondary	Vocational Salary Sched	8	185	P-A-Prop28		S-Supplemental	CERT	99,846.50											15,496.20	19,070.68	-	6,029.20		1,447.77	49.92	991.48	136,902.55			
00256	Enrichment IA-Com Sci	AAE	Enrichment	Hourly	NTE 566 Hrs	See Rotation	P-A-Prop28		H	CLASS							13,644.75					-	-	-	3,690.90	845.97	197.85	6.82	135.49	15,521.78			
00248	Teacher, Visual Perf Arts	AAE	Secondary	Cert Salary Schedule	8	185	P-A-Prop29		1	S	CERT				11,921.68							-	2,277.04	-	-	-	172.86	5.96	118.38	14,495.92			
											99,846.50	-	-	-	11,921.68	-	35,933.83	-	-	-	-	15,496.20	21,347.72	9,720.10	-	2,227.89	2,141.67	73.84	1,466.68	200,176.11			
00121	Paraprofessional-Library Aide	AAE	Library	CL25		7	185	P-A-Library	3	S	CLASS												-	-	7,793.13	-	1,786.22	417.75	14.41	286.08	39,107.67		
												-	-	-											7,793.13	-	1,786.22	417.75	14.41	286.08	39,107.67		
00084	Facilities Technician	AAE	Facilities	CL31	8	217	P-A-Fac		S	CLASS						44,582.80						8,229.00	-	-	-	12,059.65	-	2,764.13	646.45	22.29	442.71	66,747.03	
00277	Custodian	AAE	Facilities	CL27	8	217	P-A-Fac		S	CLASS							30,448.40						-	-	-	8,236.29	-	1,887.80	441.50	15.22	302.35	41,331.56	
00276	Custodian	AAE	Facilities	CL27	6	217	P-A-Fac		S	CLASS							30,448.40						-	-	-	8,236.29	-	1,887.80	441.50	15.22	302.35	41,331.56	
00280	Custodian	AAE	Facilities	CL25	6	217	P-A-Fac		S	CLASS							28,987.92						-	-	-	7,841.23	-	1,797.25	420.32	14.49	287.85	39,349.06	
00275	Lead Custodian	AAE	Facilities	CL30	8	217	P-A-Fac		S	CLASS							56,612.64						15,496.20	-	-	-	15,313.72	-	3,509.98	820.88	28.31	562.16	92,343.89
	Liability																				3,500.00		-	-	-	217.00	50.75	1.75	34.76	3,804.26			
											-	-	-	-	-	101,195.44	89,884.72	-	-	-	3,500.00	23,725.20	-	-	-	51,687.18	-	12,963.96	2,821.40	97.28	1,932.18	286,907.36	
00144	Computer Help Desk Technician	AAE	IT	CS31	8	217	P-A-IT		S	CLASS						56,094.72						21,846.60	-	-	-	15,173.62	-	3,477.87	813.37	28.05	557.02	97,991.26	
											-	-	-	-	-	56,094.72						21,846.60	-	-	-	15,173.62	-	3,477.87	813.37	28.05	557.02	97,991.26	
00156	Teacher, Ed Specialist	AAE	Special Ed	Cert Salary Schedule	8	185	P-A-SpNds	1	S	CERT	73,158.25												8,229.00	13,973.23	-	-	-	1,060.79	36.58	726.46	97,184.31		
00105	Paraprofessional-Special Ed	AAE	Special Ed	CL25	7	181	P-A-SpNds		S	CLASS													-	-	-	6,914.76	1,584.90	370.86	12.78	253.84	34,699.82		
00079	Paraprofessional-Special Ed	AAE	Special Ed Elem	CL25	7	181	P-A-SpNds		S	CLASS							31,078.68						-	-	-	8,406.78	1,926.88	450.64	15.54	308.61	42,187.13		
00152	Teacher, Ed Specialist	AAE	Special Ed	Cert Salary Schedule	8	185	P-A-SpNds	1	S	CERT	97,857.60												8,668.40	18,690.80	-	-	-	1,418.94	48.93	971.73	127,654.40		
00108	Paraprofessional-Special Ed	AAE	Special Ed Elem	CL25	7	181	P-A-SpNds		S	CLASS							26,843.56						-	-	-	7,261.18	1,664.30	389.23	13.42	266.56	36,438.25		
00074	Paraprofessional-Special Ed	AAE	Special Ed	CL25	7	181	P-A-SpNds		S	CLASS							31,078.68						-	-	-	8,406.78	1,926.88	450.64	15.54	308.61	42,187.13		
00264	Psychologist	AAE	Special Ed	Therapist	8	200	P-A-SpNds		H	CERT	106,745.80			2,809.20									8,229.00	20,925.01	-	-	-	1,588.55	54.78	1,087.88	141,440.22		
00075	Paraprofessional-Special Ed	AAE	Special Ed	CL25	7	181	P-A-SpNds		S	CLASS													-	-	-	7,624.76	1,747.63	408.72	14.09	279.90	38,262.74		
00154	Teacher, Ed Specialist	AAE	Special Ed	Cert Salary Schedule	8	185	P-A-SpNds	1	S	CERT	61,834.40												21,846.60	11,810.37	-	-	-	896.60	30.92	614.02	97,032.91		
00076	Paraprofessional-Special Ed	AAE	Special Ed	CL25	7	181	P-A-SpNds		S	CLASS													-	-	-	8,406.78	1,926.88	450.64	15.54	308.61	42,187.13		
00250	Transition Life Skills Co	AAE	Transition Life	CL31	8	181	P-A-SpNds		S	CLASS							40,065.60						7,734.60	-	-	-	8,829.67	2,023.58	473.38	16.30	324.10	48,304.25	
00142	Speech Language Pathologist	AAE	Special Ed	Therapist	8	190	P-A-SpNds		S	CERT	131,816.30												8,229.00	25,176.91	-	-	-	1,911.34	65.91	1,308.94	168,508.40		
00153	Teacher, Ed Specialist	AAE	Special Ed	Cert Salary Schedule	8	185	P-A-SpNds	1	S	CERT	125,918.40												21,846.60	24,050.41	-	-	-	1,825.82	62.96	1,250.37	174,954.56		
00155	Teacher, Ed Specialist	AAE	Special Ed	Cert Salary Schedule	8	185	P-A-SpNds	1	S	CERT	110,981.50												21,846.60	21,197.47	-	-	-	1,609.23	55.49	1,102.05	156,792.34		
00263	Paraprofessional-Special Ed	AAE	Special Ed	CL25	7	181	P-A-SpNds		S	CLASS							26,843.56						-	-	-	7,261.18	1,664.30	389.23	13.42	266.56	36,438.25		
00349	Teacher, Ed Specialist	AAE	Special Ed	Cert Salary Schedule	8	185	P-A-SpNds	1	S	CERT	93,859.75												21,846.60	17,927.21	-	-	-	1,360.97	46.93	932.03	135,973.49		
00073	Paraprofessional-Special Ed	AAE	Special Ed	CL25	7	181	P-A-SpNds		S	CLASS													-	-	-	8,406.78	1,926.88	450.64	15.54	308.61	42,187.13		
	Additional Support				8	185	P-A-SpNds		S	CERT													-	-	-	8,406.78	1,926.88	450.64	15.54	308.61	42,187.13		
											802,172.00	-	12,500.00	15,409.20	-	40,065.60	227,796.20	6,002.10	-	-	-	-	128,474.40	158,545.51	74,080.16	-	16,979.57	16,007.21	551.97	10,982.19	1,509,546.13		
00094	Food Service Worker II - 00094	AAE	Cafeteria	CL23	5	182	P-A-Café		S	CLASS													-	-	-	-	-	1,261.92	295.13	10.18	202.11	27,626.49	
00097	Food Service Lead - 00097	AAE	Cafeteria	CL26	7	182	P-A-Café		S	CLASS													-	-	-	-	-	8,666.92	1,986.50	16.02	318.16	43,492.55	
00307	Food Service Worker	AAE	Cafeteria	CL23	5	182	P-A-Café		S	CLASS													-	-	-	-	-	4,992.73	1,144.36	267.63	9.23	183.28	25,054.63
00096	Food Service Worker II - 00096	AAE	Cafeteria	CL23	6.5	182	P-A-Café		S	CLASS													-	-	-	-	-	7,484.57	1,715.50	401.21	13.83	274.76	37,559.25
											-	-	-	-	-	98,520.66	-	-	-	-	-	-	-	-	-	26,646.85	-	6,108.28	1,428.56	49.26	978.31	133,734.92	
00299	Enrichment IA-Choir After School	AAE	Enrichment	Hourly	1.25	61	P-ELOP		H	CLASS													-	-	-	-	-	812.24	-	186.17	29.82	4,076.00	
00254	Paraprofessional - Enrichment	AAE	Elementary	HRLY	1	155	P-A-ELOP		H	CLASS													-	-	-	-	-	102.67	3.54	70.31	6,609.28		
00363	AVCI Explainer	AAE		Hourly	2.5	12	P-A-ELOP		H	CLASS													-	-	-	97.20	-	37.58	1.30	25.74	2,753.82		
00364	AVCI Explainer	AAE		Hourly	2.5	12	P-A-ELOP		H	CLASS													-	-	-	97.20	-	37.58	1.30	25.74	2,753.82		
00365	AVCI Explainer	AAE		Hourly	2.5	12	P-A-ELOP		H	CLASS													-	-	-	97.20	-	37.58	1.30	25.74	2,753.82		
00366	AVCI Explainer	AAE</																															

AAE 2024/2025 Budget

Expense Name	General Budget	Athletics Budget	Library Budget	IT Budget	Facilities Budget	Unrestricted Total	SPED Budget	Cafeteria Budget	VAPA Budget	ELOP-	Title I Budget	Title II Budget	Title IV Budget	Restricted Total	AAE Total
Approved Textbooks	135,240.00	-	-	-	-	135,240.00	5,000.00	-	-	-	-	-	-	5,000.00	140,240.00
Classroom Books	15,000.00	-	-	-	-	15,000.00	2,500.00	-	-	-	-	-	-	2,500.00	17,500.00
Class Supplies	50,000.00	2,000.00	-	-	-	52,000.00	2,000.00	-	18,466.00	2,139.00	-	-	-	22,605.00	74,605.00
Other Supplies	51,603.00	35,000.00	-	-	5,000.00	91,603.00	2,000.00	5,125.00	5,700.00	7,500.00	4,780.00	-	500.00	25,605.00	117,208.00
Equipment (under 5k)	10,000.00	-	-	-	12,500.00	22,500.00	3,000.00	3,500.00	-	-	-	-	-	6,500.00	29,000.00
Food	-	-	-	-	-	-	-	750,000.00	-	-	-	-	-	750,000.00	750,000.00
Office Supplies	30,000.00	300.00	-	6,000.00	-	36,300.00	1,500.00	1,000.00	-	-	-	-	-	2,500.00	38,800.00
Postage	2,500.00	-	-	-	-	2,500.00	-	-	-	-	-	-	-	-	2,500.00
Computers	-	-	-	81,500.00	-	81,500.00	-	-	-	-	-	-	-	-	81,500.00
Software	-	-	-	92,858.00	-	92,858.00	-	-	-	-	-	-	-	-	92,858.00
Furniture	-	-	-	-	25,000.00	25,000.00	500.00	-	500.00	-	-	-	-	1,000.00	26,000.00
Books, Media, Library	-	-	7,600.00	-	-	7,600.00	-	-	-	-	-	-	-	-	7,600.00
Total Supplies	294,343.00	37,300.00	7,600.00	180,358.00	42,500.00	562,101.00	16,500.00	759,625.00	24,666.00	9,639.00	4,780.00	-	500.00	815,710.00	1,377,811.00
Employee Admin	3,000.00	-	-	-	-	3,000.00	-	-	-	-	-	-	-	-	3,000.00
Testing	1,626.00	-	-	-	-	1,626.00	8,500.00	-	-	-	-	-	12,500.00	21,000.00	22,626.00
Referees	-	17,500.00	-	-	-	17,500.00	-	-	-	-	-	-	-	-	17,500.00
Field Trip	30,000.00	-	-	-	-	30,000.00	-	-	-	-	-	-	-	-	30,000.00
Travel/Mileage	2,500.00	4,000.00	-	1,500.00	500.00	8,500.00	500.00	500.00	-	-	-	-	-	1,000.00	9,500.00
Training & Conferences	69,948.00	1,000.00	-	5,000.00	-	75,948.00	8,500.00	2,000.00	-	-	3,000.00	-	-	13,500.00	89,448.00
Other Services	5,000.00	2,000.00	-	-	1,500.00	8,500.00	-	-	-	-	-	-	-	-	8,500.00
Dues & Membership	15,000.00	7,500.00	-	-	-	22,500.00	2,000.00	-	325.00	-	-	-	-	2,325.00	24,825.00
AVUSD Fees	19,359.00	-	-	-	-	19,359.00	-	-	-	-	-	-	-	-	19,359.00
SB Co Fees	10,000.00	-	-	-	-	10,000.00	112,960.00	-	-	-	-	-	-	112,960.00	122,960.00
Insurance	300,000.00	-	-	-	-	300,000.00	-	-	-	-	-	-	-	-	300,000.00
Legal Fees	7,500.00	-	-	-	7,000.00	14,500.00	15,000.00	500.00	-	-	-	-	-	15,500.00	30,000.00
Consulting	25,000.00	-	-	4,500.00	20,000.00	49,500.00	-	-	-	337,500.00	-	-	-	337,500.00	387,000.00
Trash-Sewer	-	-	-	-	65,000.00	65,000.00	-	-	-	-	-	-	-	-	65,000.00
Gardening	-	-	-	-	15,000.00	15,000.00	-	-	-	-	-	-	-	-	15,000.00
Janitorial	-	-	-	-	90,000.00	90,000.00	-	2,000.00	-	-	-	-	-	2,000.00	92,000.00
Pest Control	-	-	-	-	2,000.00	2,000.00	-	-	-	-	-	-	-	-	2,000.00
Security	-	-	-	-	17,500.00	17,500.00	-	-	-	-	-	-	-	-	17,500.00
Telephone	-	-	-	59,880.00	-	59,880.00	-	-	-	-	-	-	-	-	59,880.00
Utilities	-	-	-	-	275,000.00	275,000.00	-	-	-	-	-	-	-	-	275,000.00
Copier	-	-	-	48,256.00	-	48,256.00	-	-	-	-	-	-	-	-	48,256.00
Emergency-First Aid	25,000.00	-	-	-	-	25,000.00	-	-	-	-	-	-	-	-	25,000.00
Rentals - Leases	-	-	-	-	3,000.00	3,000.00	-	-	-	-	-	-	-	-	3,000.00
Advertising - Marketing	10,000.00	-	-	-	-	10,000.00	-	-	-	-	-	-	-	-	10,000.00
Public Relations	15,000.00	-	-	-	-	15,000.00	-	-	-	-	-	-	-	-	15,000.00
Special Events	20,000.00	-	-	-	-	20,000.00	-	-	-	-	-	-	-	-	20,000.00
Facilities - Maintenance	-	-	-	-	175,000.00	175,000.00	-	-	-	-	-	-	-	-	175,000.00
Bus	-	90,000.00	-	-	-	90,000.00	-	-	3,500.00	-	-	-	1,578.00	5,078.00	95,078.00
Equipment Repairs	-	-	-	98,486.00	-	98,486.00	-	-	-	-	-	-	-	-	98,486.00
Total Services	558,933.00	122,000.00	-	217,622.00	671,500.00	1,570,055.00	147,460.00	5,000.00	3,825.00	337,500.00	3,000.00	-	14,078.00	510,863.00	2,080,918.00
Sites - Improvements of Site	-	-	-	-	75,000.00	75,000.00	-	-	-	165,000.00	-	-	-	165,000.00	240,000.00
Building - Improvements of Bldg	-	-	-	-	125,000.00	125,000.00	-	-	-	-	-	-	-	-	125,000.00
Capital Equipment (Over 5K)	-	-	-	-	75,000.00	75,000.00	-	-	-	-	-	-	-	-	75,000.00
Total Capital Exp	-	-	-	-	275,000.00	275,000.00	-	-	-	165,000.00	-	-	-	165,000.00	440,000.00
Bond Payment	580,000.00	-	-	-	-	580,000.00	-	-	-	-	-	-	-	-	580,000.00
Total Debt Services	580,000.00	-	-	-	-	580,000.00	-	-	-	-	-	-	-	-	580,000.00
Total Expenditures	1,433,276.00	159,300.00	7,600.00	397,980.00	989,000.00	2,987,156.00	163,960.00	764,625.00	28,491.00	512,139.00	7,780.00	-	14,578.00	1,491,573.00	4,478,729.00

NSLA Budget 2024/2025

Position Number	JobTitle	DepartmentID	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Base / Additional Support	Pay Type	PGCodeID	5100 Certificated Salaries	5102 Cert - Hourly	5103 Cert - Subs	5104 Cert - Supplemental	5105 Cert - Stipend	5110 Classified Salaries	5112 Class - Hourly	5113 Class - Subs	5114 Class - Supplemental	5115 Class - Stipend	5116 Class - OT	5200 Employee Benefits	5201 STRS	5202 PERS	5204 SS Classified	5205 Medicare	5208 SUI Classified	5209 Workers Comp	Total Salaries		
00279	Administrative Assistant	NSLA	Admin Ast	CS34	8	210	P-N-ADMIN		S	CLASS						61,082.08	-					8,229.00	-	16,522.70	3,787.09	888.69	30.54	606.55	91,143.65		
00005	Administrative Assistant	NSLA	Admin Ast	CS37	8	210	P-N-ADMIN		S	CLASS						65,737.96	-					8,229.00	-	17,782.12	4,075.75	953.20	32.87	652.78	97,463.68		
00004	Administrative Assistant, New	NSLA	Admin Ast	CS34	8	210	P-N-Admin		S	CLASS						49,083.84	-					21,846.60	-	13,277.18	3,043.20	711.72	24.54	487.40	88,474.48		
00331	Athletic Director	NSLA	Secondary	AD1	8	195	P-NSAA		S	CERT	103,147.20	-										21,846.60	19,701.12	-	-	1,495.63	51.57	1,024.25	147,286.37		
00139	Attendance Clerk	NSLA	Attendance	CL34	8	190	P-N-ADMIN		S	CLASS						53,366.40	-					8,229.00	-	14,435.61	3,308.72	773.81	26.68	529.93	80,670.15		
00371	AVID Tutor	NSLA	AVID	CL25	4	88	P-NSAA			CLASS						7,096.32	-					-	-	1,919.55	439.97	102.90	3.55	70.47	9,632.76		
00372	AVID Tutor	NSLA	AVID	CL25	4	88	P-NSAA			CLASS						7,096.32	-					-	-	1,919.55	439.97	102.90	3.55	70.47	9,632.76		
00373	AVID Tutor	NSLA	AVID	CL25	4	88	P-NSAA			CLASS						7,096.32	-					-	-	1,919.55	439.97	102.90	3.55	70.47	9,632.76		
00374	AVID Tutor	NSLA	AVID	CL25	4	88	P-NSAA			CLASS						7,096.32	-					-	-	1,919.55	439.97	102.90	3.55	70.47	9,632.76		
00375	AVID Tutor	NSLA	AVID	CL25	4	88	P-NSAA			CLASS						7,096.32	-					-	-	1,919.55	439.97	102.90	3.55	70.47	9,632.76		
00039	Campus Safety Officer	NSLA	CSO	CL23	6	182	P-NSAA		S	CLASS						22,003.80	-					-	-	5,952.03	1,364.24	319.06	11.00	218.50	29,868.63		
00303	Campus Safety Officer	NSLA	CSO	CL23	6.5	182	P-NSAA		S	CLASS						27,599.39	-					-	-	7,465.63	1,711.16	400.19	13.80	274.06	37,464.23		
00041	Campus Safety Officer	NSLA	CSO	CL23	5.75	182	P-NSAA		S	CLASS						23,253.23	-					-	-	6,290.00	1,441.70	337.17	11.63	230.90	31,564.63		
00038	Campus Safety Officer	NSLA	CSO	CL23	4	182	P-NSAA		S	CLASS						16,176.16	-					-	-	4,375.65	1,002.92	234.55	8.09	160.63	21,958.00		
00035	Campus Safety Officer	NSLA	CSO	CL23	6	182	P-NSAA		S	CLASS						25,476.36	-					-	-	6,891.36	1,579.53	369.41	12.74	252.98	34,552.38		
00036	Campus Safety Officer	NSLA	CSO	CL23	5.75	182	P-NSAA		H	CLASS						21,086.98	-					-	-	5,704.03	1,307.39	305.76	10.54	209.39	28,624.09		
00040	Campus Safety Officer	NSLA	CSO	CL23	5.75	182	P-NSAA		S	CLASS						22,143.94	-					-	-	5,989.94	1,372.92	321.09	11.07	219.89	30,058.85		
00037	Campus Safety Officer	NSLA	CSO	CL23	5.75	182	P-NSAA		S	CLASS						20,082.34	-					-	-	5,432.27	1,245.10	291.19	10.04	199.42	27,260.36		
00306	Campus Safety Officer	NSLA	CSO	CL23	6	182	P-NSAA		S	CLASS						20,955.48	-					-	-	5,668.46	1,299.24	303.85	10.48	208.09	28,445.60		
00034	Campus Safety Officer	NSLA	CSO	CL23	5.5	182	P-NSAA		S	CLASS							22,242.22	-					-	-	6,016.52	1,379.02	322.51	11.12	220.87	30,192.26	
00042	Campus Safety Officer - Lead	NSLA	CSO	CL26	7	185	P-NSAA		S	CLASS						23,603.40	-					-	-	10,923.30	-	6,384.72	1,463.41	342.25	11.80	234.38	42,963.28
00058	Counselor	NSLA	Counseling	Special Services	8	200	P-N-ADMIN		S	CERT	112,364.00	-										-	-	21,846.60	21,461.52	-	-	1,629.28	56.18	1,115.77	158,473.35
00122	Licensed Vocational Nurse	NSLA	LVN	CS35	8	190	P-NSAA		S	CLASS						55,652.64	-					-	-	7,029.00	-	15,054.04	3,450.46	806.96	27.83	552.63	82,573.56
00020	Paraprofessional - ELPA/CLibrary Aide	NSLA	CELDT	CL25	7	181	P-NSAA		H	CLASS							29,571.78	-				-	-	7,999.17	1,833.45	428.79	14.79	293.65	40,141.63		
00377	Paraprofessional - Secondary	NSLA		CL25	7	181	P-NSAA		S	CLASS						25,542.72	-					-	-	6,909.31	1,583.65	370.37	12.77	253.64	34,672.46		
00376	Paraprofessional - Secondary	NSLA		CL25	7	181	P-NSAA		S	CLASS						26,822.39	-					-	-	7,255.46	1,662.99	388.92	13.41	266.35	36,409.52		
00044	Paraprofessional-Art	NSLA	Enrichment	Hourly	Hourly	Hourly	P-NSAA		H	CLASS						21,855.75	-					-	-	5,911.98	1,355.06	316.81	10.93	217.03	29,667.66		
00362	Paraprofessional-Classroom	NSLA	Kindergarten	CL26	7	181	P-NSAA			CLASS						26,822.39	-					-	-	7,255.46	1,662.99	388.92	13.41	266.35	36,409.52		
00111	Paraprofessional-Classroom	NSLA	Kindergarten	CL25	7	181	P-NSAA		H	CLASS						26,822.39	-					-	-	7,255.46	1,662.99	388.92	13.41	266.35	36,409.52		
00117	Paraprofessional-Classroom	NSLA	Kindergarten	CL25	7	181	P-NSAA		H	CLASS						28,165.41	-					-	-	7,618.74	1,746.26	408.40	14.08	279.68	38,232.57		
00361	Paraprofessional-Classroom	NSLA	Kindergarten	CL25	7	181	P-NSAA			CLASS						26,822.39	-					-	-	7,255.46	1,662.99	388.92	13.41	266.35	36,409.52		
00110	Paraprofessional-Classroom	NSLA	TK	CL25	7	181	P-NSAA	1	S	CLASS						31,054.17	-					-	-	8,400.15	1,925.36	450.29	15.53	308.37	42,153.87		
00333	Paraprofessional-Classroom	NSLA	TK	CL25	7	181	P-NSAA	1	H	CLASS						28,165.41	-					-	-	7,618.74	1,746.26	408.40	14.08	279.68	38,232.57		
00048	Paraprofessional-PE	NSLA	Enrichment	Hourly	Hourly	181	P-NSAA		H	CLASS						35,638.90	-					-	-	9,640.32	2,209.81	518.76	17.82	353.89	48,377.30		
00047	Paraprofessional-STEM	NSLA	Enrichment	Hourly	Hourly	181	P-NSAA		H	CLASS						35,638.90	-					-	-	9,640.32	2,209.81	518.76	17.82	353.89	48,377.30		
00130	Principal	NSLA	Principal	AD4	8	210	P-N-ADMIN	1	S	CERT	161,821.80	-										-	-	21,846.60	30,907.96	-	-	2,346.42	80.91	1,606.89	218,610.58
00318	Receptionist	NSLA	Front Desk	CL25	7	185	P-N-ADMIN		S	CLASS						28,787.85	-					-	-	7,787.11	1,784.85	417.42	14.39	285.86	39,077.48		
00137	Receptionist	NSLA	Front Desk	CL25	7	185	P-N-ADMIN		S	CLASS						27,415.15	-					-	-	7,415.80	1,699.74	397.52	13.71	272.23	37,214.15		
00138	Registrar	NSLA	Registrar	CL34	8	200	P-N-ADMIN		S	CLASS												-	-	7,029.00	-	14,062.15	3,223.12	753.79	25.99	516.22	77,596.03
00339	School Counselor - SEL	NSLA	NSLA	Special Services	8	200	P-NSAA			CERT	107,740.00	-										-	-	7,029.00	20,578.34	-	-	1,562.23	53.87	1,069.86	138,033.30
00336	Student Activities Clerk	NSLA	NSLA	CL29	7	195	P-NSAA		S	CLASS												-	-	-	-	9,057.27	2,075.97	485.51	16.74	332.40	45,451.43
00341	Teacher on Assignment	NSLA	TOA	Cert Salary Schedule	8	185	P-NSAA		S	Cert	110,981.50	-			4,000.00							-	-	7,029.00	21,961.47	-	-	1,667.23	57.49	1,141.77	146,838.46
00285	Teacher, Art	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	15,496.20	-				82,844.85	-					-	-	15,496.20	21,961.47	-	-	1,201.25	41.42	822.05	116,229.74
00181	Teacher, Bio/Geo Science	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	115,743.40	-										-	-	7,029.00	22,106.99	-	-	1,678.28	57.87	1,149.33	147,764.87
00158	Teacher, Elementary	NSLA	1st	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	106,417.55	-					21,846.60	20,325.75	-			-	-	21,846.60	20,325.75	-	-	1,543.05	53.21	1,056.73	151,242.89
00159	Teacher, Elementary	NSLA	1st	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	102,051.55	-					6,957.00	19,491.85	-			-	-	6,957.00	19,491.85	-	-	1,479.75	51.03	1,013.37	131,044.55
00160	Teacher, Elementary	NSLA	1st	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	115,743.40	-					21,846.60	22,106.99	-			-	-	21,846.60	22,106.99	-	-	1,678.28	57.87	1,149.33	147,764.87
00161	Teacher, Elementary	NSLA	1st	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	115,743.40	-					7,029.00	22,106.99	-			-	-	7,029.00	22,106.99	-	-	1,678.28	57.87	1,149.33	147,764.87
00163	Teacher, Elementary	NSLA	2nd	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	90,022.85	-					21,846.60	17,194.36	-			-	-	21,846.60	17,194.36	-	-	1,305.33	45.01	893.93	131,308.08
00164	Teacher, Elementary	NSLA	2nd	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	97,857.60	-					21,846.60	18,690.80	-			-	-	21,846.60	18,690.80	-	-	1,418.94	48.93	971.73	140,834.60
00167	Teacher, Elementary	NSLA	2nd	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	86,359.85	-					6,957.00	16,494.73	-			-	-	6,957.00	16,494.73	-	-	1,252.22	43.18	857.55	111,964.53
00165	Teacher, Elementary	NSLA	2nd	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	106,417.55	-					15,496.20	20,325.75	-			-	-	15,496.20	20,325.75	-	-	1,543.05	53.21	1,056.73	144,892.49
00166	Teacher, Elementary	NSLA	3rd	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	61,834.40	-					21,846.60	11,													

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Position Number	JobTitle	DepartmentID	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Edde / Additional Support	Pay Type	PGCodeID	5100 Certificated Salaries	5102	5103	5104 Cert - Supplemental	5105	5110 Classified Salaries	5112	5113	5114 Class - Supplemental	5115 Class - Stipend	5116	5200	5201	5202	5204	5205	5208 SUI	5209	Total Salaries	
00380	Teacher, Math	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1		CERT	110,998.15																			
00184	Teacher, Math	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	106,417.55	-																		
00283	Teacher, Math	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	93,859.75	-																		
00346	Teacher, Math	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1		Cert	102,051.55	-																		
00328	Teacher, Math	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	115,743.40	-																		
00284	Teacher, Math	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	73,158.25	-																		
00345	Teacher, PE	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1		Cert	64,661.20	-																		
00235	Teacher, Physical Ed	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	82,844.85	-																		
00282	Teacher, Physical Ed	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	97,857.60	-																		
00288	Teacher, Science	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	70,203.80	-																		
00343	Teacher, Science	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1		Cert	64,661.20	-																		
00287	Teacher, Science	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	93,859.75	-																		
00344	Teacher, Social Science	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1		Cert	64,661.20	-																		
00381	Teacher, Social Science	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1		CERT	61,564.30	-																		
00290	Teacher, Social Science (SP)	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	125,918.40	-																		
00183	Teacher, Social Science (SP)	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	125,918.40	-																		
00326	Teacher, Spanish	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	131,344.45	-																		
00324	Teacher, World History	NSLA	Secondary	Cert Salary Schedule	8	185	P-NSAA	1	S	CERT	115,743.40	-																		
00251	Vice Principal-ES	NSLA	Vice Principal	AD2	8	210	P-N-ADMIN		S	CERT	125,979.00	-																		
00061	Vice Principal-MSHS	NSLA	Vice Principal	AD2	8	210	P-N-ADMIN		S	CERT	147,378.00	-																		
	Dance Squad Advisor	NSLA		Hourly	1	160	P-N-Prop28		H	CLASS		-																		
	Resident Sub												122,850.00																	
	Resident Sub-Academic Learning Center												40,950.00																	
	Additional Support										-	25,000.00	141,750.00	30,000.00	4,000.00	360,512.08	10,000.00	20,600.00	20,000.00		3,000.00	-	37,579.25	13,687.30	3,323.20	3,630.08	125.18	2,485.98	311,180.99	
												6,077,104.15	25,000.00	305,550.00	30,000.00	4,000.00	360,512.08	699,110.54	20,600.00	23,400.00	-	3,000.00	1,071,624.42	1,173,304.08	379,328.53	87,130.05	109,450.07	3,774.15	74,954.48	10,447,842.55
00293	Lead Custodian	NSLA	Facilities	CL30	8	217	P-N-Fac		S	CLASS							46,558.80													
00089	Facilities Technician	NSLA	Facilities	CL31	8	217	P-N-Fac		S	CLASS							47,725.20													
00295	Custodian II	NSLA	Facilities	CL27	6	217	P-N-Fac		S	CLASS								27,576.36												
00281	Day Custodian	NSLA	Facilities	CL25	6	217	P-N-Fac		S	CLASS								31,912.02												
00294	Custodian II	NSLA	Facilities	CL27	6	217	P-N-Fac		S	CLASS								28,956.48												
	Additional Support																		10,000.00			4,975.00	-	-	2,705.00	928.45	217.14	7.49	148.70	
													-	-	-	-	94,284.00	88,444.86	10,000.00	-	-	4,975.00	30,075.60	-	52,133.17	12,257.64	2,866.71	98.86	1,963.20	297,099.04
00056	NSLA Information Systems Technician	NSLA	IT	CS33	8	217	P-N-IT	2	S	CLASS							62,697.60													
													-	-	-	-	62,697.60	-	-	-	-	8,157.00	-	-	16,959.70	3,887.25	909.12	31.35	622.59	93,264.61
00069	Paraprofessional-Ed Spec	NSLA	Special Ed	CL25	7	181	P-N-SpNds		S	CLASS								26,822.39												
00070	Paraprofessional-Ed Spec	NSLA	Special Ed	CL25	7	181	P-N-SpNds		S	CLASS								26,822.39												
00071	Paraprofessional-Ed Spec	NSLA	Special Ed	CL25	7	181	P-N-SpNds		S	CLASS								28,165.41												
00077	Paraprofessional-Ed Spec	NSLA	Special Ed	CL25	7	181	P-N-SpNds		S	CLASS									25,542.72											
00308	Paraprofessional-Ed Spec	NSLA	Special Ed	CL25	7	181	P-N-SpNds		H	CLASS								25,542.72												
	Paraprofessional-Ed Spec	NSLA	Special Ed	CL25	7	181	P-N-SpNds		H	CLASS								25,542.72												
00140	School Psychologist	NSLA	Psychologist	Therapist	8	190	P-N-SpNds		S	CERT	106,745.80		2,809.20																	
00141	Speech Language Pathologist	NSLA	Special Ed	Special Services	8	190	P-N-SpNds		S	CERT	131,816.30																			
00274	Speech Language Pathologist Asst	NSLA	Special Ed	Special Services	8	182	P-N-SpNds		S	CLASS								56,899.60												
00149	Teacher, Ed Specialist	NSLA	Elementary RSP	Cert Salary Schedule	8	185	P-N-SpNds	1	S	CERT	70,203.80																			
00150	Teacher, Ed Specialist	NSLA	Special Ed	Cert Salary Schedule	8	185	P-N-SpNds	1	S	CERT	79,477.85																			
00151	Teacher, Ed Specialist	NSLA	Special Ed MS	Cert Salary Schedule	8	185	P-N-SpNds	1	S	CERT	86,359.85																			
00257	Teacher, Ed Specialist	NSLA	Special Ed MS	Cert Salary Schedule	8	185	P-N-SpNds	1	S	CERT	93,859.75																			
00291	Teacher, Ed Specialist	NSLA	Special Ed MS	Cert Salary Schedule	8	185	P-N-SpNds	1	S	CERT	106,417.55																			
00329	Teacher, Ed Specialist	NSLA	Special Ed RSP	Cert Salary Schedule	8	185	P-N-SpNds	1	S	Cert	70,203.80																			

NSLA Budget 2024/2025

Position Number	JobTitle	DepartmentID	Grade Level	TitleSalary Grade	Hours Per Day	Days Per Year	Distribution Code	Base / Additional Support	Pay Type	PGCodeID	5100 Certificated Salaries	5102	5103	5104 Cert - Supplemental	5105	5110 Classified Salaries	5112	5113	5114 Class - Supplemental	5115 Class - Stipend	5116	5200	5201	5202	5204	5205	5208 SUI	5209	Total Salaries	
00348	Teacher, Music	NSLA	Secondary	Cert Salary Schedule	8	181	P-N-Prop28		Cert		93,859.75	Cert - Hourly	Cert - Subs		Cert - Stipend		21,846.60	Class - Hourly	Class - Subs	Supplemental	Stipend	Class - OT	Employee Benefits	STRS	PERS	SS Classified	Medicare	Classified	Workers Comp	Salaries
											93,859.75	-	-	-	-	-	35,638.90	-	-	-	-	21,846.60	17,927.21	9,640.32	2,209.61	1,877.73	64.75	1,285.92	184,350.79	
	Liaison															23,603.40						10,923.30	-	6,384.72	1,463.41	342.25	11.80	234.38	42,963.26	
	Janitorial Support																9,660.84						-	-	2,613.26	598.97	140.08	4.83	95.93	13,113.91
	ELOP Summer Academy						P-N-ELOP							49,000.00			15,000.00					-	9,359.00	4,057.50	930.00	928.00	32.00	635.52	79,942.02	
											-	-	-	49,000.00	-	23,603.40	24,660.84	-	-	-	-	10,923.30	9,359.00	13,055.48	2,992.38	1,410.33	48.63	965.83	136,019.19	
	ALT Stipends						P-NSAA								16,000.00							-	3,056.00	-	-	232.00	8.00	158.88	19,454.88	
	Induction Coaches						P-N-TITII								25,900.00							-	4,946.90	-	-	375.55	12.95	257.19	31,492.59	
	Yearbook						P-NSAA								4,500.00							-	859.50	-	-	65.25	2.25	44.69	5,471.69	
	Athletics						P-NSAA								3,500.00					47,500.00		-	668.50	12,848.75	2,945.00	739.50	25.50	506.43	68,733.68	
	STEM						P-NSAA								1,000.00							-	191.00	-	-	14.50	0.50	9.93	1,215.93	
	VPA-Drama Performances						P-NSAA								2,000.00							-	382.00	-	-	29.00	1.00	19.86	2,431.86	
	VPA-Music Performances						P-NSAA								-							-	-	-	-	-	-	-	-	
	ASB						P-NSAA								6,000.00							-	1,146.00	-	-	87.00	3.00	59.58	7,295.58	
	Folklorico Dancing						P-NSAA								2,000.00							-	382.00	-	-	29.00	1.00	19.86	2,431.86	
	Robotics						P-NSAA								-							-	-	-	-	-	-	-	-	
	E Sports						P-NSAA								2,000.00							-	382.00	-	-	29.00	1.00	19.86	2,431.86	
	Destination Imagination						P-NSAA								2,000.00							-	382.00	-	-	29.00	1.00	19.86	2,431.86	
	Senior Advisor						P-NSAA								1,500.00							-	286.50	-	-	21.75	0.75	14.90	1,823.90	
	Mock Trial						P-NSAA								2,000.00							-	382.00	-	-	29.00	1.00	19.86	2,431.86	
	National Honnors Society						P-NSAA								1,000.00							-	191.00	-	-	14.50	0.50	9.93	1,215.93	
	EL PD/Testing						P-N-TITIII							6,240.00			5,900.00					-	1,191.84	1,595.95	365.80	176.03	6.07	120.55	15,596.24	
											-	-	-	6,240.00	69,400.00	-	5,900.00	-	-	-	47,500.00	-	-	14,447.24	14,444.70	3,310.80	1,871.08	64.52	1,281.38	164,459.72
											7,057,361.00	39,000.00	315,550.00	100,649.00	77,400.00	642,085.00	1,230,958.00	30,600.00	29,248.00	47,500.00	7,975.00	1,306,576.00	1,392,631.00	616,495.00	141,798.00	138,886.00	4,789.00	95,113.00	13,274,613.00	

NSLA 2024/2025 Budget

Expense Name	General Budget	Athletics Budget	IT Budget	Facilities Budget	Unrestricted Total	SPED Budget	Cafeteria Budget	ELOP-	LREBG	Prop 28	Title I Budget	Title II Budget	Title III Budget	Title IV Budget	Restricted Total	NSLA Total
Approved Textbooks	50,970.00	-	-	-	50,970.00	1,000.00	-	-	321,784.00	-	-	-	-	-	322,784.00	373,754.00
Classroom Books	55,922.00	-	-	-	55,922.00	-	-	-	-	-	-	-	-	-	-	55,922.00
Class Supplies	37,785.00	8,700.00	-	-	46,485.00	4,000.00	-	-	-	-	500.00	-	498.00	506.00	5,504.00	51,989.00
Other Supplies	31,288.00	15,000.00	-	2,500.00	48,788.00	1,500.00	4,723.00	-	27,068.00	4,997.00	-	-	-	-	38,288.00	87,076.00
Equipment (under 5k)	4,000.00	-	-	25,000.00	29,000.00	2,500.00	7,500.00	-	-	-	-	-	-	-	10,000.00	39,000.00
Food	-	-	-	-	-	-	800,000.00	-	-	-	-	-	-	-	800,000.00	800,000.00
Office Supplies	15,000.00	-	-	250.00	15,250.00	1,500.00	5,000.00	5,024.00	-	-	-	-	-	-	11,524.00	26,774.00
Computers	-	-	78,500.00	-	78,500.00	-	-	-	-	-	-	-	-	-	-	78,500.00
Software	6,000.00	-	81,000.00	-	87,000.00	-	4,750.00	-	-	-	-	-	-	-	4,750.00	91,750.00
Furniture	-	-	-	-	-	1,000.00	-	-	-	-	-	-	-	-	1,000.00	1,000.00
Books, Media, Library	5,000.00	-	-	-	5,000.00	-	-	-	-	-	-	-	-	-	-	5,000.00
Total Supplies	205,965.00	23,700.00	159,500.00	27,750.00	416,915.00	11,500.00	821,973.00	5,024.00	348,852.00	4,997.00	500.00	-	498.00	506.00	1,193,850.00	1,610,765.00
Employee Admin	1,500.00	-	-	-	1,500.00	-	-	-	-	-	-	-	-	-	-	1,500.00
Volunteer Fingerprinting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Testing	13,000.00	-	-	-	13,000.00	10,000.00	-	-	-	-	-	-	-	12,500.00	22,500.00	35,500.00
Referees	-	7,500.00	-	-	7,500.00	-	-	-	-	-	-	-	-	-	-	7,500.00
Field Trip	65,000.00	-	-	-	65,000.00	-	-	-	-	-	-	-	-	-	-	65,000.00
Travel/Mileage	-	-	1,500.00	500.00	2,000.00	-	500.00	-	-	-	-	-	-	-	500.00	2,500.00
Training & Conferences	65,505.00	-	5,000.00	-	70,505.00	7,500.00	1,000.00	-	-	-	949.00	9,406.00	27,500.00	-	46,355.00	116,860.00
Other Services	1,000.00	-	-	5,000.00	6,000.00	-	5,000.00	-	-	-	-	-	-	-	5,000.00	11,000.00
Dues & Membership	6,000.00	-	-	-	6,000.00	1,000.00	-	-	-	-	-	-	-	-	1,000.00	7,000.00
SB Co Fees	186,574.00	-	-	-	186,574.00	89,035.00	-	-	-	-	-	-	-	-	89,035.00	275,609.00
Banking Fees	2,200.00	-	-	-	2,200.00	-	-	-	-	-	-	-	-	-	-	2,200.00
Insurance	300,000.00	-	-	-	300,000.00	-	-	-	-	-	-	-	-	-	-	300,000.00
Legal Fees	-	-	-	-	-	5,000.00	1,500.00	-	-	-	-	-	-	-	6,500.00	6,500.00
Consulting	62,000.00	-	4,500.00	-	66,500.00	10,000.00	-	1,462,500.00	-	-	-	-	-	-	1,472,500.00	1,539,000.00
Trash-Sewer	-	-	-	60,000.00	60,000.00	-	-	-	-	-	-	-	-	-	-	60,000.00
Gardening	-	-	-	12,500.00	12,500.00	-	-	-	-	-	-	-	-	-	-	12,500.00
Janitorial	-	-	-	90,000.00	90,000.00	-	2,500.00	15,000.00	-	-	-	-	-	-	17,500.00	107,500.00
Pest Control	-	-	-	3,000.00	3,000.00	-	-	-	-	-	-	-	-	-	-	3,000.00
Security	-	-	-	114,000.00	114,000.00	-	-	-	-	-	-	-	-	-	-	114,000.00
Telephone	-	-	53,100.00	-	53,100.00	-	-	-	-	-	-	-	-	-	-	53,100.00
Utilities	-	-	-	200,000.00	200,000.00	-	-	-	-	-	-	-	-	-	-	200,000.00
Copier	-	-	48,256.00	-	48,256.00	-	-	-	-	-	-	-	-	-	-	48,256.00
Emergency-First Aid	12,000.00	-	-	-	12,000.00	-	-	-	-	-	-	-	-	-	-	12,000.00
Rentals - Leases	-	10,000.00	-	10,000.00	20,000.00	-	-	-	-	-	-	-	-	-	-	20,000.00
Advertising - Marketing	15,000.00	-	-	-	15,000.00	-	-	-	-	-	-	-	-	-	-	15,000.00
Public Relations	15,000.00	-	-	-	15,000.00	-	-	-	-	-	-	-	-	-	-	15,000.00
Special Events	25,000.00	-	-	-	25,000.00	-	-	-	-	-	-	-	-	-	-	25,000.00
Facilities - Maintenance	-	-	-	100,000.00	100,000.00	-	-	-	-	-	-	-	-	-	-	100,000.00
Bus	-	10,000.00	-	-	10,000.00	-	-	-	-	-	-	-	-	10,000.00	10,000.00	20,000.00
Equipment Repairs	-	-	93,000.00	-	93,000.00	-	-	-	-	-	-	-	-	-	-	93,000.00
Total Services	769,779.00	27,500.00	205,356.00	595,000.00	1,597,635.00	122,535.00	10,500.00	1,477,500.00	-	-	949.00	9,406.00	27,500.00	22,500.00	1,670,890.00	3,268,525.00
Sites - Improvements of Site	-	-	-	25,000.00	25,000.00	-	-	-	-	-	-	-	-	-	-	25,000.00
Building - Improvements of Bldg	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Equipment (Over 5K)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Capital Exp	-	-	-	25,000.00	25,000.00	-	-	-	-	-	-	-	-	-	-	25,000.00
Bond Payment	3,076,875.00	-	-	-	3,076,875.00	-	-	-	-	-	-	-	-	-	-	3,076,875.00
Total Debt Services	3,076,875.00	-	-	-	3,076,875.00	-	-	-	-	-	-	-	-	-	-	3,076,875.00
Total Expenditures	4,052,619.00	51,200.00	364,856.00	647,750.00	5,116,425.00	134,035.00	832,473.00	1,482,524.00	348,852.00	4,997.00	1,449.00	9,406.00	27,998.00	23,006.00	2,864,740.00	7,981,165.00

Charter School Name: Academy for Academic Excellence

CDS #: 36750773631207

Charter Authorizer: Apple Valley Unified School District

County: San Bernardino

Charter #: 968

Form Revised (revision date here if revised)

To the authorizing/oversight district:

2024-25 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____
Charter School Official
(Original signature required)

Date: _____

Printed Name: David Gruber

Title: Chief Business Officer

CERTIFICATION OF FINANCIAL CONDITION:

☒ POSITIVE
As the Charter School Official, I certify that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.

☐ QUALIFIED
As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ NEGATIVE
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.

To the County Superintendent of Schools:

2024-25 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

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

Date: _____

Printed Name: Cindy Kunkel

Title: Director of Finance

☐ POSITIVE
As the Charter School Authorizer, I believe that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.

☐ QUALIFIED
As the Charter School Authorizer, I believe that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ NEGATIVE
As the Charter School Authorizer, I believe that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.

2024-25 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33(1).

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the budget report, please contact:

For Charter School:

David Gruber

Name

Chief Business Officer

Title

(760) 946-5414 ext. 172

Telephone

Dgruber@lcer.org

E-mail address

Charter School Attendance		CHARTER NAME: Academy for Academic Excellence										
Form Revised (revision date here if revised)		CHARTER #: 968										
Fiscal Year 2024-25 Budget Projected ADA												
Charter Authorizer: Apple Valley Unified School District	Line	2023-24		2024-25			2025-26			2026-27		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Non Classroom Funding Determination Rate*	100%											
TK/K-3:												
Regular ADA	A-1	426.20		435.97		2.29%	437.62		0.38%	439.12		0.34%
Classroom-based ADA included in A-1	A-2	426.20		435.97		2.29%	437.62		0.38%	439.12		0.34%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	426.20		435.97		2.29%	437.62		0.38%	439.12		0.34%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	426.20	426.20	435.97	435.97	2.29%	437.62	437.62	0.38%	439.12	439.12	0.34%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1	43.68		43.85		0.39%	43.70		-0.34%	43.68		-0.05%
Grades 4-6												
Regular ADA	A-1	328.55		335.90		2.24%	336.01		0.03%	335.87		-0.04%
Classroom-based ADA included in A-1	A-2	328.55		335.90		2.24%	336.01		0.03%	335.87		-0.04%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	328.55		335.90		2.24%	336.01		0.03%	335.87		-0.04%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	328.55	328.55	335.90	335.90	2.24%	336.01	336.01	0.03%	335.87	335.87	-0.04%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Grades 7-8												
Regular ADA	A-1	237.45		244.37		2.91%	243.85		-0.21%	244.04		0.08%
Classroom-based ADA included in A-1	A-2	237.45		244.37		2.91%	243.85		-0.21%	244.04		0.08%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	237.45		244.37		2.91%	243.85		-0.21%	244.04		0.08%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	237.45	237.45	244.37	244.37	2.91%	243.85	243.85	-0.21%	244.04	244.04	0.08%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	

Charter School Attendance

Form Revised (revision date here if revised)

CHARTER NAME: Academy for Academic Excellence

CHARTER #: 968

Fiscal Year 2024-25 Budget
Projected ADA

Charter Authorizer: Apple Valley Unified School District	Line	2023-24		2024-25			2025-26			2026-27		
		Actual ADA	Funded ADA *	Projected ADA	Funded ADA *	% Change over	Projected ADA	Funded ADA *	% Change over	Projected ADA	Funded ADA *	% Change over
		P-2		P-2		Prior Year	P-2		Prior Year	P-2		Prior Year
Grades 9-12												
Regular ADA	A-1	417.64		407.09		-2.53%	407.35		0.06%	406.37		-0.24%
Classroom-based ADA included in A-1	A-2	417.64		407.09		-2.53%	407.35		0.06%	406.37		-0.24%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	417.64		407.09		-2.53%	407.35		0.06%	406.37		-0.24%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	417.64	417.64	407.09	407.09	-2.53%	407.35	407.35	0.06%	406.37	406.37	-0.24%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Totals												
Regular ADA	A-1	1,409.84		1,423.33		0.96%	1,424.83		0.11%	1,425.40		0.04%
Classroom-based ADA included in A-1	A-2	1,409.84		1,423.33		0.96%	1,424.83		0.11%	1,425.40		0.04%
Extended Year Special Ed	A-3	-		-			-			-		
Classroom-based ADA included in A-3	A-4	-		-			-			-		
Special Ed - NPS	A-5	-		-			-			-		
Classroom-based ADA included in A-5	A-6	-		-			-			-		
Extended Year Special Ed - NPS	A-7	-		-			-			-		
Classroom-based ADA included in A-7	A-8	-		-			-			-		
ADA Totals (A-1, A3, A5, A7)	A-9	1,409.84		1,423.33		0.96%	1,424.83		0.11%	1,425.40		0.04%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	1,409.84	1,409.84	1,423.33	1,423.33	0.96%	1,424.83	1,424.83	0.11%	1,425.40	1,425.40	0.04%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Total Funded ADA			1,409.84		1,423.33			1,424.83			1,425.40	

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

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

Fiscal Year 2024-25 Budget

Form Revised (revision date here if revised)

ASSUMPTIONS:	2024-25	2025-26	Change	2026-27	Change	
Local Control Funding (LCFF) - BAS/FCMAT Calculator:						
COLA (on Base)	1.07%	2.93%	1.86%	3.08%	0.15%	
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 17,412,809	\$ 17,941,850	3.04%	\$ 18,501,272	3.12%	
LCAP: Public Hearing Date (mm/dd/yyyy)	5/13/2024					
Board Approval Date (mm/dd/yyyy)	6/10/2024					
Lottery Allocation Amount Per ADA:						
Unrestricted	\$ 177	\$ 177	\$ -	\$ 177	\$ -	
Restricted	\$ 72	\$ 72	\$ -	\$ 72	\$ -	
ADA/Enrollment:						
Total Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00	
Total Funded Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00	
Total Classroom Based ADA	1,423.33	1,424.83	1.50	1,425.40	0.57	
Total Funded P-2 Attendance	1,423.33	1,424.83	1.50	1,425.40	0.57	
Estimated Enrollment PY CBEDS Certified Enrollment	1,492	1,506	1,504	-2.00	1,507	3.00
Enrollment Growth Over Prior Year	0.94%	-0.13%		0.20%		
ADA to Enrollment Ratio 2023-24	94.49%	94.51%	94.74%		94.59%	
Unduplicated Count PY CBEDS Certified Unduplicated Count	658	665	664	-1.00	666	2.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %)	2023-24	42.92%	44.13%	44.14%		44.17%
Certificated Salaries and Benefits:						
Number of Teachers (FTE)	69.46	69.46	0.00	69.46	0.00	
Number of Certificated Management FTEs	3.00	3.00	0.00	3.00	0.00	
Number of Other Certificated FTEs	6.00	6.00	0.00	6.00	0.00	
Classroom Staffing Ratio - Students per FTE	21.68	21.65	-0.03	21.70	0.04	
Teachers Increased/(Decreased) for projected Enrollment change over PY	0.00	0.00	0.00	0.00	0.00	
Average Teacher FTE Salary	\$ 90,014	\$ 93,435	3.80%	\$ 96,985	3.80%	
Average Certificated Management FTE Salary	\$ 147,217	\$ 148,897	1.14%	\$ 150,644	1.17%	
Average Other Certificated FTE Salary	\$ 107,017	\$ 109,901	2.69%	\$ 113,673	3.43%	
Cert Step and Column Increase (Total Annual Cost)	\$ 376,000	\$ 390,000	3.72%	\$ 405,000	3.85%	
Other Pay, Stipends, Extra Pay	\$ 147,099	\$ 148,555	0.99%	\$ 150,069	1.02%	
Health and Welfare Cost per Employee	\$ 16,333	\$ 16,333	0.00%	\$ 16,333	0.00%	
Retirement Cost per Cert Employee	\$ 18,327	\$ 19,023	3.80%	\$ 19,746	3.80%	
STRS Rate	19.10%	19.10%	0.00%	19.10%	0.00%	
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):						
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):						
Increase year over year increase changes are for step and column advancement only.						
Classified Salaries and Benefits:						
Number of Classified (Non-Mgmt) FTEs	48.60	48.60	0.00	48.60	0.00	
Number of Classified Mangement FTEs	1.00	1.00	0.00	1.00	0.00	
Average Salary per Classified Non-Mgmt FTE	\$ 37,157	\$ 38,643	4.00%	\$ 40,189	4.00%	
Average Salary per Classified Mgmt FTE	\$ 103,147	\$ 107,273	4.00%	\$ 111,563	4.00%	
Class Step and Column Increase (Total Annual Cost)	\$ 69,498	\$ 72,280	4.00%	\$ 75,171	4.00%	
Other Pay, Stipends, Extra Pay	\$ -	\$ -		\$ -		
Health and Welfare Cost per Class Employee	\$ 2,650	\$ 2,650	0.00%	\$ 2,650	0.00%	
Retirement Cost per ClassEmployee	\$ 7,870	\$ 8,058	2.39%	\$ 8,252	2.41%	
PERS Rate	27.05%	27.60%	0.55%	28.00%	0.40%	
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):						
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):						
Increases to salaries are based on the traditional step advancement by our classified team.						

Fiscal Year 2024-25 Budget

Form Revised (revision date here if revised)

ASSUMPTIONS:		2024-25	2025-26	Change	2026-27	Change
Statutory Benefits						
FICA (Social Security)		6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax		1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment		0.05%	0.05%	0.00%	0.05%	0.00%
Workers Comp		0.99300%	0.99300%	0.00%	0.99300%	0.00%
Facilities:						
Rent		\$ 580,000	\$ 579,150	-0.15%	\$ 578,075	-0.19%
Electricity		\$ 225,000	\$ 230,000	2.22%	\$ 235,000	2.17%
Heating (gas)		\$ 21,000	\$ 21,500	2.38%	\$ 22,000	2.33%
Other		\$ 40,000	\$ 41,000	2.50%	\$ 42,000	2.44%
Explain "Other" facility costs:						
Water, Trash and Sewer costs complete the total utilities paid for the facilities.						
Administrative Service Agreements:						
0.11% Oversight Fees to Sponsor		\$ 19,358	\$ 19,946	3.04%	\$ 20,568	3.12%
Administive Service Contract		\$ 2,209,492	\$ 2,275,657	2.99%	\$ 2,345,598	3.07%
Other Contracted Costs						
List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)						

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

Fiscal Year 2024-25 Budget
Unrestricted MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	10,520,977	10,765,131	2.32%	11,161,088	3.68%	11,579,169	3.75%
EPA	8012	4,617,731	4,711,798	2.04%	4,854,963	3.04%	5,006,497	3.12%
State Aid - Prior Year	8019	(76,051)						
In Lieu Property Taxes	8096	1,917,491	1,935,880	0.96%	1,925,799	-0.52%	1,915,606	-0.53%
Federal	8100-8299	130,840	97,848	-25.22%	97,848	0.00%	97,848	0.00%
State								
Lottery - Unrestricted	8560	262,853	263,130	0.11%	263,407	0.11%	263,513	0.04%
Lottery - Prop 20 - Restricted	8560							
Other State Revenue	8300-8599	63,389	65,191	2.84%	66,457	1.94%	67,826	2.06%
Local								
Interest	8660	50,000	52,000	4.00%	55,000	5.77%	58,250	5.91%
AB602 Local Special Education Transfer	8792							
Other Local Revenues	8600-8799	140,053	-		-		-	
Total Revenues		\$ 17,627,283	\$ 17,890,978	1.50%	\$ 18,424,562	2.98%	\$ 18,988,709	3.06%
EXPENDITURES								
Certificated Salaries	1000-1999	6,681,902	6,678,976	-0.04%	6,929,478	3.75%	7,192,799	3.80%
Classified Salaries	2000-2999	1,602,928	1,659,022	3.50%	1,725,383	4.00%	1,794,398	4.00%
Benefits	3000-3999	3,203,555	3,346,881	4.47%	3,475,860	3.85%	3,609,681	3.85%
Books & Supplies	4000-4999	647,156	563,072	-12.99%	550,000	-2.32%	560,000	1.82%
Contracts & Services	5000-5999	1,322,165	1,568,908	18.66%	1,500,000	-4.39%	1,550,000	3.33%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	90,000	145,000	61.11%	145,000	0.00%	145,000	0.00%
Other Outgo	7100-7299	2,449,881	2,490,193	1.65%	2,500,657	0.42%	2,570,598	2.80%
Debt Service (see Debt Form)	7400-7499	579,624	580,000	0.06%	579,150	-0.15%	578,075	-0.19%
Total Expenditures		\$ 16,577,211	\$ 17,032,052	2.74%	\$ 17,405,528	2.19%	\$ 18,000,551	3.42%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 1,050,072	\$ 858,926	-18.20%	\$ 1,019,034	18.64%	\$ 988,158	-3.03%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	\$ (332,057)	\$ (413,562)		\$ (412,093)		\$ (408,369)	
Other Uses	7600							
Net Sources & Uses		\$ (332,057)	\$ (413,562)		\$ (412,093)		\$ (408,369)	
NET INCREASE (DECREASE) IN FUND BALANCE								
		\$ 718,015	\$ 445,364	-37.97%	\$ 606,941	36.28%	\$ 579,789	-4.47%

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

Fiscal Year 2024-25 Budget
Unrestricted MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	10,206,599	11,305,021	10.76%	11,750,385	3.94%	12,357,327	5.17%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	380,407						
Beginning Fund Balance as per Audit Report +/- Restatements		10,587,006						
Ending Balance	9790	\$ 11,305,021	\$ 11,750,385	3.94%	\$ 12,357,327	5.17%	\$ 12,937,115	4.69%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted	9740							
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments	9780							
e. Unassigned								
Reserve for Ecomonic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	11,305,021	11,750,385	3.94%	12,357,327	5.17%	12,937,115	4.69%

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

Fiscal Year 2024-25 Budget
Unrestricted MYP

Form Revised (revision date here if revised)

DESCRIPTION	Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:							
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1 Ex. Erate							
2 ROTC	130,840	97,848	-25.22%	97,848	0.00%	97,848	0.00%
3							
4							
5							
6							
7							
8							
9							
Total Federal Awards Budgeted:	\$ 130,840	\$ 97,848	-25.22%	\$ 97,848	0.00%	\$ 97,848	0.00%
Lottery Unrestricted Allocation per ADA		\$ 177		\$ 177		\$ 177	
Lottery Unrestricted Estimated Award		\$ 263,130	0.11%	\$ 263,407	0.11%	\$ 263,513	0.04%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Ex. Mandated Cost							
2 Madated Block Grant	41,389	43,191	4.35%	44,457	2.93%	45,826	3.08%
3 SMAA	22,000	22,000	0.00%	22,000	0.00%	22,000	0.00%
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Total Other State Revenue Funds Budgeted:	\$ 63,389	\$ 65,191	2.84%	\$ 66,457	1.94%	\$ 67,826	2.06%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1 Ex. Services Reimbursed by District							
2 Refunds/Donations/Payments	17,340	-		-		-	
3 Reimbursables	114,746	-		-		-	
4 Environmental Grant	7,967	-		-		-	
5							
6							
Total Other Local Revenue Funds Budgeted:	\$ 140,053	\$ -		\$ -		\$ -	

Fiscal Year 2024-25 Budget
Restricted MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011							
EPA	8012							
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096							
Federal	8100-8299	781,943	780,576	-0.17%	793,631	1.67%	807,757	1.78%
State								
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	106,923	107,036		107,149		107,192	0.04%
Other State Revenue	8300-8599	1,401,712	1,535,524	9.55%	1,535,524	0.00%	1,535,524	0.00%
Local								
Interest	8660	-	-		-		-	
AB602 Local Special Education Transfer	8792	1,057,595	1,057,050	-0.05%	1,088,022	2.93%	1,121,533	3.08%
Other Local Revenues	8600-8799	-	-		-		-	
Total Revenues		\$ 3,348,173	\$ 3,480,186	3.94%	\$ 3,524,326	1.27%	\$ 3,572,006	1.35%
EXPENDITURES								
Certificated Salaries	1000-1999	1,156,741	1,303,685	12.70%	1,353,225	3.80%	1,404,648	3.80%
Classified Salaries	2000-2999	497,235	498,964	0.35%	518,923	4.00%	539,680	4.00%
Benefits	3000-3999	552,677	634,808	14.86%	659,248	3.85%	685,448	3.97%
Books & Supplies	4000-4999	942,081	815,710	-13.41%	835,000	2.36%	860,000	2.99%
Contracts & Services	5000-5999	454,638	510,863	12.37%	537,960	5.30%	542,960	0.93%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	-	-		-		-	
Other Outgo	7100-7299	288,073	289,363	0.45%	295,789	2.22%	303,123	2.48%
Debt Service (see Debt Form)	7400-7499	-	-		-		-	
Total Expenditures		\$ 3,891,445	\$ 4,053,393	4.16%	\$ 4,200,145	3.62%	\$ 4,335,859	3.23%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (543,272)	\$ (573,207)		\$ (675,819)		\$ (763,853)	
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	332,057	413,562	24.55%	412,093	-0.36%	408,369	-0.90%
Other Uses	7600							
Net Sources & Uses		\$ 332,057	\$ 413,562	24.55%	\$ 412,093	-0.36%	\$ 408,369	-0.90%
NET INCREASE (DECREASE) IN FUND BALANCE		\$ (211,215)	\$ (159,645)		\$ (263,726)		\$ (355,484)	

Fiscal Year 2024-25 Budget
Restricted MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	2,431,517	3,286,105	35.15%	3,126,460	-4.86%	2,862,734	-8.44%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	1,065,803						
Beginning Fund Balance as per Audit Report +/- Restatements		3,497,320						
Ending Balance		\$ 3,286,105	\$ 3,126,460	-4.86%	\$ 2,862,734	-8.44%	\$ 2,507,250	-12.42%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted	9740	3,286,105	3,126,460	-4.86%	2,862,734	-8.44%	2,507,250	-12.42%
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments	9780							
e. Unassigned								
Reserve for Ecomonic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790							

Fiscal Year 2024-25 Budget
Restricted MYP

Form Revised (revision date here if revised)

DESCRIPTION	Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
If Restricted Fund Balances Exist, Identify Balance by Program:							
1 EX. AB602 - Special Education							
2 Child Nutrition	508,750	508,750		508,750		508,750	
3 Kitchen Training Grant (7029)	3,298	3,298		3,298		3,298	
4 KIT Grant (7032)	28,156	28,156		28,156		28,156	
5 Art & Music Block Grant	848,686	848,686	0.00%	848,686	0.00%	848,686	0.00%
6 Expanded Learning Opportunity Program Plan	583,392	583,392		583,392		583,392	
7 Educator Effectiveness Funds	207,389	207,389		207,389		207,389	
8 Learning Recovery Block Grant	1,091,632	931,987		668,261		312,777	
9 A-G Completion	3,885	3,885		3,885		3,885	
10 Ethnic Studies	10,917	10,917		10,917		10,917	
11							
12							
13							
14							
15							
	3,286,105	3,126,460		2,862,734		2,507,250	

ASSUMPTIONS FOR RESTRICTED PROGRAMS:

LIST FEDERAL RESTRICTED REVENUES

1 EX. Title I							
2 Title I	218,832	187,736	-14.21%	193,237	2.93%	199,188	3.08%
3 Title II	30,840	34,991	13.46%	36,016	2.93%	37,126	3.08%
4 Title IV	14,000	14,578		15,005		15,467	
5 Nutrition Services - Federal	310,000	335,000		335,000		335,000	
6 IDEA - Federal Special Education	208,271	208,271		214,373		220,976	
7							
8							
9							
10							
11							
12							
13							
14							
15				-		-	
16							
17							
18							
19							
20							
Total Federal Awards Budgeted:	\$ 781,943	\$ 780,576	-0.17%	\$ 793,631	1.67%	\$ 807,757	1.78%

Fiscal Year 2024-25 Budget
Restricted MYP

Form Revised (revision date here if revised)

DESCRIPTION	Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
Lottery Prop 20 Restricted Allocation per ADA		\$ 72		\$ 72		\$ 72	
Lottery Estimated Prop 20 Restricted Award		\$ 107,036		\$ 107,149	0.11%	\$ 107,192	0.04%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 ELOP	583,392	583,392	0.00%	583,392	0.00%	583,392	0.00%
2 Arts & Music in School- Prop 28	214,172	214,172	0.00%	214,172	0.00%	214,172	0.00%
3 Child Nutrition - State Funds	580,000	625,000	7.76%	625,000	0.00%	625,000	0.00%
4 Prop 39 Repayment	(88,812)	-		-		-	
5 SPED Mental Health Services	112,960	112,960	0.00%	112,960	0.00%	112,960	0.00%
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Total Other State Revenue Funds Budgeted:	\$ 1,401,712	\$ 1,535,524	9.55%	\$ 1,535,524	0.00%	\$ 1,535,524	0.00%
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"							
1							
2							
3							
4							
5							
6							
Total Other Local Revenue Funds Budgeted:	\$ -	\$ -		\$ -		\$ -	
SPECIAL EDUCATION DETAILS:							
What % of student population is Special Ed	10.59%	10.59%	0.00%	10.59%	0.00%	10.59%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Desert Mountain SELPA						
AB602 Revenue	1,057,595	1,057,050	-0.05%	1,088,022	2.93%	1,121,533	3.08%
Other Special Ed Revenue	208,271	208,271	0.00%	214,373	2.93%	220,976	3.08%
Unrestricted Contribution to Special Ed	438,980	520,598	18.59%	519,242	-0.26%	515,561	-0.71%
Total Special Ed Funding	1,704,846	1,785,919		1,821,637		1,858,070	
Special Ed Expenditures	1,704,846	1,785,919	4.76%	1,821,637	2.00%	1,858,070	2.00%

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

Fiscal Year 2024-25 Budget
Summary MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	10,520,977	10,765,131	2.32%	11,161,088	3.68%	11,579,169	3.75%
EPA	8012	4,617,731	4,711,798	2.04%	4,854,963	3.04%	5,006,497	3.12%
State Aid - Prior Year	8019	(76,051)	-		-		-	
In Lieu Property Taxes	8096	1,917,491	1,935,880	0.96%	1,925,799	-0.52%	1,915,606	-0.53%
Federal	8100-8299	912,783	878,424	-3.76%	891,479	1.49%	905,605	1.58%
State								
Lottery - Unrestricted	8560	262,853	263,130	0.11%	263,407	0.11%	263,513	0.04%
Lottery - Prop 20 - Restricted	8560	106,923	107,036	0.11%	107,149	0.11%	107,192	0.04%
Other State Revenue	8300-8599	1,465,101	1,600,715	9.26%	1,601,981	0.08%	1,603,350	0.09%
Local								
Interest	8660	50,000	52,000	4.00%	55,000	5.77%	58,250	5.91%
AB602 Local Special Education Transfer	8792	1,057,595	1,057,050	-0.05%	1,088,022	2.93%	1,121,533	3.08%
Other Local Revenues	8600-8799	140,053	-		-		-	
Total Revenues		\$ 20,975,456	\$ 21,371,164	1.89%	\$ 21,948,888	2.70%	\$ 22,560,715	2.79%
EXPENDITURES								
Certificated Salaries	1000-1999	7,838,643	7,982,661	1.84%	8,282,703	3.76%	8,597,447	3.80%
Classified Salaries	2000-2999	2,100,163	2,157,986	2.75%	2,244,306	4.00%	2,334,078	4.00%
Benefits	3000-3999	3,756,232	3,981,689	6.00%	4,135,108	3.85%	4,295,129	3.87%
Books & Supplies	4000-4999	1,589,237	1,378,782	-13.24%	1,385,000	0.45%	1,420,000	2.53%
Contracts & Services	5000-5999	1,776,803	2,079,771	17.05%	2,037,960	-2.01%	2,092,960	2.70%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	90,000	145,000	61.11%	145,000	0.00%	145,000	0.00%
Other Outgo	7100-7299	2,737,954	2,779,556	1.52%	2,796,446	0.61%	2,873,721	2.76%
Debt Service (see Debt Form)	7400-7499	579,624	580,000	0.06%	579,150	-0.15%	578,075	-0.19%
Total Expenditures		\$ 20,468,656	\$ 21,085,445	3.01%	\$ 21,605,673	2.47%	\$ 22,336,410	3.38%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 506,800	\$ 285,719	-43.62%	\$ 343,215	20.12%	\$ 224,305	-34.65%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	-	-		-		-	
Other Uses	7600	-	-		-		-	
Net Sources & Uses		\$ -	\$ -		\$ -		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 506,800	\$ 285,719	-43.62%	\$ 343,215	20.12%	\$ 224,305	-34.65%

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

Fiscal Year 2024-25 Budget
Summary MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	12,638,116	14,591,126	15.45%	14,876,845	1.96%	15,220,061	2.31%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	1,446,210						
Beginning Fund Balance as per Audit Report +/- Restatements		14,084,326						
Ending Balance	9790	\$ 14,591,126	\$ 14,876,845	1.96%	\$ 15,220,061	2.31%	\$ 15,444,365	1.47%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711	-	-		-		-	
Stores	9712	-	-		-		-	
Prepaid Expenditures	9713	-	-		-		-	
All Others	9719	-	-		-		-	
b. Restricted	9740	3,286,105	3,126,460	-4.86%	2,862,734	-8.44%	2,507,250	-12.42%
c. Committed								
Committed - Stabilization Arrangements	9750	-	-		-		-	
Committed - Other	9760	-	-		-		-	
d. Assignments	9780	-	-		-		-	
e. Unassigned								
Reserve for Ecomonic Uncertainties	9789	-	-		-		-	
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	11,305,021	11,750,385	3.94%	12,357,327	5.17%	12,937,115	4.69%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		55.23%	55.73%		57.19%		57.92%	

Reserve Standard (unless different standard identified in MOU)

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

Reserve Standard Met/Not Met

3%

3%

3%

3%

Met

Met

Met

Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage

Unrestricted Deficit Spending Standard

Unrestricted Deficit Spending Standard Met/Not Met

0.0%

18.4%

Met

0.0%

18.6%

Met

0.0%

19.1%

Met

0.0%

19.3%

Met

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

DEBT - Multiyear Commitments

Fiscal Year 2024-25 Budget
CHARTER NAME: Academy for Academic Excellence

Form Revised (revision date here if revised)
Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years.
Under the Comment Section, provide a brief statement identifying the funding source for repayment of each obligation.

☐ NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2024 Principal Balance	2024-25 Payment		2025-26 Payment		2026-27 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease	31	8,895,000	130,000	442,000	135,000	436,150	140,000	430,075	
Capital Lease									
Capital Lease									
Inter-Agency Borrowing									
Other									
Total		8,895,000	130,000	442,000	135,000	436,150	140,000	430,075	
Other Commitments:									
Comments:									

DATE PREPARED: 5/22/2024			CHARTER NAME: Academy for Academic Excellence													
Form Revised (revision date here if revised)			2024-25 Budget Cash Flow													
			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance July 1, Cash=			9,755,529		11,234,427		10,495,781		9,652,306		10,784,933		10,929,224		10,875,883	
REVENUE																
LCFF Sources																
LCFF	8011		-		538,256	5.00%	538,256	5.00%	968,862	9.00%	968,862	9.00%	968,862	9.00%	968,862	9.00%
EPA	8012		-		-		-		1,177,950	25.00%	-		-		1,177,950	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		96,795	5.00%	96,795	5.00%	174,229	9.00%	174,229	9.00%	174,229	9.00%	174,229	9.00%
Federal	8100-8299		-		8,154	0.93%	8,154	0.93%	30,154	3.43%	90,154	10.26%	30,154	3.43%	30,154	3.43%
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		65,783	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		26,759	25.00%
Other State Revenue	8300-8599		-		45,526	2.84%	45,526	2.84%	151,946	9.49%	156,446	9.77%	193,335	12.08%	151,946	9.49%
Local																
Interest	8660		4,334	8.33%	4,334	8.33%	4,334	8.33%	4,334	8.33%	4,334	8.33%	4,334	8.33%	4,334	8.33%
AB602 Local Special Education Transfer	8792		-		52,850	5.00%	52,850	5.00%	95,135	9.00%	95,135	9.00%	95,135	9.00%	95,135	9.00%
Other Local Revenues	8600-8799		-		-		-		-		-		-		-	
Total Revenues			\$ 4,334	0.02%	\$ 745,915	3.49%	\$ 745,915	3.49%	\$ 2,602,610	12.18%	\$ 1,489,160	6.97%	\$ 1,466,049	6.86%	\$ 2,695,152	12.61%
EXPENDITURES																
Certificated Salaries	1000-1999		159,681	2.00%	711,180	8.91%	711,180	8.91%	711,180	8.91%	711,180	8.91%	711,180	8.91%	711,180	8.91%
Classified Salaries	2000-2999		65,819	3.05%	190,197	8.81%	190,197	8.81%	190,197	8.81%	190,197	8.81%	190,197	8.81%	190,197	8.81%
Benefits	3000-3999		93,959	2.36%	353,430	8.88%	353,430	8.88%	353,430	8.88%	353,430	8.88%	353,430	8.88%	353,430	8.88%
Books & Supplies	4000-4999		135,000	9.79%	100,000	7.25%	100,000	7.25%	100,000	7.25%	100,000	7.25%	100,000	7.25%	100,000	7.25%
Contracts & Services	5000-5999		130,000	6.25%	150,000	7.21%	150,000	7.21%	150,000	7.21%	150,000	7.21%	150,000	7.21%	150,000	7.21%
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-	
Depreciation Expense (Accrual Basis Only)	6900		-		-		36,250	25.00%	-		-		36,250	25.00%	-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		48,333	8.33%	48,333	8.33%	48,333	8.33%	48,333	8.33%	48,333	8.33%	48,333	8.33%	48,333	8.33%
Total Expenditures			\$ 632,792	3.00%	\$ 1,553,140	7.37%	\$ 1,589,390	7.54%	\$ 1,553,140	7.37%	\$ 1,553,140	7.37%	\$ 1,589,390	7.54%	\$ 1,553,140	7.37%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
BALANCE SHEET		July 1 - Beginning Balances	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	2,221,832	-													
Accounts Receivable	9210	2,893,765	2,387,356	82.50%	68,580	2.37%	-		83,158	2.87%	208,271	7.20%	70,000	2.42%	-	
Prepaid Expenditures	9330	95,000	95,000	100.00%												
Other Non Current Assets																
Accounts Payable	9510	375,000	375,000	100.00%												
Line of Credit Payments	9640															
Deferred Revenue	9650															
Other Non Current Liabilities																
TOTAL BALANCE SHEET		\$ 4,835,597	\$ 2,107,356		\$ 68,580		\$ -		\$ 83,158		\$ 208,271		\$ 70,000		\$ -	
OTHER ADJUSTMENTS (LIST)																
TOTAL OTHER ADJUSTMENTS		\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
NET REVENUES LESS EXPENDITURES			\$ 1,478,898		\$ (738,645)		\$ (843,475)		\$ 1,132,627		\$ 144,291		\$ (53,341)		\$ 1,142,011	
ENDING CASH BALANCE			\$ 11,234,427		\$ 10,495,781		\$ 9,652,306		\$ 10,784,933		\$ 10,929,224		\$ 10,875,883		\$ 12,017,894	

DATE PREPARED:		5/22/2024		CHARTER NAME: Academy for Academic Excellence											
2024-25 Budget Cash Flow															
Form Revised (revision date here if revised)															
		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		12,017,894		11,954,905		11,866,575		13,008,586		12,945,606		10,001,320			
REVENUE															
LCFF Sources															
LCFF	8011	968,862	9.00%	968,862	9.00%	968,862	9.00%	968,862	9.00%	968,862	9.00%	968,861	10,765,131	10,765,131	-
EPA	8012	-		-		1,177,950	25.00%	-		-		1,177,950	4,711,798	4,711,798	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	
In Lieu Property Taxes	8096	174,229	9.00%	174,229	9.00%	174,229	9.00%	174,229	9.00%	174,229	9.00%	174,229	1,935,880	1,935,880	-
Federal	8100-8299	90,154	10.26%	30,154	3.43%	30,154	3.43%	90,154	10.26%	30,154	3.43%	410,730	878,424	878,424	-
State															
Lottery - Unrestricted	8560	-		-		65,783	25.00%	-		-		131,564	263,130	263,130	-
Lottery - Prop 20 - Restricted	8560	-		-		26,759	25.00%	-		-		53,518	107,036	107,036	-
Other State Revenue	8300-8599	157,446	9.84%	151,946	9.49%	151,946	9.49%	157,446	9.84%	151,946	9.49%	85,260	1,600,715	1,600,715	-
Local															
Interest	8660	4,326	8.32%	4,334	8.33%	4,334	8.33%	4,334	8.33%	4,334	8.33%	-	52,000	52,000	-
AB602 Local Special Education Transfer	8792	95,135	9.00%	95,135	9.00%	95,135	9.00%	95,135	9.00%	95,135	9.00%	95,135	1,057,050	1,057,050	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	
Total Revenues		\$ 1,490,152	6.97%	\$ 1,424,660	6.67%	\$ 2,695,152	12.61%	\$ 1,490,160	6.97%	\$ 1,424,660	6.67%	\$ 3,097,247	\$ 21,371,164	\$ 21,371,164	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	711,180	8.91%	711,180	8.91%	711,180	8.91%	711,180	8.91%	711,180	8.91%	-	7,982,661	7,982,661	-
Classified Salaries	2000-2999	190,197	8.81%	190,197	8.81%	190,197	8.81%	190,197	8.81%	190,197	8.81%	-	2,157,986	2,157,986	-
Benefits	3000-3999	353,430	8.88%	353,430	8.88%	353,430	8.88%	353,430	8.88%	353,430	8.88%	-	3,981,689	3,981,689	-
Books & Supplies	4000-4999	100,000	7.25%	100,000	7.25%	100,000	7.25%	100,000	7.25%	100,000	7.25%	143,782	1,378,782	1,378,782	-
Contracts & Services	5000-5999	150,000	7.21%	150,000	7.21%	150,000	7.21%	150,000	7.21%	150,000	7.21%	299,771	2,079,771	2,079,771	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-		-		-		-		-		-	-	-	
Depreciation Expense (Accrual Basis Only)	6900	-		36,250	25.00%	-		-		36,250	25.00%	-	145,000	145,000	-
Other Outgo	7100-7299	-		-		-		-		2,779,556	100.00%	-	2,779,556	2,779,556	-
Debt Service (see Debt Form)	7400-7499	48,333	8.33%	48,333	8.33%	48,333	8.33%	48,333	8.33%	48,333	8.33%	-	580,000	580,000	-
Total Expenditures		\$ 1,553,140	7.37%	\$ 1,589,390	7.54%	\$ 1,553,140	7.37%	\$ 1,553,140	7.37%	\$ 4,368,946	20.72%	\$ 443,553	\$ 21,085,445	\$ 21,085,445	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
BALANCE SHEET															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489											-	-	2,221,832	
Accounts Receivable	9210	-		76,400	2.64%	-		-		-			2,893,765	-	
Prepaid Expenditures	9330												95,000	-	
Other Non Current Assets													-	-	
Accounts Payable	9510												375,000	-	
Line of Credit Payments	9640												-	-	
Deferred Revenue	9650												-	-	
Other Non Current Liabilities													-	-	
TOTAL BALANCE SHEET		\$ -		\$ 76,400		\$ -		\$ -		\$ -		\$ -	\$ 2,613,765	\$ 2,221,832	
OTHER ADJUSTMENTS (LIST)														Remaining Balance	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -			\$ -	\$ -	
NET REVENUES LESS EXPENDITURES															
		\$ (62,988)		\$ (88,330)		\$ 1,142,011		\$ (62,980)		\$ (2,944,286)		\$ 2,653,694	\$ 2,899,484		
ENDING CASH BALANCE															
		\$ 11,954,905		\$ 11,866,575		\$ 13,008,586		\$ 12,945,606		\$ 10,001,320		\$ 14,876,845.20			
Ending Fund Balance														\$ 14,876,845	
Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance														\$ 0	

Ending Fund Balance \$ 14,876,845

Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance \$ 0

DATE PREPARED: 5/22/2024			CHARTER NAME: Academy for Academic Excellence													
Form Revised (revision date here if revised)			2025-26 Budget Cash Flow													
			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance July 1, Cash=			10,001,320		11,431,040		10,666,767		9,812,608		10,991,833		11,136,873		11,139,207	
REVENUE																
LCFF Sources																
LCFF	8011		-		558,054	5.00%	558,054	5.00%	1,004,498	9.00%	1,004,498	9.00%	1,004,498	9.00%	1,004,498	9.00%
EPA	8012		-		-		-		1,213,741	25.00%	-		-		1,213,741	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		96,290	5.00%	96,290	5.00%	173,322	9.00%	173,322	9.00%	173,322	9.00%	173,322	9.00%
Federal	8100-8299		-		8,154	0.91%	8,154	0.91%	41,654	4.67%	100,980	11.33%	41,654	4.67%	41,654	4.67%
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		65,852	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		26,787	25.00%
Other State Revenue	8300-8599		-		45,525	2.84%	45,525	2.84%	135,879	8.48%	140,379	8.76%	180,336	11.26%	135,879	8.48%
Local																
Interest	8660		4,584	8.33%	4,584	8.33%	4,583	8.33%	4,584	8.33%	4,583	8.33%	4,584	8.33%	4,584	8.33%
AB602 Local Special Education Transfer	8792		-		54,401	5.00%	54,401	5.00%	97,922	9.00%	97,922	9.00%	97,922	9.00%	97,922	9.00%
Other Local Revenues	8600-8799		-		-		-		-		-		-		-	
Total Revenues			\$ 4,584	0.02%	\$ 767,008	3.49%	\$ 767,007	3.49%	\$ 2,671,600	12.17%	\$ 1,521,684	6.93%	\$ 1,502,316	6.84%	\$ 2,764,239	12.59%
EXPENDITURES																
Certificated Salaries	1000-1999		173,833	2.10%	737,170	8.90%	737,170	8.90%	737,170	8.90%	737,170	8.90%	737,170	8.90%	737,170	8.90%
Classified Salaries	2000-2999		70,024	3.12%	197,662	8.81%	197,662	8.81%	197,662	8.81%	197,662	8.81%	197,662	8.81%	197,662	8.81%
Benefits	3000-3999		100,077	2.42%	366,821	8.87%	366,821	8.87%	366,821	8.87%	366,821	8.87%	366,821	8.87%	366,821	8.87%
Books & Supplies	4000-4999		135,000	9.75%	100,000	7.22%	100,000	7.22%	100,000	7.22%	100,000	7.22%	100,000	7.22%	100,000	7.22%
Contracts & Services	5000-5999		125,000	6.13%	135,000	6.62%	135,000	6.62%	135,000	6.62%	135,000	6.62%	135,000	6.62%	135,000	6.62%
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-	
Depreciation Expense (Accrual Basis Only)	6900		-		-		36,250	25.00%	-		-		36,250	25.00%	-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		48,263	8.33%	48,263	8.33%	48,263	8.33%	48,263	8.33%	48,263	8.33%	48,263	8.33%	48,263	8.33%
Total Expenditures			\$ 652,197	3.02%	\$ 1,584,916	7.34%	\$ 1,621,166	7.50%	\$ 1,584,916	7.34%	\$ 1,584,916	7.34%	\$ 1,621,166	7.50%	\$ 1,584,916	7.34%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
BALANCE SHEET																
		July 1 - Beginning Balances														
			Beg Bal		Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	2,221,832														
Accounts Receivable	9210	3,097,247	2,520,886	81.39%	53,635	1.73%	-		92,541	2.99%	208,271	6.72%	121,184	3.91%	-	
Prepaid Expenditures	9330	-														
Other Non Current Assets		-														
Accounts Payable	9510	443,553	443,553	100.00%												
Line of Credit Payments	9640	-	-													
Deferred Revenue	9650	-	-													
Other Non Current Liabilities		-	-													
TOTAL BALANCE SHEET			\$ 4,875,526		\$ 2,077,333		\$ 53,635		\$ -		\$ 92,541		\$ 208,271		\$ 121,184	
OTHER ADJUSTMENTS (LIST)																
TOTAL OTHER ADJUSTMENTS			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
NET REVENUES LESS EXPENDITURES			\$ 1,429,721		\$ (764,273)		\$ (854,159)		\$ 1,179,225		\$ 145,040		\$ 2,335		\$ 1,179,323	
ENDING CASH BALANCE			\$ 11,431,040		\$ 10,666,767		\$ 9,812,608		\$ 10,991,833		\$ 11,136,873		\$ 11,139,207		\$ 12,318,531	

DATE PREPARED:		5/22/2024		CHARTER NAME: Academy for Academic Excellence											
2025-26 Budget Cash Flow															
Form Revised (revision date here if revised)															
		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		12,318,531		12,256,296		12,193,720		13,373,042		13,310,811		10,351,058			
REVENUE															
LCFF Sources															
LCFF	8011	1,004,498	9.00%	1,004,498	9.00%	1,004,498	9.00%	1,004,498	9.00%	1,004,498	9.00%	1,004,498	11,161,088	11,161,088	-
EPA	8012	-		-		1,213,741	25.00%	-		-		1,213,741	4,854,963	4,854,963	-
State Aid - Prior Year	8019											-	-	-	-
In Lieu Property Taxes	8096	173,322	9.00%	173,322	9.00%	173,322	9.00%	173,322	9.00%	173,322	9.00%	173,322	1,925,799	1,925,799	-
Federal	8100-8299	100,980	11.33%	41,654	4.67%	41,654	4.67%	100,980	11.33%	41,654	4.67%	322,307	891,479	891,479	-
State															
Lottery - Unrestricted	8560	-		-		65,852	25.00%	-		-		131,703	263,407	263,407	-
Lottery - Prop 20 - Restricted	8560	-		-		26,787	25.00%	-		-		53,575	107,149	107,149	-
Other State Revenue	8300-8599	141,379	8.83%	135,879	8.48%	135,879	8.48%	141,379	8.83%	135,879	8.48%	228,063	1,601,981	1,601,981	-
Local															
Interest	8660	4,580	8.33%	4,584	8.33%	4,583	8.33%	4,584	8.33%	4,583	8.33%	-	55,000	55,000	-
AB602 Local Special Education Transfer	8792	97,922	9.00%	97,922	9.00%	97,922	9.00%	97,922	9.00%	97,922	9.00%	97,922	1,088,022	1,088,022	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
Total Revenues		\$ 1,522,681	6.94%	\$ 1,457,859	6.64%	\$ 2,764,238	12.59%	\$ 1,522,685	6.94%	\$ 1,457,858	6.64%	\$ 3,225,131	\$ 21,948,888	\$ 21,948,888	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	737,170	8.90%	737,170	8.90%	737,170	8.90%	737,170	8.90%	737,170	8.90%	-	8,282,703	8,282,703	-
Classified Salaries	2000-2999	197,662	8.81%	197,662	8.81%	197,662	8.81%	197,662	8.81%	197,662	8.81%	-	2,244,306	2,244,306	-
Benefits	3000-3999	366,821	8.87%	366,821	8.87%	366,821	8.87%	366,821	8.87%	366,821	8.87%	-	4,135,108	4,135,108	-
Books & Supplies	4000-4999	100,000	7.22%	100,000	7.22%	100,000	7.22%	100,000	7.22%	100,000	7.22%	150,000	1,385,000	1,385,000	-
Contracts & Services	5000-5999	135,000	6.62%	135,000	6.62%	135,000	6.62%	135,000	6.62%	135,000	6.62%	427,960	2,037,960	2,037,960	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-		-		-		-		-		-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	-		36,250	25.00%	-		-		36,250	25.00%	-	145,000	145,000	-
Other Outgo	7100-7299	-		-		-		-		2,796,446	100.00%	-	2,796,446	2,796,446	-
Debt Service (see Debt Form)	7400-7499	48,263	8.33%	48,263	8.33%	48,263	8.33%	48,263	8.33%	48,263	8.33%	-	579,150	579,150	-
Total Expenditures		\$ 1,584,916	7.34%	\$ 1,621,166	7.50%	\$ 1,584,916	7.34%	\$ 1,584,916	7.34%	\$ 4,417,612	20.45%	\$ 577,960	\$ 21,605,673	\$ 21,605,673	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900											-	-	-	-
Other Uses	7600											-	-	-	-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
BALANCE SHEET															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489											-	2,221,832		
Accounts Receivable	9210	-		100,730	3.25%	-		-		-		3,097,247	(0)		
Prepaid Expenditures	9330											-	-		
Other Non Current Assets												-	-		
Accounts Payable	9510											443,553	-		
Line of Credit Payments	9640											-	-		
Deferred Revenue	9650											-	-		
Other Non Current Liabilities												-	-		
TOTAL BALANCE SHEET		\$ -		\$ 100,730		\$ -		\$ -		\$ -		\$ -	\$ 2,653,694	\$ 2,221,832	
OTHER ADJUSTMENTS (LIST)														Remaining Balance	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -			\$ -	\$ -	
NET REVENUES LESS EXPENDITURES		\$ (62,235)		\$ (62,577)		\$ 1,179,322		\$ (62,231)		\$ (2,959,754)		\$ 2,647,171	\$ 2,996,909		
ENDING CASH BALANCE															
		\$ 12,256,296		\$ 12,193,720		\$ 13,373,042		\$ 13,310,811		\$ 10,351,058		\$ 15,220,060.51			
Ending Fund Balance												\$ 15,220,061			
Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance												\$ (0)			

Charter School Name: Norton Science & Language Academy

CDS #: 361036301155808

Charter Authorizer: San Bernardino County Superintendent of Schools

County: San Bernardino

Charter #: 903

Form Revised (revision date here if revised)

To the authorizing/oversight district:

2024-25 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____

Charter School Official
(Original signature required)

Date: _____

Printed

Name: David Gruber

Title: Chief Business Officer

CERTIFICATION OF FINANCIAL CONDITION:

☒

POSITIVE

As the Charter School Official, I certify that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.

☐ QUALIFIED

As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ NEGATIVE

As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.

To the County Superintendent of Schools:

2024-25 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

Printed

Name: _____

Title: _____

☐ POSITIVE

As the Charter School Authorizer, I believe that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.

☐ QUALIFIED

As the Charter School Authorizer, I believe that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ NEGATIVE

As the Charter School Authorizer, I believe that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.

2024-25 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33(1).

Signed: _____

County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the budget report, please contact:

For Charter School:

David Gruber

Name

Chief Business Officer

Title

(760) 946-5414 ext. 172

Telephone

Dgruber@lcer.org

E-mail address

Charter School Attendance		CHARTER NAME: Norton Science & Language Academy CHARTER #: 903											
Form Revised (revision date here if revised)													
Fiscal Year 2024-25 Budget Projected ADA													
Charter Authorizer: San Bernardino County Superintendent of Schools			2023-24		2024-25			2025-26			2026-27		
	Line	Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	
Non Classroom Funding Determination Rate *		100%											
TK/K-3:													
Regular ADA	A-1	409.95		416.10		1.50%	415.54		-0.13%	418.39		0.69%	
Classroom-based ADA included in A-1	A-2	409.95		416.10		1.50%	415.54		-0.13%	418.39		0.69%	
Extended Year Special Ed	A-3												
Classroom-based ADA included in A-3	A-4												
Special Ed - NPS	A-5												
Classroom-based ADA included in A-5	A-6												
Extended Year Special Ed - NPS	A-7												
Classroom-based ADA included in A-7	A-8												
ADA Totals (A-1, A3, A5, A7)	A-9	409.95		416.10		1.50%	415.54		-0.13%	418.39		0.69%	
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	409.95	409.95	416.10	416.10	1.50%	415.54	415.54	-0.13%	418.39	418.39	0.69%	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)	B-1	41.74		42.85		2.66%	43.14		0.68%	43.67		1.23%	
Grades 4-6													
Regular ADA	A-1	302.11		303.88		0.59%	302.90		-0.32%	303.52		0.20%	
Classroom-based ADA included in A-1	A-2	302.11		303.88		0.59%	302.90		-0.32%	303.52		0.20%	
Extended Year Special Ed	A-3												
Classroom-based ADA included in A-3	A-4												
Special Ed - NPS	A-5												
Classroom-based ADA included in A-5	A-6												
Extended Year Special Ed - NPS	A-7												
Classroom-based ADA included in A-7	A-8												
ADA Totals (A-1, A3, A5, A7)	A-9	302.11		303.88		0.59%	302.90		-0.32%	303.52		0.20%	
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	302.11	302.11	303.88	303.88	0.59%	302.90	302.90	-0.32%	303.52	303.52	0.20%	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		
Grades 7-8													
Regular ADA	A-1	230.66		229.36		-0.56%	233.00		1.59%	233.48		0.21%	
Classroom-based ADA included in A-1	A-2	230.66		229.36		-0.56%	233.00		1.59%	233.48		0.21%	
Extended Year Special Ed	A-3												
Classroom-based ADA included in A-3	A-4												
Special Ed - NPS	A-5												
Classroom-based ADA included in A-5	A-6												
Extended Year Special Ed - NPS	A-7												
Classroom-based ADA included in A-7	A-8												
ADA Totals (A-1, A3, A5, A7)	A-9	230.66		229.36		-0.56%	233.00		1.59%	233.48		0.21%	
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	230.66	230.66	229.36	229.36	-0.56%	233.00	233.00	1.59%	233.48	233.48	0.21%	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		

Charter School Attendance

Form Revised (revision date here if revised)

CHARTER NAME: Norton Science & Language Academy

CHARTER #: 903

Fiscal Year 2024-25 Budget
Projected ADA

Charter Authorizer: San Bernardino County Superintendent of Schools	Line	2023-24		2024-25			2025-26			2026-27		
		Actual ADA P-2	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Grades 9-12												
Regular ADA	A-1	162.80		242.57		49.00%	291.72		20.26%	354.88		21.65%
Classroom-based ADA included in A-1	A-2	162.80		242.57		49.00%	291.72		20.26%	354.88		21.65%
Extended Year Special Ed	A-3											
Classroom-based ADA included in A-3	A-4											
Special Ed - NPS	A-5											
Classroom-based ADA included in A-5	A-6											
Extended Year Special Ed - NPS	A-7											
Classroom-based ADA included in A-7	A-8											
ADA Totals (A-1, A3, A5, A7)	A-9	162.80		242.57		49.00%	291.72		20.26%	354.88		21.65%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	162.80	162.80	242.57	242.57	49.00%	291.72	291.72	20.26%	354.88	354.88	21.65%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Totals												
Regular ADA	A-1	1,105.52		1,191.91		7.81%	1,243.16		4.30%	1,310.27		5.40%
Classroom-based ADA included in A-1	A-2	1,105.52		1,191.91		7.81%	1,243.16		4.30%	1,310.27		5.40%
Extended Year Special Ed	A-3	-		-			-			-		
Classroom-based ADA included in A-3	A-4	-		-			-			-		
Special Ed - NPS	A-5	-		-			-			-		
Classroom-based ADA included in A-5	A-6	-		-			-			-		
Extended Year Special Ed - NPS	A-7	-		-			-			-		
Classroom-based ADA included in A-7	A-8	-		-			-			-		
ADA Totals (A-1, A3, A5, A7)	A-9	1,105.52		1,191.91		7.81%	1,243.16		4.30%	1,310.27		5.40%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	1,105.52	1,105.52	1,191.91	1,191.91	7.81%	1,243.16	1,243.16	4.30%	1,310.27	1,310.27	5.40%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-	
Total Funded ADA			1,105.52		1,191.91			1,243.16			1,310.27	

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

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

Fiscal Year 2024-25 Budget

Form Revised (revision date here if revised)

ASSUMPTIONS:	2024-25	2025-26	Change	2026-27	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:					
COLA (on Base)	1.07%	2.93%	1.86%	3.08%	0.15%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 17,657,409	\$ 19,075,086	8.03%	\$ 20,842,013	9.26%
LCAP: Public Hearing Date (mm/dd/yyyy)	5/13/2024				
Board Approval Date (mm/dd/yyyy)	6/10/2024				
Lottery Allocation Amount Per ADA:					
Unrestricted	\$ 177	\$ 177	\$ -	\$ 177	\$ -
Restricted	\$ 72	\$ 72	\$ -	\$ 72	\$ -
ADA/Enrollment:					
Total Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Funded Non-Classroom Based (Independent Study) ADA	-	-	0.00	-	0.00
Total Classroom Based ADA	1,191.91	1,243.16	51.25	1,310.27	67.11
Total Funded P-2 Attendance	1,191.91	1,243.16	51.25	1,310.27	67.11
Estimated Enrollment PY CBEDS Certified Enrollment	1,199	1,284	52.00	1,403	67.00
Enrollment Growth Over Prior Year	7.09%	4.05%		5.01%	
ADA to Enrollment Ratio	2023-24 92.20%	92.83%	93.05%	93.39%	
Unduplicated Count PY CBEDS Certified Unduplicated Count	980	1,050	42.00	1,147	55.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %)	2023-24 80.69%	81.52%	81.75%	81.75%	
Certificated Salaries and Benefits:					
Number of Teachers (FTE)	63.00	65.00	2.00	67.00	2.00
Number of Certificated Management FTEs	4.00	4.00	0.00	4.00	0.00
Number of Other Certificated FTEs	6.00	6.00	0.00	6.00	0.00
Classroom Staffing Ratio - Students per FTE	20.38	20.55	0.17	20.94	0.39
Teachers Increased/(Decreased) for projected Enrollment change over PY	0.00	0.00	0.00	0.00	0.00
Average Teacher FTE Salary	\$ 93,173	\$ 96,714	3.80%	\$ 100,389	3.80%
Average Certificated Management FTE Salary	\$ 139,931	\$ 142,582	1.89%	\$ 143,653	0.75%
Average Other Certificated FTE Salary	\$ 108,188	\$ 112,299	3.80%	\$ 116,566	3.80%
Cert Step and Column Increase (Total Annual Cost)	\$ 301,216	\$ 311,759	3.50%	\$ 322,670	3.50%
Other Pay, Stipends, Extra Pay	\$ 77,400	\$ 77,400	0.00%	\$ 77,400	0.00%
Health and Welfare Cost per Employee	\$ 16,036	\$ 16,036	0.00%	\$ 16,036	0.00%
Retirement Cost per Cert Employee	\$ 18,867	\$ 19,765	4.76%	\$ 20,670	4.58%
STRS Rate	19.10%	19.10%	0.00%	19.10%	0.00%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
<p>Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):</p> <p>Norton is continuing to grow to full capacity. Current year, we added 3 additional teaching positions with the expectation that we will hire 2 additional teachers for both the 2025-26 and 2026-27 school years. Our expecting student capacity is projected to be at 1,500 students</p>					
Classified Salaries and Benefits:					
Number of Classified (Non-Mgmt) FTEs	46.62	46.62	0.00	46.62	0.00
Number of Classified Management FTEs	0.00	0.00	0.00	0.00	0.00
Average Salary per Classified Non-Mgmt FTE	\$ 39,307	\$ 40,977	4.25%	\$ 42,719	4.25%
Average Salary per Classified Mgmt FTE	\$ -	\$ -		\$ -	
Class Step and Column Increase (Total Annual Cost)	\$ 72,355	\$ 75,249	4.00%	\$ 78,259	4.00%
Other Pay, Stipends, Extra Pay	\$ -	\$ -		\$ -	
Health and Welfare Cost per Class Employee	\$ 2,084	\$ 2,084	0.00%	\$ 2,084	0.00%
Retirement Cost per ClassEmployee	\$ 8,170	\$ 8,336	2.03%	\$ 8,457	1.45%
PERS Rate	27.05%	27.60%	0.55%	28.00%	0.40%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):					
<p>Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):</p> <p>Salary increases are projected based on the step and column advancement for all positions.</p>					

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

Fiscal Year 2024-25 Budget

Form Revised (revision date here if revised)

ASSUMPTIONS:	2024-25	2025-26	Change	2026-27	Change
Statutory Benefits					
FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	0.05%	0.05%	0.00%	0.05%	0.00%
Workers Comp	0.99300%	0.99300%	0.00%	0.99300%	0.00%
Facilities:					
Rent	\$ 3,076,875	\$ 3,080,625	0.12%	\$ 3,077,813	-0.09%
Electricity	\$ 187,500	\$ 187,500	0.00%	\$ 187,500	0.00%
Heating (gas)	\$ 12,500	\$ 12,500	0.00%	\$ 12,500	0.00%
Other	\$ -	\$ -		\$ -	
Explain "Other" facility costs:					
Administrative Service Agreements:					
1.00% Oversight Fees to Sponsor	\$ 176,574	\$ 190,751	8.03%	\$ 208,420	9.26%
Administrative Service Contract	\$ 2,234,720	\$ 2,413,113	7.98%	\$ 2,635,530	9.22%
Other Contracted Costs	\$ -	\$ -		\$ -	
List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)					

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

Fiscal Year 2024-25 Budget
 Unrestricted MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	12,595,026	13,975,780	10.96%	15,122,646	8.21%	16,547,899	9.42%
EPA	8012	3,378,630	3,681,629	8.97%	3,952,440	7.36%	4,294,114	8.64%
State Aid - Prior Year	8019	(6,834)						
In Lieu Property Taxes	8096	-	-		-		-	
Federal	8100-8299	-	-		-		-	
State								
Lottery - Unrestricted	8560	216,695	220,348	1.69%	229,822	4.30%	242,229	5.40%
Lottery - Prop 20 - Restricted	8560							
Other State Revenue	8300-8599	1,506,173	1,667,989	10.74%	1,748,525	4.83%	1,827,514	4.52%
Local								
Interest	8660	50,000	52,000	4.00%	55,000	5.77%	58,000	5.45%
AB602 Local Special Education Transfer	8792							
Other Local Revenues	8600-8799	15,451	-		-		-	
Total Revenues		\$ 17,755,141	\$ 19,597,746	10.38%	\$ 21,108,433	7.71%	\$ 22,969,756	8.82%
EXPENDITURES								
Certificated Salaries	1000-1999	5,882,039	6,485,154	10.25%	6,921,590	6.73%	7,339,856	6.04%
Classified Salaries	2000-2999	1,257,974	1,414,525	12.44%	1,471,106	4.00%	1,529,950	4.00%
Benefits	3000-3999	2,523,879	3,055,900	21.08%	3,235,561	5.88%	3,418,276	5.65%
Books & Supplies	4000-4999	632,051	418,131	-33.85%	450,000	7.62%	475,000	5.56%
Contracts & Services	5000-5999	668,818	1,597,635	138.87%	1,650,000	3.28%	1,700,000	3.03%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	22,754	25,000	9.87%	25,000	0.00%	25,000	0.00%
Other Outgo	7100-7299	2,242,217	2,457,072	9.58%	2,658,114	8.18%	2,850,252	7.23%
Debt Service (see Debt Form)	7400-7499	3,118,880	3,076,875	-1.35%	3,080,625	0.12%	3,077,813	-0.09%
Total Expenditures		\$ 16,348,612	\$ 18,530,292	13.34%	\$ 19,491,996	5.19%	\$ 20,416,147	4.74%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 1,406,528	\$ 1,067,454	-24.11%	\$ 1,616,437	51.43%	\$ 2,553,609	57.98%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	\$ (471,583)	\$ (770,530)		\$ (775,311)		\$ (777,400)	
Other Uses	7600							
Net Sources & Uses		\$ (471,583)	\$ (770,530)		\$ (775,311)		\$ (777,400)	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 934,945	\$ 296,924	-68.24%	\$ 841,126	183.28%	\$ 1,776,209	111.17%

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

Fiscal Year 2024-25 Budget
 Unrestricted MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	7,818,217	6,373,220	-18.48%	6,670,144	4.66%	7,511,270	12.61%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	(2,379,942)						
Beginning Fund Balance as per Audit Report +/- Restatements		5,438,275						
Ending Balance	9790	\$ 6,373,220	\$ 6,670,144	4.66%	\$ 7,511,270	12.61%	\$ 9,287,479	23.65%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted	9740							
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments	9780							
e. Unassigned								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	6,373,220	6,670,144	4.66%	7,511,270	12.61%	9,287,479	23.65%

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

Fiscal Year 2024-25 Budget
 Unrestricted MYP

Form Revised (revision date here if revised)

DESCRIPTION	Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:							
LIST FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)							
1 Ex. Erate							
2							
3							
4							
5							
6							
7							
8							
9							
Total Federal Awards Budgeted:	\$ -	\$ -		\$ -		\$ -	
Lottery Unrestricted Allocation per ADA		\$ 177		\$ 177		\$ 177	
Lottery Unrestricted Estimated Award		\$ 220,348	1.69%	\$ 229,822	4.30%	\$ 242,229	5.40%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"							
1 Ex. Mandated Cost							
2 SB740	1,450,000	1,600,000	10.34%	1,675,000	4.69%	1,750,000	4.48%
3 Mandated Block Costs	24,173	27,989	15.79%	33,525	19.78%	37,514	11.90%
4 SMAA	32,000	40,000	25.00%	40,000	0.00%	40,000	0.00%
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
Total Other State Revenue Funds Budgeted:	\$ 1,506,173	\$ 1,667,989	10.74%	\$ 1,748,525	4.83%	\$ 1,827,514	4.52%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED IN "Other Local Revenues"							
1 Ex. Services Reimbursed by District							
2 Refunds/Donations/Payments	15,451						
3							
4							
5							
6							
Total Other Local Revenue Funds Budgeted:	\$ 15,451	\$ -		\$ -		\$ -	

Fiscal Year 2024-25 Budget
Restricted MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011							
EPA	8012							
State Aid - Prior Year	8019							
In Lieu Property Taxes	8096							
Federal	8100-8299	2,249,354	1,367,949	-39.18%	1,396,431	2.08%	1,427,248	2.21%
State								
Lottery - Unrestricted	8560							
Lottery - Prop 20 - Restricted	8560	83,136	89,633		93,487		98,534	5.40%
Other State Revenue	8300-8599	2,165,178	2,190,879	1.19%	2,199,423	0.39%	2,208,668	0.42%
Local								
Interest	8660	-	-		-		-	
AB602 Local Special Education Transfer	8792	692,930	680,018	-1.86%	699,943	2.93%	721,501	3.08%
Other Local Revenues	8600-8799	100,000	-		-		-	
Total Revenues		\$ 5,290,598	\$ 4,328,479	-18.19%	\$ 4,389,284	1.40%	\$ 4,455,951	1.52%
EXPENDITURES								
Certificated Salaries	1000-1999	1,206,771	1,104,806	-8.45%	1,143,474	3.50%	1,183,496	3.50%
Classified Salaries	2000-2999	807,802	573,842	-28.96%	596,796	4.00%	620,668	4.00%
Benefits	3000-3999	721,846	640,389	-11.28%	675,198	5.44%	712,334	5.50%
Books & Supplies	4000-4999	1,231,084	1,192,634	-3.12%	950,000	-20.34%	1,000,000	5.26%
Contracts & Services	5000-5999	932,287	1,581,855	69.67%	1,600,000	1.15%	1,625,000	1.56%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	-	-		-		-	
Other Outgo	7100-7299	288,073	289,363	0.45%	298,044	3.00%	306,985	3.00%
Debt Service (see Debt Form)	7400-7499	-	-		-		-	
Total Expenditures		\$ 5,187,863	\$ 5,382,889	3.76%	\$ 5,263,512	-2.22%	\$ 5,448,483	3.51%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES								
		\$ 102,735	\$ (1,054,410)		\$ (874,228)		\$ (992,532)	
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	471,583	770,530	63.39%	775,311	0.62%	777,400	0.27%
Other Uses	7600							
Net Sources & Uses		\$ 471,583	\$ 770,530	63.39%	\$ 775,311	0.62%	\$ 777,400	0.27%
NET INCREASE (DECREASE) IN FUND BALANCE								
		\$ 574,318	\$ (283,880)		\$ (98,917)		\$ (215,132)	

Fiscal Year 2024-25 Budget
Restricted MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	4,518,477	4,640,052	2.69%	4,356,172	-6.12%	4,257,255	-2.27%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	(452,743)						
Beginning Fund Balance as per Audit Report +/- Restatements		4,065,734						
Ending Balance		\$ 4,640,052	\$ 4,356,172	-6.12%	\$ 4,257,255	-2.27%	\$ 4,042,123	-5.05%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711							
Stores	9712							
Prepaid Expenditures	9713							
All Others	9719							
b. Restricted	9740	4,640,052	4,356,172	-6.12%	4,257,255	-2.27%	4,042,123	-5.05%
c. Committed								
Committed - Stabilization Arrangements	9750							
Committed - Other	9760							
d. Assignments	9780							
e. Unassigned								
Reserve for Economic Uncertainties	9789							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790							

Fiscal Year 2024-25 Budget
Restricted MYP

Form Revised (revision date here if revised)

DESCRIPTION	Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
If Restricted Fund Balances Exist, Identify Balance by Program:							
1 EX. AB602 - Special Education							
2 Child Nutrition	398,284	398,277		398,277		398,277	
3 Kitchen Infrastructure & Training Funds (7028)	7,078	7,078		7,078		7,078	
4 Kitchen Infrastructure & Training Funds (7029)	3,288	3,288		3,288		3,288	
5 Kitchen Infrastructure & Training Funds (7032)	93,317	93,317	0.00%	93,317	0.00%	93,317	0.00%
6 Educator Effectiveness Fund	146,951	146,951		146,951		146,951	
7 Expanded Learning Opportunity Program	1,620,892	1,620,892		1,620,892		1,620,892	
8 Classified Professional Development	4,623	4,623		4,623		4,623	
9 Learning Recovery Block Grant	1,501,258	1,217,385		1,118,468		903,336	
10 Arts & Music Block Grant	600,163	600,163		600,163		600,163	
11 UPK Planning	113,248	113,248	0.00%	113,248	0.00%	113,248	0.00%
12 UPK Grant	49,490	49,490	0.00%	49,490	0.00%	49,490	0.00%
13 Ethnic Studies	1,460	1,460		1,460		1,460	
14 San Manuel Grant	100,000	100,000	0.00%	100,000	0.00%	100,000	0.00%
15							
	4,640,052	4,356,172		4,257,255		4,042,123	

ASSUMPTIONS FOR RESTRICTED PROGRAMS:

LIST FEDERAL RESTRICTED REVENUES

1 EX. Title I							
2 Title I	327,086	288,371	-11.84%	288,371	0.00%	288,371	0.00%
3 Title II	20,169	40,899	102.78%	40,899	0.00%	40,899	0.00%
4 Title III	38,960	43,595		43,595		43,595	
5 Title IV	8,657	23,006		23,006		23,006	
6 IDEA - SPED	241,226	241,226		248,294		255,941	
7 Child Nutrition	675,014	730,852		752,266		775,436	
8 ESSER II	75,398	-		-		-	
9 ESSER III	542,580	-		-		-	
10 ESSER III LL	176,938	-		-		-	
11 ELO ESSER II	87,500	-		-		-	
12 ELO GEER	14,550	-		-		-	
13 ELO ESSER III	36,744	-		-		-	
14 ELO ESSER III LL	4,532	-		-		-	
15				-		-	
16							
17							
18							
19							
20							
Total Federal Awards Budgeted:	\$ 2,249,354	\$ 1,367,949	-39.18%	\$ 1,396,431	2.08%	\$ 1,427,248	2.21%
Lottery Prop 20 Restricted Allocation per ADA		\$ 72		\$ 72		\$ 72	
Lottery Estimated Prop 20 Restricted Award		\$ 89,633		\$ 93,487	4.30%	\$ 98,534	5.40%

LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"

1 ELOP	1,620,892	1,620,892	0.00%	1,620,892	0.00%	1,620,892	0.00%
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CHARTER NAME: Norton Science & Language Academy
CDS #: 361036301155808
CHARTER #: 903

Fiscal Year 2024-25 Budget
Restricted MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
2	Arts & Music in Schools (Prop 28)	189,349	189,349	0.00%	189,349	0.00%	189,349	0.00%
3	Child Nutrition	265,902	291,603	9.67%	300,147	2.93%	309,392	3.08%
4	SPED Mental Health Services	89,035	89,035	0.00%	89,035	0.00%	89,035	0.00%
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
Total Other State Revenue Funds Budgeted:		\$ 2,165,178	\$ 2,190,879	1.19%	\$ 2,199,423	0.39%	\$ 2,208,668	0.42%
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"								
1	San Manuel Grant	100,000	-		-		-	
2								
3								
4								
5								
6								
Total Other Local Revenue Funds Budgeted:		\$ 100,000	\$ -		\$ -		\$ -	
SPECIAL EDUCATION DETAILS:								
What % of student population is Special Ed		15.78%	15.78%	0.00%	15.78%	0.00%	15.78%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?		Desert Mountain SELPA						
AB602 Revenue		692,930	680,018	-1.86%	699,943	2.93%	721,501	3.08%
Other Special Ed Revenue		330,261	330,261	0.00%	337,329	2.14%	344,976	2.27%
Unrestricted Contribution to Special Ed		554,719	860,163	55.06%	868,798	1.00%	875,934	0.82%
Total Special Ed Funding		1,577,910	1,870,442		1,906,070		1,942,411	
Special Ed Expenditures		1,577,910	1,870,442	18.54%	1,906,070	1.90%	1,942,411	1.91%

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

Fiscal Year 2024-25 Budget
 Summary MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
REVENUES								
LCFF Sources								
LCFF	8011	12,595,026	13,975,780	10.96%	15,122,646	8.21%	16,547,899	9.42%
EPA	8012	3,378,630	3,681,629	8.97%	3,952,440	7.36%	4,294,114	8.64%
State Aid - Prior Year	8019	(6,834)	-		-		-	
In Lieu Property Taxes	8096	-	-		-		-	
Federal	8100-8299	2,249,354	1,367,949	-39.18%	1,396,431	2.08%	1,427,248	2.21%
State								
Lottery - Unrestricted	8560	216,695	220,348	1.69%	229,822	4.30%	242,229	5.40%
Lottery - Prop 20 - Restricted	8560	83,136	89,633	7.81%	93,487	4.30%	98,534	5.40%
Other State Revenue	8300-8599	3,671,351	3,858,868	5.11%	3,947,948	2.31%	4,036,182	2.23%
Local								
Interest	8660	50,000	52,000	4.00%	55,000	5.77%	58,000	5.45%
AB602 Local Special Education Transfer	8792	692,930	680,018	-1.86%	699,943	2.93%	721,501	3.08%
Other Local Revenues	8600-8799	115,451	-		-		-	
Total Revenues		\$ 23,045,739	\$ 23,926,225	3.82%	\$ 25,497,717	6.57%	\$ 27,425,707	7.56%
EXPENDITURES								
Certificated Salaries	1000-1999	7,088,810	7,589,960	7.07%	8,065,064	6.26%	8,523,352	5.68%
Classified Salaries	2000-2999	2,065,776	1,988,367	-3.75%	2,067,902	4.00%	2,150,618	4.00%
Benefits	3000-3999	3,245,725	3,696,289	13.88%	3,910,759	5.80%	4,130,610	5.62%
Books & Supplies	4000-4999	1,863,135	1,610,765	-13.55%	1,400,000	-13.08%	1,475,000	5.36%
Contracts & Services	5000-5999	1,601,105	3,179,490	98.58%	3,250,000	2.22%	3,325,000	2.31%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	22,754	25,000	9.87%	25,000	0.00%	25,000	0.00%
Other Outgo	7100-7299	2,530,290	2,746,435	8.54%	2,956,158	7.64%	3,157,237	6.80%
Debt Service (see Debt Form)	7400-7499	3,118,880	3,076,875	-1.35%	3,080,625	0.12%	3,077,813	-0.09%
Total Expenditures		\$ 21,536,475	\$ 23,913,181	11.04%	\$ 24,755,508	3.52%	\$ 25,864,630	4.48%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 1,509,264	\$ 13,044	-99.14%	\$ 742,209	5590.04%	\$ 1,561,077	110.33%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	-	-		-		-	
Other Uses	7600	-	-		-		-	
Net Sources & Uses		\$ -	\$ -		\$ -		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 1,509,264	\$ 13,044	-99.14%	\$ 742,209	5590.04%	\$ 1,561,077	110.33%

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

Fiscal Year 2024-25 Budget
Summary MYP

Form Revised (revision date here if revised)

DESCRIPTION		Estimated Actuals 2023-24	Adopted Budget 2024-25	Percent Change	Projected Budget 2025-26	Percent Change	Projected Budget 2026-27	Percent Change
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	12,336,694	11,013,272	-10.73%	11,026,316	0.12%	11,768,525	6.73%
Adjustments for Unaudited Actuals	9792							
Beg Fund Balance at Unaudited Actuals								
Adjustments for Audit	9793							
Adjustments for Restatements	9795	(2,832,685)						
Beginning Fund Balance as per Audit Report +/- Restatements		9,504,009						
Ending Balance	9790	\$ 11,013,272	\$ 11,026,316	0.12%	\$ 11,768,525	6.73%	\$ 13,329,602	13.26%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711	-	-		-		-	
Stores	9712	-	-		-		-	
Prepaid Expenditures	9713	-	-		-		-	
All Others	9719	-	-		-		-	
b. Restricted	9740	4,640,052	4,356,172	-6.12%	4,257,255	-2.27%	4,042,123	-5.05%
c. Committed								
Committed - Stabilization Arrangements	9750	-	-		-		-	
Committed - Other	9760	-	-		-		-	
d. Assignments	9780	-	-		-		-	
e. Unassigned								
Reserve for Economic Uncertainties	9789	-	-		-		-	
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	6,373,220	6,670,144	4.66%	7,511,270	12.61%	9,287,479	23.65%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		29.59%	27.89%		30.34%		35.91%	

Reserve Standard (unless different standard identified in MOU)

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

Reserve Standard Met/Not Met

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

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage

Unrestricted Deficit Spending Standard

Unrestricted Deficit Spending Standard Met/Not Met

0.0%	0.0%	0.0%	0.0%
9.9%	9.3%	10.1%	12.0%
Met	Met	Met	Met

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

DEBT - Multiyear Commitments

Fiscal Year 2024-25 Budget

CHARTER NAME: Norton Science & Language Academy

Form Revised (revision date here if revised)

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

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

☐ NO DEBT (if no debt, X)

Type of Commitment	# of Years Remaining	July 1, 2024 Principal Balance	2024-25 Payment		2025-26 Payment		2026-27 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans									
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease	34	40,270,000	340,000	2,516,875	365,000	2,495,625	385,000	2,472,813	
Capital Lease	38	5,500,000	-	220,000	-	220,000	-	220,000	
Capital Lease									
Inter-Agency Borrowing									
Other									
Total		45,770,000	340,000	2,736,875	365,000	2,715,625	385,000	2,692,813	
Other Commitments:									
Comments:									
In June 2020, 230 S. Waterman LLC took out a tax-exempt bond in the amount of \$40,895,000 to build a new campus in San Bernardino to house approximately 1,500 students in grades TK-12. Fiscal Year 2020-2021 we compounded interest and had no payments and starting the 2021-2022 Fiscal Year payments were interest only to help grow funding with the growth of HS. In December 2021, 230 S. Waterman LLC is planning to take out a second tax-exempt bond in the amount of \$5,500,000 to build a gym for NSLA.									

CHARTER NAME: Norton Science & Language Academy

2024-25 Budget Cash Flow

DATE PREPARED: 5/20/2024

Form Revised (revision date here if revised)

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance			July 1, Cash=		7,491,980		8,335,403		7,586,630		6,982,908		7,806,190		7,832,949	
REVENUE																
LCFF Sources																
LCFF	8011		-		698,789	5.00%	698,789	5.00%	1,257,820	9.00%	1,257,820	9.00%	1,257,820	9.00%	1,257,820	9.00%
EPA	8012		-		-		-		920,407	25.00%	-		-		920,407	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		-		-		-		-		-		-	
Federal	8100-8299		-		-		70,000	5.12%	70,000	5.12%	170,000	12.43%	70,000	5.12%	70,000	5.12%
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		55,087	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		22,408	25.00%
Other State Revenue	8300-8599		-		94,964	2.46%	119,964	3.11%	233,924	6.06%	195,963	5.08%	195,935	5.08%	205,935	5.34%
Local																
Interest	8660		4,334	8.33%	4,334	8.33%	4,333	8.33%	4,334	8.33%	4,333	8.33%	4,334	8.33%	4,334	8.33%
AB602 Local Special Education Transfer	8792		-		34,001	5.00%	34,001	5.00%	61,201	9.00%	61,201	9.00%	61,201	9.00%	61,201	9.00%
Other Local Revenues	8600-8799		-		-		-		-		-		-		-	
Total Revenues			\$ 4,334	0.02%	\$ 832,088	3.48%	\$ 927,087	3.87%	\$ 2,547,686	10.65%	\$ 1,689,317	7.06%	\$ 1,589,290	6.64%	\$ 2,597,192	10.86%
EXPENDITURES																
Certificated Salaries	1000-1999		132,675	1.75%	677,935	8.93%	677,935	8.93%	677,935	8.93%	677,935	8.93%	677,935	8.93%	677,935	8.93%
Classified Salaries	2000-2999		55,304	2.78%	175,733	8.84%	175,733	8.84%	175,733	8.84%	175,733	8.84%	175,733	8.84%	175,733	8.84%
Benefits	3000-3999		71,965	1.95%	329,484	8.91%	329,484	8.91%	329,484	8.91%	329,484	8.91%	329,484	8.91%	329,484	8.91%
Books & Supplies	4000-4999		200,000	12.42%	110,000	6.83%	110,000	6.83%	110,000	6.83%	110,000	6.83%	110,000	6.83%	110,000	6.83%
Contracts & Services	5000-5999		175,000	5.50%	250,000	7.86%	250,000	7.86%	250,000	7.86%	250,000	7.86%	250,000	7.86%	250,000	7.86%
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-	
Depreciation Expense (Accrual Basis Only)	6900		-		-		6,250	25.00%	-		-		6,250	25.00%	-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%
Total Expenditures			\$ 891,350	3.73%	\$ 1,799,558	7.53%	\$ 1,805,808	7.55%	\$ 1,799,558	7.53%	\$ 1,799,558	7.53%	\$ 1,805,808	7.55%	\$ 1,799,558	7.53%
OTHER SOURCES/USES																
Other Sources/Contributions to Restricted Programs	8900															
Other Uses	7600															
Net Sources & Uses			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
BALANCE SHEET			July 1 - Beginning Balances	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	959,848														
Accounts Receivable	9210	3,231,444	2,400,439	74.28%	218,697	6.77%	275,000	8.51%	75,154	2.33%	137,000	4.24%			75,154	2.33%
Prepaid Expenditures	9330	95,000	95,000	100.00%												
Other Non Current Assets																
Accounts Payable	9510	765,000	765,000	100.00%												
Line of Credit Payments	9640															
Deferred Revenue	9650															
Other Non Current Liabilities																
TOTAL BALANCE SHEET			\$ 3,521,292		\$ 1,730,439		\$ 218,697		\$ 275,000		\$ 137,000		\$ -		\$ 75,154	
OTHER ADJUSTMENTS (LIST)																
TOTAL OTHER ADJUSTMENTS			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
NET REVENUES LESS EXPENDITURES			\$ 843,423		\$ (748,773)		\$ (603,721)		\$ 823,282		\$ 26,759		\$ (216,518)		\$ 872,788	
ENDING CASH BALANCE			\$ 8,335,403		\$ 7,586,630		\$ 6,982,908		\$ 7,806,190		\$ 7,832,949		\$ 7,616,431		\$ 8,489,218	

CHARTER NAME: Norton Science & Language Academy

DATE PREPARED: 5/20/2024

2024-25 Budget Cash Flow

Form Revised (revision date here if revised)

		February Estimated 8,489,218	% Bud	March Estimated 8,378,946	% Bud	April Estimated 8,212,428	% Bud	May Estimated 9,970,061	% Bud	June Estimated 9,859,792	% Bud	Estimated Accrual 6,896,838	Total	Projected Budget	Difference
Beginning Cash Balance															
REVENUE															
LCFF Sources															
LCFF	8011	1,257,820	9.00%	1,257,820	9.00%	1,257,820	9.00%	1,257,820	9.00%	1,257,820	9.00%	1,257,822	13,975,780	13,975,780	-
EPA	8012	-		-		920,407	25.00%	-		-		920,408	3,681,629	3,681,629	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	-		-		-		-		-		-	-	-	-
Federal	8100-8299	170,000	12.43%	70,000	5.12%	70,000	5.12%	170,000	12.43%	70,000	5.12%	367,949	1,367,949	1,367,949	-
State															
Lottery - Unrestricted	8560	-		-		55,087	25.00%	-		-		110,174	220,348	220,348	-
Lottery - Prop 20 - Restricted	8560	-		-		22,408	25.00%	-		-		44,817	89,633	89,633	-
Other State Revenue	8300-8599	195,935	5.08%	195,935	5.08%	1,165,935	30.21%	195,935	5.08%	195,935	5.08%	862,508	3,858,868	3,858,868	-
Local															
Interest	8660	4,330	8.33%	4,334	8.33%	4,333	8.33%	4,334	8.33%	4,333	8.33%	-	52,000	52,000	-
AB602 Local Special Education Transfer	8792	61,201	9.00%	61,201	9.00%	61,201	9.00%	61,201	9.00%	61,201	9.00%	61,207	680,018	680,018	-
Other Local Revenues	8600-8799	-		-		-		-		-		-	-	-	-
Total Revenues		\$ 1,689,286	7.06%	\$ 1,589,290	6.64%	\$ 3,557,191	14.87%	\$ 1,689,290	7.06%	\$ 1,589,289	6.64%	\$ 3,624,885	\$ 23,926,225	\$ 23,926,225	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	677,935	8.93%	677,935	8.93%	677,935	8.93%	677,935	8.93%	677,935	8.93%	-	7,589,960	7,589,960	-
Classified Salaries	2000-2999	175,733	8.84%	175,733	8.84%	175,733	8.84%	175,733	8.84%	175,733	8.84%	-	1,988,367	1,988,367	-
Benefits	3000-3999	329,484	8.91%	329,484	8.91%	329,484	8.91%	329,484	8.91%	329,484	8.91%	-	3,696,289	3,696,289	-
Books & Supplies	4000-4999	110,000	6.83%	110,000	6.83%	110,000	6.83%	110,000	6.83%	110,000	6.83%	200,765	1,610,765	1,610,765	-
Contracts & Services	5000-5999	250,000	7.86%	250,000	7.86%	250,000	7.86%	250,000	7.86%	250,000	7.86%	254,490	3,179,490	3,179,490	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-		-		-		-		-		-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	-		6,250	25.00%	-		-		6,250	25.00%	-	25,000	25,000	-
Other Outgo	7100-7299	-		-		-		-		2,746,435	100.00%	-	2,746,435	2,746,435	-
Debt Service (see Debt Form)	7400-7499	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	256,406	8.33%	-	3,076,875	3,076,875	-
Total Expenditures		\$ 1,799,558	7.53%	\$ 1,805,808	7.55%	\$ 1,799,558	7.53%	\$ 1,799,558	7.53%	\$ 4,552,243	19.04%	\$ 455,255	\$ 23,913,181	\$ 23,913,181	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900	-		-		-		-		-		-	-	-	-
Other Uses	7600	-		-		-		-		-		-	-	-	-
Net Sources & Uses		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	\$ -
BALANCE SHEET															
		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal				Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	-		-		-		-		-		-	-	959,848	
Accounts Receivable	9210	-		50,000	1.55%	-		-		-		-	3,231,444	-	
Prepaid Expenditures	9330	-		-		-		-		-		-	95,000	-	
Other Non Current Assets		-		-		-		-		-		-	-	-	
Accounts Payable	9510	-		-		-		-		-		-	765,000	-	
Line of Credit Payments	9640	-		-		-		-		-		-	-	-	
Deferred Revenue	9650	-		-		-		-		-		-	-	-	
Other Non Current Liabilities		-		-		-		-		-		-	-	-	
TOTAL BALANCE SHEET		\$ -		\$ 50,000		\$ -		\$ -		\$ -		\$ -	\$ 2,561,444	\$ 959,848	
OTHER ADJUSTMENTS (LIST)															
		-		-		-		-		-		-	-	-	
		-		-		-		-		-		-	-	-	
		-		-		-		-		-		-	-	-	
		-		-		-		-		-		-	-	-	
		-		-		-		-		-		-	-	-	
TOTAL OTHER ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ -	\$ -	
NET REVENUES LESS EXPENDITURES		\$ (110,272)		\$ (166,518)		\$ 1,757,633		\$ (110,268)		\$ (2,962,954)		\$ 3,169,630	\$ 2,574,488		
ENDING CASH BALANCE		\$ 8,378,946		\$ 8,212,428		\$ 9,970,061		\$ 9,859,792		\$ 6,896,838		\$ 11,026,315.68			

Ending Fund Balance \$ 11,026,316

Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance \$ (0)

DATE PREPARED: 5/20/2024

CHARTER NAME: Norton Science & Language Academy

2025-26 Budget Cash Flow

Form Revised (revision date here if revised)

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud	
Beginning Cash Balance			July 1, Cash=	6,896,838	8,045,148	7,339,147	6,961,894	7,915,336	7,869,646	7,742,708							
REVENUE																	
LCFF Sources																	
LCFF	8011		-		756,132	5.00%	756,132	5.00%	1,361,038	9.00%	1,361,038	9.00%	1,361,038	9.00%	1,361,038	9.00%	
EPA	8012		-		-		-		988,110	25.00%	-		-		988,110	25.00%	
State Aid - Prior Year	8019		-		-		-		-		-		-		-		
In Lieu Property Taxes	8096		-		-		-		-		-		-		-		
Federal	8100-8299		-		-		75,000	5.37%	75,000	5.37%	175,000	12.53%	75,000	5.37%	75,000	5.37%	
State																	
Lottery - Unrestricted	8560		-		-		-		-		-		-		57,455	25.00%	
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		23,372	25.00%	
Other State Revenue	8300-8599		-		90,512	2.29%	120,512	3.05%	226,446	5.74%	192,921	4.89%	192,921	4.89%	202,921	5.14%	
Local																	
Interest	8660		3,834	6.97%	3,834	6.97%	3,833	6.97%	3,834	6.97%	3,833	6.97%	3,834	6.97%	3,834	6.97%	
AB602 Local Special Education Transfer	8792		-		34,997	5.00%	34,997	5.00%	62,995	9.00%	62,995	9.00%	62,995	9.00%	62,995	9.00%	
Other Local Revenues	8600-8799		-		-		-		-		-		-		-		
Total Revenues			\$	3,834	0.02%	\$	885,475	3.47%	\$	990,474	3.88%	\$	2,717,423	10.66%	\$	1,795,787	7.04%
EXPENDITURES																	
Certificated Salaries	1000-1999		153,270	1.90%	719,254	8.92%	719,254	8.92%	719,254	8.92%	719,254	8.92%	719,254	8.92%	719,254	8.92%	
Classified Salaries	2000-2999		60,600	2.93%	182,482	8.82%	182,482	8.82%	182,482	8.82%	182,482	8.82%	182,482	8.82%	182,482	8.82%	
Benefits	3000-3999		82,517	2.11%	348,022	8.90%	348,022	8.90%	348,022	8.90%	348,022	8.90%	348,022	8.90%	348,022	8.90%	
Books & Supplies	4000-4999		180,000	12.86%	95,000	6.79%	95,000	6.79%	95,000	6.79%	95,000	6.79%	95,000	6.79%	95,000	6.79%	
Contracts & Services	5000-5999		225,000	6.92%	240,000	7.38%	240,000	7.38%	240,000	7.38%	240,000	7.38%	240,000	7.38%	240,000	7.38%	
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-		
Depreciation Expense (Accrual Basis Only)	6900		-		-		6,250	25.00%	-		-		6,250	25.00%	-		
Other Outgo	7100-7299		-		-		-		-		-		-		-		
Debt Service (see Debt Form)	7400-7499		256,719	8.33%	256,719	8.33%	256,719	8.33%	256,719	8.33%	256,719	8.33%	256,719	8.33%	256,719	8.33%	
Total Expenditures			\$	958,106	3.87%	\$	1,841,477	7.44%	\$	1,841,477	7.44%	\$	1,841,477	7.44%	\$	1,841,477	7.44%
OTHER SOURCES/USES																	
Other Sources/Contributions to Restricted Programs	8900																
Other Uses	7600																
Net Sources & Uses			\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
BALANCE SHEET		July 1 - Beginning Balances	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	% Beg Bal	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	959,848															
Accounts Receivable	9210	3,624,885	2,557,837	70.56%	250,000	6.90%	480,000	13.24%	77,496	2.14%	-		25,000	0.69%	160,000	4.41%	
Prepaid Expenditures	9330	-															
Other Non Current Assets		-															
Accounts Payable	9510	455,255	455,255	100.00%													
Line of Credit Payments	9640	-															
Deferred Revenue	9650	-															
Other Non Current Liabilities		-															
TOTAL BALANCE SHEET			\$	4,129,478	\$	2,102,582	\$	250,000	\$	480,000	\$	77,496	\$	-	\$	25,000	
OTHER ADJUSTMENTS (LIST)																	
TOTAL OTHER ADJUSTMENTS			\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	
NET REVENUES LESS EXPENDITURES			\$	1,148,310	\$	(706,002)	\$	(377,253)	\$	953,442	\$	(45,690)	\$	(126,939)	\$	1,093,248	
ENDING CASH BALANCE			\$	8,045,148	\$	7,339,147	\$	6,961,894	\$	7,915,336	\$	7,869,646	\$	7,742,708	\$	8,835,956	

CHARTER NAME: Norton Science & Language Academy

2025-26 Budget Cash Flow

DATE PREPARED: 5/20/2024

Form Revised (revision date here if revised)

		February Estimated 8,835,956	% Bud	March Estimated 8,864,815	% Bud	April Estimated 8,712,246	% Bud	May Estimated 10,649,863	% Bud	June Estimated 10,603,544	% Bud	Estimated Accrual 7,494,817	Total	Projected Budget	Difference
Beginning Cash Balance															
REVENUE															
LCFF Sources															
LCFF	8011	1,361,038	9.00%	1,361,038	9.00%	1,361,038	9.00%	1,361,038	9.00%	1,361,038	9.00%	1,361,040	15,122,646	15,122,646	-
EPA	8012	-	-	-	-	988,110	25.00%	-	-	-	-	988,110	3,952,440	3,952,440	-
State Aid - Prior Year	8019	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Lieu Property Taxes	8096	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal	8100-8299	175,000	12.53%	75,000	5.37%	75,000	5.37%	175,000	12.53%	75,000	5.37%	346,431	1,396,431	1,396,431	-
State															
Lottery - Unrestricted	8560	-	-	-	-	57,455	25.00%	-	-	-	-	114,912	229,822	229,822	-
Lottery - Prop 20 - Restricted	8560	-	-	-	-	23,372	25.00%	-	-	-	-	46,743	93,487	93,487	-
Other State Revenue	8300-8599	192,921	4.89%	192,291	4.87%	1,207,291	30.58%	192,291	4.87%	192,291	4.87%	944,630	3,947,948	3,947,948	-
Local															
Interest	8660	3,830	6.96%	3,834	6.97%	3,833	6.97%	3,834	6.97%	3,833	6.97%	9,000	55,000	55,000	-
AB602 Local Special Education Transfer	8792	62,995	9.00%	62,995	9.00%	62,995	9.00%	62,995	9.00%	62,995	9.00%	62,994	699,943	699,943	-
Other Local Revenues	8600-8799	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues		\$ 1,795,784	7.04%	\$ 1,695,158	6.65%	\$ 3,779,094	14.82%	\$ 1,795,158	7.04%	\$ 1,695,157	6.65%	\$ 3,873,860	\$ 25,497,717	\$ 25,497,717	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	719,254	8.92%	719,254	8.92%	719,254	8.92%	719,254	8.92%	719,254	8.92%	-	8,065,064	8,065,064	-
Classified Salaries	2000-2999	182,482	8.82%	182,482	8.82%	182,482	8.82%	182,482	8.82%	182,482	8.82%	-	2,067,902	2,067,902	-
Benefits	3000-3999	348,022	8.90%	348,022	8.90%	348,022	8.90%	348,022	8.90%	348,022	8.90%	-	3,910,759	3,910,759	-
Books & Supplies	4000-4999	95,000	6.79%	95,000	6.79%	95,000	6.79%	95,000	6.79%	95,000	6.79%	175,000	1,400,000	1,400,000	-
Contracts & Services	5000-5999	240,000	7.38%	240,000	7.38%	240,000	7.38%	240,000	7.38%	240,000	7.38%	385,000	3,250,000	3,250,000	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	-	-	6,250	25.00%	-	-	-	-	6,250	25.00%	-	25,000	25,000	-
Other Outgo	7100-7299	-	-	-	-	-	-	-	-	2,956,158	100.00%	-	2,956,158	2,956,158	-
Debt Service (see Debt Form)	7400-7499	256,719	8.33%	256,719	8.33%	256,719	8.33%	256,719	8.33%	256,719	8.33%	-	3,080,625	3,080,625	-
Total Expenditures		\$ 1,841,477	7.44%	\$ 1,847,727	7.46%	\$ 1,841,477	7.44%	\$ 1,841,477	7.44%	\$ 4,803,885	19.41%	\$ 560,000	\$ 24,755,508	\$ 24,755,508	\$ -
OTHER SOURCES/USES															
Other Sources/Contributions to Restricted Programs	8900	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Uses	7600	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Sources & Uses		\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	\$ -	\$ -	\$ -
BALANCE SHEET															
			% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal		% Beg Bal			Remaining Balance	
Capital Assets - Net of Accum Depr (Accrual Basis Only)	9400-9489	-	-	-	-	-	-	-	-	-	-	-	-	959,848	
Accounts Receivable	9210	74,552	2.06%	-	-	-	-	-	-	-	-	-	3,624,885	-	
Prepaid Expenditures	9330	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Non Current Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	9510	-	-	-	-	-	-	-	-	-	-	-	455,255	-	
Line of Credit Payments	9640	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	9650	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Non Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL BALANCE SHEET		\$ 74,552	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	\$ 3,169,630	\$ 959,848	
OTHER ADJUSTMENTS (LIST)															
														Remaining Balance	
														-	
														-	
														-	
														-	
														-	
TOTAL OTHER ADJUSTMENTS		\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	\$ -	\$ -	
NET REVENUES LESS EXPENDITURES		\$ 28,859	-	\$ (152,569)	-	\$ 1,937,617	-	\$ (46,319)	-	\$ (3,108,728)	-	\$ 3,313,860	\$ 3,911,839		
ENDING CASH BALANCE		\$ 8,864,815	-	\$ 8,712,246	-	\$ 10,649,863	-	\$ 10,603,544	-	\$ 7,494,817	-	\$ 11,768,524.97			

Ending Fund Balance \$ 11,768,525
 Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance \$ (0)

Local Plan Information for upcoming Board meeting

Item: Discussion/Information

Subject: Desert Mountain SELPA Special Education Local Plan Update 2024-2025

Background: The Desert Mountain SELPA Special Education Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years. Both the current plan and a summary of changes is attached. The CAHELP JPA board approved the Special Education Local Plan at their May 10, 2024, meeting, and are providing information to the local school boards of JPA member districts.

Section B: Governance and Administration

California Education Code requires that the Special Education Local Plan Section B: Governance and Administration be presented for public hearing and approved by the CAHELP JPA Governance Board prior to submission to the California Department of Education (CDE). The Local Plan describes how special education services are provided for eligible students who reside within a Special Education Local Plan Area (SELPA) region every three years.

Section B contains four sections including:

- SELPA Local Plan Requirement
- Policies and Procedures
- Administration of Regionalized Operations and Services
- Special Education Local Plan Services

No major changes were made to the plan. Additional explanations regarding roles and responsibilities of the program specialists, administrative unit, SELPA director and the individual LEAs were included.

Section D: Annual Budget Plan

California Education Code requires that an Annual Budget Plan be presented for public hearing and approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2024-25 Annual Budget Plan describes the revenues and expenditures for special education for all local education agencies in the Desert Mountain SELPA.

Section E: Annual Service Plan

California Education Code requires that an Annual Service Plan be presented for public hearing and approved by the CAHELP JPA Governance Council as part of the Local Plan. The 2024-25 Annual Service Plan describes all special education services currently provided in the Desert Mountain SELPA broken down by type, location, and level of severity. This includes all the services at each and every school in all local education agencies within the SELPA.

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Desert Mountain Special Education Local Plan Area (SELPA) is located in the Desert/Mountain region of San Bernardino County. The Desert Mountain SELPA comprises local education agencies (LEAs), encompassing LEA charter schools and charter schools of the district spanning over 20,100 square miles, the Desert Mountain SELPA's LEAs extend from the summit of the Cajon Pass to the Arizona border, and also encompass San Diego County, where several of our charter schools are situated.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Desert Mountain SELPA regional governance and administrative structure of the local plan falls under the governance and administrative structure of the California Association of Health and Education Linked Professions (CAHELP) Joint Powers Authority (JPA). CAHELP JPA operates the departments of the Desert Mountain SELPA, Desert Mountain Charter SELPA, and Desert Mountain Children's Center (a mental health component). CAHELP JPA is a consortium of local school districts within our geographical region and charter LEAs in our region and in San Diego County. Participating LEAs of the Desert Mountain SELPA have joined in a cooperative effort to provide for the coordinated delivery of programs and services, and to assure equal access to such programs and services to eligible individuals with disabilities requiring special education within the Desert Mountain SELPA. The CAHELP JPA Governance Council is the governing board of the Desert Mountain SELPA and shall adopt policies for the Desert Mountain SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA boards have the same status and authority as other LEA board policies. In adopting the Local Plan, each LEA agrees to carry out the duties and responsibilities assigned to each agency, or which may be designated at a later date through agreement/policy of the participating LEAs. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state.

Some Charter LEAs are outside the geographic boundaries of the Desert

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Mountain SELPA. The CEOs of all of the LEA Charters outside of the geographic boundaries are responsible for the management and supervision of all special education program operations. To this end, the Desert Mountain SELPA will provide technical assistance in ensuring that the out of geographic Charter LEAs have the support necessary to fulfill their legal obligations under California Ed Code, IDEA, and other applicable laws, and Desert Mountain SELPA policies and procedures. The function of the Desert Mountain SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert/ Mountain SELPA. All such programs are to operate in a manner consistent with the funding provisions of the California Education Code, the Individuals with Disabilities Education Act (IDEA), other applicable laws, and Desert Mountain SELPA policies and procedures.

The Local Plan is a joint effort of the CAHELP JPA, San Bernardino County Office of Education (SBCOE), and participating LEAs, including Charter LEAs outside the geographic boundaries of the Desert Mountain SELPA. SBCOE is also known as the Office of the San Bernardino County Superintendent of Schools (SBCSS) and will be referred to in this document as SBCOE. SBCOE is presently designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA and the CAHELP JPA Governance Council. The CAHELP JPA Governance Council may change the RLA and AU at its discretion and in accordance with California law.

Participating LEAs work in cooperation with SBCOE to ensure that all eligible students with disabilities enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools, community schools, and juvenile court schools within the Desert Mountain SELPA will have access to appropriate special education programs and related services. The Desert Mountain SELPA will ensure and provide support to the LEAs that are out of the geographic area to ensure that all eligible students with disabilities enrolled in alternative education programs have access to appropriate special education programs and related services.

All structural changes within the organization of the Desert Mountain SELPA, including changes in governance, are decided through deliberations of the CAHELP JPA Governance Council. All conflicts are ultimately resolved through deliberations of the CAHELP JPA Governance Council. However, most concerns are managed within various committee interactions. The Desert Mountain SELPA Steering/Finance committee examines program issues, staffing needs, fiscal issues and advises the CAHELP JPA Governance Council regarding adoption of the Annual Service Plan and the Annual Budget Plan. If necessary, recommendations regarding policies, procedures, and the implementation of the Local Plan can be given to the CAHELP CEO for ultimate

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consideration by the CAHELP JPA Governance Council.

The Desert Mountain SELPA is governed by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall be advised by the CAHELP CEO who shall, in turn be advised by the Desert Mountain SELPA Steering/Finance Committee and the Community Advisory Committee (CAC). The CAHELP CEO is responsible to ensure that all aspects of the approved Desert Mountain SELPA Local Plan are implemented according to the approved California Department of Education (CDE) Local Plan and by the CAHELP JPA Governance Council.

CAHELP JPA Governance Council

The CAHELP JPA Governance Council shall consist of the Superintendent/CEO representing each of the LEA members of the Desert Mountain SELPA, and two (2) CEO representatives from the Desert Mountain Charter SELPA. A CEO representing multiple LEAs shall count as a single member of the CAHELP JPA Governance Council. Each member of the CAHELP JPA Governance Council may designate, in writing, an alternate representative, including but not limited to, another member of the CAHELP JPA Governance Council ("proxy"), if the Superintendent/CEO is unable to attend a meeting, the designated alternate representative or designee shall have the full authority of the designating Superintendent/CEO for the purpose of decision-making. Such a designation must be received by the CEO prior to the commencement of a scheduled meeting of the CAHELP JPA Governance Council and shall be good only for that meeting. One-third (1/3) of the members, represented in person or by proxy, shall constitute a quorum at a meeting of members.

The CAHELP JPA Governance Council is empowered to establish or to participate in the establishment of a system for determining the responsibility of member agencies for the education of each individual with disabilities. The CAHELP JPA Governance Council is also empowered to designate an administrative entity to perform such regionalized functions as the receipt and distribution of all Desert Mountain SELPA funds. This may also include the provisions of administrative support, and coordination of the implementation of the Local Plan for the education of children with disabilities, and to undertake such ancillary and related programs as determined by the CAHELP JPA Governance Council. The CAHELP JPA Governance Council shall determine all policy matters for the CAHELP JPA.

Policies governing the Desert Mountain SELPA shall be adopted by the CAHELP JPA Governance Council and are included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. Individuals wishing an opportunity to address the Desert Mountain SELPA Steering/Finance Committee and/or the CAHELP JPA Governance Council on a particular agenda item or have the Desert Mountain

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Steering/Finance Committee and/or the CAHELP JPA Governance Council consider a topic, are invited to complete a Request to Address either the Desert Mountain Steering/Finance committee and/or the CAHELP JPA Governance Council form.

The CAHELP JPA Governance Council shall review the Desert Mountain SELPA Local Plan and recommend modifications on an annual basis or as necessary. The CAHELP CEO and Desert Mountain SELPA Steering/Finance Committee shall assist the CAHELP JPA Governance Council with these reviews.

The CAHELP JPA Governance Council may initiate and carry on an activity or may otherwise act in any manner which is not inconsistent with or preempted by law, and which is not in conflict with the purposes for which the Desert Mountain SELPA is established.

The CAHELP JPA Governance Council shall have responsibility for overall management and direction of the Local Plan development, implementation, and operation. CAHELP JPA Governance Council members shall be involved in the budget review and approval process for the Local Plan. SBCOE as the current RLA, and any successors or later RLA, shall have responsibility for employing the number and type of Desert Mountain SELPA staff to meet the program and service requirements necessary for the implementation of the Local Plan as determined by the CAHELP JPA Governance Council.

Responsibilities of the CAHELP JPA Governance Council

The CAHELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

- A. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
- B. Review and approve all Desert Mountain SELPA policies, procedures, standards, and guidelines;
- C. Review, approve, and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
- D. Review, approve, and monitor all budgets assigned to the Desert Mountain SELPA office;
- E. Provide leadership to the Desert Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
- F. Select and recommend to the Superintendent of the RLA, a qualified

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- candidate to the employed as the CAHELP CEO;
- G. Evaluate the performance of the CAHELP CEO;
- H. Determine and provide direction related to the personnel, program, and service requirements necessary for the implementation of the Local Plan and allocation of special education funds;
- I. Meet as often as necessary during the year to implement the business of the Desert Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
- J. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
- K. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance council for consideration;
- L. Approve interagency agreements;
- M. Designate participants for the Desert Mountain SELPA Steering/Finance Committee;
- N. Establish and promote a Community Advisory Committee (CAC).
- O. Receive recommendations from the CAC, Desert Mountain SELPA Steering/Finance Committee, LEA boards, and other concerned agencies and individuals;
- P. Decide disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
- Q. Annually evaluate the Local Plan implementation and operations; and
- R. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

Desert Mountain SELPA Steering and Finance Committee

Each participating LEA shall appoint an appropriate administrator of special education programs and an administrator who is knowledgeable in the area of special education finance to membership of the Desert Mountain SELPA Steering and Finance Committee. The Desert Mountain SELPA Steering and Finance Committee may be requested by the CAHELP JPA Governance Council to provide advice or assistance in other areas as needs are identified within the Desert Mountain SELPA.

The Desert Mountain SELPA Steering and Finance Committee meets on a regular basis. The CAHELP CEO or designee serves as the Chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the

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meeting, and additional documentation as needed to provide informed decision-making.

The duties of the Desert Mountain SELPA Steering and Finance Committee include, but are not limited to, the following:

- A. Provide information and recommendations for the development, modification, and implementation of the Local Plan to the CAHELP JPA Governance Council;
- B. Develop and implement forms and procedures for the identification, referral, assessment, IEP development, and special education service delivery to individuals with disabilities as established by the Local Plan;
- C. Develop procedures and recommendations for programs and services for review, modification, and approval by the CAHELP JPA Governance Council;
- D. Develop, review, and/or modify an annual budget for Desert Mountain SELPA operations, including Regional Services, Program Specialists, and other Desert Mountain SELPA administrative budgets prior to review, modification, and approval by the CAHELP JPA Governance Council;
- E. Recommend and monitor staff development training programs, including parent education activities;
- F. Provide recommendations for membership for the CAC;
- G. Develop, review, and/or modify the Annual Service Plan prior to adoption by the CAHELP JPA Governance Council;
- H. Develop, review, and/or modify the Annual Budget Plan prior to adoption by the CAHELP JPA Governance Council;
- I. Provide information and recommendations for the development, modification, and implementation of the Desert Mountain SELPA funding allocation plan to the CAHELP JPA Governance Council; and,
- J. Review and make recommendations to the CAHELP JPA Governance Council regarding decisions that impact the finances of LEAs.
- K. Review, modify, and recommend an annual budget for SELPA operations, including Regional Services, Program Specialists, and other SELPA administrative budgets prior to review, modification, and approval by the CAHELP JPA Governance Council.

In addition to carrying out the responsibilities identified in the Local Plan, the Desert Mountain SELPA Steering and Finance Committee may choose to form subcommittees to focus on special issues. Such subcommittees shall report to the Desert Mountain SELPA Steering and Finance Committee, or CAHELP JPA Governance Council, as appropriate.

Distribution of Federal and State Funds

All federal and state special education funds shall be allocated to the Desert Mountain

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SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the CAHELP JPA Agreement and Bylaws, and California and federal law.

Responsibilities for Distribution of Federal and State Funds

A. The governing boards of the LEAs participating in the Desert Mountain SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Desert Mountain SELPA Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to the LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert Mountain SELPA provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

B. Monitoring the Use of State and Federal Funds

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities to develop and implement a fully integrated and coordinated services:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
2. The CAHELP CEO, with the assistance of the Desert Mountain SELPA Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert Mountain SELPA monitors the distribution and appropriate use of funds and shares this information with the Desert Mountain SELPA Steering/Finance Committee.

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When necessary, meetings are held with individual LEAs for the purpose of monitoring funds.

The Desert Mountain SELPA is responsible for the preparation of program and fiscal reports requested by the State. The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

Procedures for Changes in CAHELP JPA Governance Structure

Any changes in the governance structure of the Desert Mountain SELPA are subject to specific provisions of California Education Code 56140, 56195, et. seq., 56195.1 et seq., and 56202 et seq.

1. Any LEA may elect to pursue an alternative option from those specified in California Education Code 56195.1 by notify CDE, Desert Mountain SELPA, and the San Bernardino County Superintendent of Schools at least one year prior to the date the alternative plan would become effective (California Education Code 56195.3(b)).
 - a. Each participating LEA will cooperate with the County office and other LEAs in the DMSELPA in planning its option under California Education Code § 56195.1, and notify the department, impacted special education local plan areas, and participating County offices of its intent to elect an alternative option at least one fiscal year prior to the proposed effective date of the implementation of the alternative plan. Any such plan will be submitted to the County office for review in accordance with guidelines approved by the CAHELP JPA Governance Council. Any LEA initiating a proposal to withdraw from the DMSELPA shall bear the total cost of consultants retained to provide a thorough analysis of legal or fiscal implications caused by such proposed action. In addition, any due process costs associated with a withdrawal from the DMSELPA shall be borne entirely by the LEA initiating the change.
2. Any alternative plan of an LEA is subject to the approval of the San Bernardino County Superintendent, which would have LEAs as participating agencies in the alternative plan (California Education Code 56195.1).
3. Approval of a proposed alternative plan by the appropriate County Superintendent(s) must be based on the capacity of the LEA(s) to ensure that special education programs and services are provided to all children with

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disabilities (California Education Code 56140 (b)).

4. If the County Superintendent does not approve an alternative plan, the County Office shall return the plan with comments and recommendations to the LEAs. The LEAs participating in the alternative plan may appeal the decisions to the Superintendent of Public Instruction (California Education Code 56140(b)(2)).

Any alternative plan to be submitted by an LEA or group or LEAs currently participating in the Desert Mountain SELPA must meet the standards established by the State Board of Education.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The CAHELP JPA Governance Council is the governing board of the Desert Mountain SELPA and shall adopt policies for the Desert Mountain SELPA and participating LEAs. The policies and procedures adopted by the CAHELP JPA Governance Council under the authority of the adopting LEA board have the same status and authority as other LEA board policy. All proposed policies are vetted through the Desert Mountain SELPA Program Team. Policies are then taken to the Desert Mountain SELPA Steering and Finance committee for review, input, and approval. The final phase of the policy making is with the CAHELP JPA Governance Council reviewing, providing input and approval.

Opportunities for parent, community input are made through the Desert/Mountain Steering/ Finance Committee meetings and the CAHELP JPA Governance Council meetings.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

SBCSS is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Desert Mountain SELPA Steering and Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert Mountain SELPA. The budget shall be submitted to the CAHELP JPA

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Governance Council by the CAHELP CEO for review and approval;

2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the Desert Mountain SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support the Desert Mountain SELPA functions.

The Desert Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Desert Mountain SELPA is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the Desert Mountain SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Desert Mountain SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert Mountain SELPA. In reviewing and approving the Desert Mountain SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert Mountain SELPA office upon recommendation of the CAHELP CEO.

Desert Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP

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CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA. Desert Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in operation with SBCSS including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Desert Mountain SELPA employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate and decision-making process regarding the implementation of the Desert Mountain SELPA Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration in support of the participating LEAs. It is the CAHELP CEO's responsibility to represent the interest of the Desert Mountain SELPA as a whole without promoting any particular LEAs' interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations, but receives direction from, and is responsible to, the CAHELP JPA Governance Council. The CAHELP CEO is evaluated by a joint committee comprised of the Chair of the CAHELP JPA Governance Council and at least two other superintendents/CEOs from the CAHELP JPA Governance Council. The evaluation is confirmed by a vote of the CAHELP JPA Governance Council.

The CAHELP CEO shall have the responsibility for the coordination of all Desert Mountain SELPA activities.

Desert Mountain SELPA Staff

The CAHELP JPA Governance Council shall be responsible for designating the employees to support the functioning of the Desert Mountain SELPA. In reviewing and approving the Desert/ Mountain SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the employees for the Desert Mountain SELPA office upon recommendation of the CAHELP JPA CEO.

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Desert Mountain SELPA employees shall be employed by the Responsible Local Agency (RLA) and supervised by the CAHELP JPA CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

The supervision of the Desert Mountain SELPA will be determined by the CAHELP CEO. An organizational chart showing the staff to be supervised by the members of the Desert Mountain SELPA management team will be provided to the CAHELP JPA Governance Council annually.

Program Managers

The Desert Mountain SELPA employs Program Managers for various departments within our organization. The departments may include but are not limited to:

- Resolution Support Services
- Regional Professional Learning
- Career Technical Education
- Prevention and Early Intervention
- Compliance

Program Specialist

The role and function of the program specialist are defined by Section 56368 of the California Education Code. The governing boards of the local education agencies have identified the importance of program specialists in the Desert Mountain SELPA Local Plan. That document defines their duties as follows:

1. Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers, and support staff; including those out of geographic boundaries.
2. Plan programs, coordinate curricular resources, and share in the evaluation of the effectiveness of programs for children with disabilities; including those that are out of geographic boundaries.
3. Assist with local education agency staff development, program development, and innovation of special methods and approaches.
4. Provide coordination, consultation, and program development in one or more specialized areas of expertise.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

☒ Yes

☐ No

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If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

Each participating member LEA of the Desert Mountain SELPA, including those that are out of geographic boundaries, shall appoint representatives to the CAC for the purpose of:

1. Advising the CAHELP CEO regarding the development, amendment, and review of the Local Plan;
2. Recommending annual priorities to be addressed by the plan;
3. Assisting in parent education;
4. Encouraging community involvement;
5. Fulfilling such other responsibilities as designated in the Local Plan;

Each CAC representative shall be responsible to the governing board of their respective LEA. All areas of responsibility related to the Local Plan shall be implemented through regularly scheduled meetings of the CAC. Representatives from out of geographic area LEAs may participate in CAC activities through video or telephone conference.

Procedures for CAC appointment

The CAC shall be composed of members approved by their participating LEA governing board. At least fifty-one percent of the members shall be parent of students with disabilities. Members shall include the following:

1. Parents - A majority of the CAC membership is comprised of parents of students enrolled in LEAs participating in the Local Plan, including those that are out of geographic boundaries. A majority of these parent members shall be parents of students with disabilities;
2. School Personnel - School related members of the CAC include general education classroom teachers, special education classroom teachers, and other school personnel;
3. Students with disabilities enrolled in special education programs;
4. Representatives of public and private agencies;
5. Others - Persons concerned with students with disabilities; and
6. One member shall be appointed by the Desert Mountain SELPA Steering/ Finance Committee.

Responsibilities of the CAC

The CAC shall serve in an advisory capacity to the Desert Mountain SELPA and shall act

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to:

- 1.** Improve communications among students with disabilities, their parents/guardians, and LEA staff;
- 2.** Increase public awareness and understanding of the unique educational needs of students with disabilities by communicating with LEAs, the Desert Mountain SELPA, and legislative staff members;
- 3.** Advise local, county, and state officials of the development, operation, and review of the Local Plan;
- 4.** Provide a support group and forum for students with disabilities and their parents/guardians where they may express their needs and concerns regarding their children's education;
- 5.** Conduct parent orientation, education training programs for individuals or groups as a means of increasing support for improved educational opportunities for all students;
- 6.** Advise the CAHELP CEO and Desert Mountain SELPA Steering/Finance Committee regarding the development and review of the Local Plan and review of programs under the Local Plan;
- 7.** Make recommendations on annual priorities to be addressed under the Local Plan to the Desert Mountain SELPA Steering/Finance Committee;
- 8.** Assist in parent education and training. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan;
- 9.** Encourage public involvement in the development and review of the Local Plan;
- 10.** Act in support of students with disabilities. Serve as liaison between the CAHELP CEO and the local communities;
- 11.** Encourage regular attendance in all school programs. Assisting in parent awareness of the importance of regular school attendance;
- 12.** Submit an annual written report to the CAHELP CEO and the Desert Mountain SELPA Steering/Finance Committee regarding progress of CAC projects;
- 13.** Submit an annual written report to the CAHELP JPA Governance Council. Apprise the CAHELP JPA Governance Council, as needed, on matters of community concern;
- 14.** Become familiar with the laws pertaining to special education and students with disabilities; and

Other duties and responsibilities as assigned by the CAHELP JPA Governance Council.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The following outlines the roles of the various governing bodies in development, implementation and review of the Local Plan:

A. The RLA is responsible for the coordination and implementation of the Desert Mountain SELPA Local Plan

B. The CAHELP Governance Council with the direction of LEA governing boards, is responsible for:

- Establishing operational procedures and making decisions on any matters regarding implementation, administration, an operation of special education programs in accordance with the local plan.
- Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance Council for consideration;
- Review and approve all Desert Mountain SELPA policies, procedures, standards, and guidelines;
- Provide leadership to the Desert Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
- Establish and promote a Community Advisory Committee (CAC);
- Annually evaluate the Local Plan implementation and operations;
- Receive recommendations from the CAC, Desert Mountain SELPA Steering/Finance Committee, LEA boards, and other interested agencies and individuals;
- Review the recommendations of the Operations Cabinet and the CAC Local Plan Committee regarding the Local Plan;
- Review drafts of the Local Plan;
- Provide input from the LEA and their respective governing boards;
- Review and approve the final plan for submission to the local governing boards for approval.

C. Steering/Finance Committee:

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- Provide information and recommendations for the development, modification, and implementation of the Local Plan to the CAHELP JPA Governance Council;

- Provide recommendations for membership to the CAC;

coordinates the development, implementation and review of the Local Plan.

D. LEA Governing Boards are responsible for:

- Review and approve the Desert Mountain SELPA Local Plan for special education prior to approval by the State Board of Education.

E. The CAHELP CEO is responsible to:

- Review the input of the CAC Local Plan Committee regarding the Local Plan;
- Review drafts;
- Provide input;
- Make recommendations to the SELPA Superintendents' Policy Council;
- Review the final plan before submission.

D. The Community Advisory Committee (CAC) collaborates with the CAHELP CEO and key stakeholder groups in development of the Local Plan.

E. Evidence of the process for development of the Local Plan is determined by:

- Dates of CAC Local Plan Committee to discuss/review revisions to the Local Plan
- Dates of CAC public meetings where drafts were reviewed/discussed
- Minutes from the DMSELPA Steering/Finance Committee where drafts of the Local Plan were reviewed/discussed
- Minutes from the CAHELP Governance Council meetings where drafts of the Local Plan were reviewed/discussed/approved.
- Minutes from the Local Plan Workgroup Committee where drafts of the Local Plan were reviewed/discussed.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

A. Responsibilities of the RLA

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The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Desert Mountain SELPA Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert Mountain SELPA.

The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;

2. Provision of administrative support;
3. Coordination and implementation of the Desert Mountain SELPA Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the Desert Mountain SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support the Desert Mountain SELPA functions.

The Desert Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Desert Mountain SELPA is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the Desert Mountain SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Desert Mountain SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of

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Desert Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert Mountain SELPA. In reviewing and approving the Desert Mountain SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert Mountain SELPA office upon recommendation of the CAHELP CEO.

Desert Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in operation with SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Desert Mountain SELPA employed personnel.

B. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration in support of the participating LEAs. It is the CAHELP CEO's responsibility to represent the interest of the Desert Mountain SELPA as a whole without promoting any particular LEAs' interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issues(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of the SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

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9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

The LEAs within the Desert Mountain SELPA join together pursuant to Sections 56140 and 56195 of the California Education Code to adopt a plan to assure access to special education and services for all eligible individuals with disabilities participating in education within the Desert Mountain SELPA jurisdiction. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where that LEA of the Desert Mountain SELPA has granted that charter.

Each LEA is responsible for ensuring that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate, and that removal of children with disabilities from the general education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs in their neighborhood schools or within their home LEAs. As a result, some students will need to receive services from other LEAs within DMSELPA, or through additional contractual arrangements with LEAs outside of the DMSELPA. Each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Desert Mountain SELPA.

Participating LEAs may enter into additional contractual agreements to meet the requirements of applicable federal and state law.

The DMSELPA maintains several participation agreements and memorandum of understanding and participation with agencies within the DMSELPA region, which may include, but are not limited to, California Children's Services (CCS), Inland Regional Center (IRC), and County of San Bernardino Preschool Services Department (PSD). These agreements outline how member LEAs may interact with each other and with said agencies in the identification and provision of special education and related services to students within the DMSELPA. These agreements specify each agency's responsibilities, provision of services, delineates which agency assumes fiscal responsibility for providing services, establishes joint planning and to ensure that resources will be utilized in the most effective manner, and establishes and maintains channels of communication between agencies and LEAs. Copies of the agreements may be found as

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Appendix of the Local Plan.

Any participating LEA may provide for the education of special education students in special education programs maintained by other districts or counties and may include with the special education program students who reside in other districts or counties.

Each LEA is responsible to oversee the operation of those special education programs offered by that LEA and assures access to special education and related services for all students with disabilities residing within the DMSELPA, to include out-of-geographical boundaries LEAs.

Pursuant to California Education Code section 56195.1(e), a SELPA-member LEA may contract with another SELPA member LEA for special education programs/services. The districts may contract with the SBCSS Desert Mountain Operations (DMOPs) to operate programs for students with severe disabilities and/or to provide related services (e.g., Special Day Class, Deaf/Hard of Hearing Itinerant, and/or Visually Impaired Itinerant Programs). The mechanism to initiate such contracts includes the approval of the Administrative Transfer to SBCSS/District Program. A Fee for Service mechanism has been developed to provide revenue for students placed in County programs.

The intra-SELPA/Inter-SELPA agreement was developed to assist LEAs and/or SELPAs to document agreements between LEAs and/or SELPAs for the provision of special education services for a resident student in a setting outside of the student's LEA and/or SELPA of residence. The purpose of the agreement is to document agreement between LEAs, obtain student count data for state reporting, and provide a mechanism to transfer funds, if it is determined to be necessary.

Pursuant to the provisions of Education Code Sections 56000 et seq., the Desert Mountain SELPA shall plan, facilitate, implement, and administer the activities of the Desert Mountain SELPA as approved by the State Board of Education, and shall perform those services as required to accomplish the elements set forth in the plan as well as those required by state and federal law. Those services include, but are not limited to the following:

1. Coordinate community and state agency resources with those provided by participating LEAs and the RLA, including initiation of such contractual agreements as may be required.

Each district of special education accountability is responsible for the students within their jurisdiction. There are no additional contractual agreements that supersede education code.

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10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

Education Code § 56200 (c)(2) requires that the Local Plan “specify the responsibilities of each participating county office and district governing board in the policy-making process, the responsibilities of the Superintendent of each participating district and county in the implementation of the Local Plan, and the responsibilities of LEA and county administrators of special education in coordinating the administration of the plan.” In accordance with this provision, the Desert Mountain SELPA has developed the following governance structure, policy development, and approval process.

The governing board for each LEA, Charter LEA and the San Bernardino County Superintendent approves the Agreement for Participation and the Local Plan for Special Education. As described within those documents, the Boards of Directors of the LEAs, delegate the administrative policy-making process and procedures for carrying out that responsibility to the governance structure of the Desert Mountain SELPA.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

The Boards of Education of the LEAs and elected Superintendent of the San Bernardino County Superintendent of Schools, in representing the involved communities, have overall responsibility for implementation and operation of the Local Plan. LEA Boards of Education and the Superintendent of the Office of San Bernardino County Superintendent of Schools shall have the responsibility for the final approval of the Local Plan for special education and significant revisions of that Local Plan and shall have final approval of the appointment of parents in their communities to serve on the Community Advisory Committee (CAC). Responsibilities of the LEA Governing Boards include the operation of local programs consistent with applicable state and federal laws and regulations and the DMSELPA adopted policies and procedures and the DMSELPA Local Plan, to include the review and approval of the DMSELPA Local Plan for special education prior to approval by the State Board of Education. By approving the Local Plan, LEA Governing Boards enter into an Agreement for Participation with other LEAs participating in the plan, for the purpose of the delivery of regional services and programs as appropriate.

As a member of the CAHELP JPA Governance Council, the LEA Superintendent/CEO provides a liaison function between the LEA Governing Board and the CAHELP JPA Governance Council. The LEA Superintendent/

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CEO provides leadership within the LEA in support of special education programs and recommend the adoption of the LEA special education policies to the governing boards.

The CAHELP JPA Governance Council, with direction from the LEA governing boards, shall be responsible for the following areas of Local Plan administration and shall act to:

1. Establish operational procedures and make decisions on any matters regarding implementation, administration, and operation of special education programs in accordance with the Local Plan;
1. Review and approve all Desert Mountain SELPA policies, procedures, standards and guidelines;
2. Review, approve and monitor the allocation of special education funds to LEAs through the Annual Budget Plan process;
3. Review, approve and monitor all budgets assigned to the Desert Mountain SELPA office;
4. Provide leadership to the Desert Mountain SELPA regarding the development, revision, implementation, and review of the Local Plan;
5. Select and recommend to the Superintendent of the RLA, a qualified candidate to be employed as the CAHELP CEO;
6. Evaluate the performance of the CAHELP CEO;
7. Determine and provide direction related to the personnel, program, and service requirement necessary for the implementation of the Local Plan and allocation of special education funds;
8. Meet as often as necessary during the year to implement the business of the Desert Mountain SELPA and to provide the necessary direction and guidance to the CAHELP CEO;
9. Provide direction, consultation, and technical assistance to the LEAs and the Superintendent of the RLA;
10. Provide a consistent forum to develop, review, and approve policy recommendations, which are submitted to the CAHELP JPA Governance Council for consideration;
11. Approve interagency agreements;
12. Designate participants for the Desert Mountain SELPA Steering/Finance Committee;
13. Establish and promote a Community Advisory Committee (CAC);
14. Receive recommendations from the CAC, Desert Mountain SELPA

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Steering/Finance Committee, LEA boards, and other interested agencies and individuals;

15. Decide disputes, if and, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs;
16. Annually evaluate the Local Plan implementation and operations; and
17. Undertake such additional activities as permitted under the JPA Agreement and Bylaws, California law, and the Local Plan.

- c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

LEAs in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating LEAs. Participating LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

Each LEA shall ensure that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate. Removal of children with disabilities from the general educational environment shall occur only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs in their neighborhood schools or within their home LEAs. As a result, some students will need to receive services from other LEAs within the Desert Mountain SELPA, or through additional contractual arrangements with LEAs outside of the Desert Mountain SELPA. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available through the Desert Mountain SELPA.

Each LEA is responsible to participate in regular meetings of the Desert/Mountain Steering/Finance Committee, CAC and CAHELP JPA Governance Council to ensure the administration of the Local Plan.

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11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

A. Responsibilities of the RLA

The RLA shall be responsible for functions as specified under California Education Code 56195.1(c)(2) such as, but not limited to:

1. Receipt and distribution of regionalized services funds as approved by the CAHELP JPA Governance Council. An overall budget for all special education services and programs for the Special Education Local Plan Area shall be prepared under the direction of the CAHELP CEO. The Desert Mountain SELPA Steering/Finance Committee shall also provide assistance in the development of the annual income and expenditure budgets for the Desert Mountain SELPA. The budget shall be submitted to the CAHELP JPA Governance Council by the CAHELP CEO for review and approval;
2. Provision of administrative support;
3. Coordination and implementation of the Local Plan;
4. Receipt and distribution of special education funds to LEA accounts for the operation of special education programs and services according to the Special Education Funding Allocation Plan approved by the CAHELP JPA Governance Council;
5. Receipt and distribution of special education funds to accounts exclusively designated for the Desert Mountain SELPA use; and
6. The employment of staff as designated by the CAHELP JPA Governance Council to support Desert Mountain SELPA functions.

The Desert Mountain SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the Desert Mountain SELPA is in compliance with all applicable laws and regulations.

B. Selection, Employment, and Evaluation of the Desert Mountain SELPA Staff

The governing boards of each of the participating LEAs agree to invest in the CAHELP JPA.

Governance Council with the responsibility of designating an appropriate agency as the RLA for the administration of the Local Plan and its implementation. The boards assure that the CAHELP JPA Governance Council shall indemnify the need for and designate the positions necessary for the operation of the Desert Mountain SELPA functions according to this Local Plan.

The CAHELP CEO shall be responsible for recommending the employment of Desert Mountain SELPA personnel to carry out those functions described in the Local Plan.

The CAHELP JPA Governance Council shall be responsible for designating the staff to support the functioning of the Desert Mountain SELPA. In reviewing and approving the Desert Mountain SELPA budgets on an annual basis, the CAHELP JPA Governance Council designates the staffing for the Desert Mountain SELPA office upon recommendation of the CAHELP CEO.

Desert Mountain SELPA staff shall be employed by the RLA and supervised by the CAHELP CEO according to the RLA's policy and practices. The CAHELP CEO shall use a selection process that is in accordance with the law and personnel policies of the RLA.

Desert Mountain SELPA employed personnel shall be subject to the administrative procedures and policies in operation with SBCOE including but not limited to, hiring, supervision, evaluation, and discipline. In addition, contract negotiations shall follow County established procedures for all applicable Desert Mountain SELPA employed personnel.

C. CAHELP CEO

The fundamental role of the CAHELP CEO is to provide leadership and facilitate

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decision making processes regarding the implementation of the Local Plan. The CAHELP CEO's role includes the provision of information, specific services identified by the CAHELP JPA Governance Council, technical assistance, leadership, and arbitration in support of the participating LEAs. It is the CAHELP CEO's responsibility to represent the interest of the Desert Mountain SELPA as a whole without promoting any particular LEAs interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the CAHELP CEO's responsibility to mediate a reasonable resolution of the issue(s).

The CAHELP JPA Governance Council shall be responsible for the selection, direction, discipline, and evaluation of the CAHELP CEO. The CAHELP JPA Governance Council shall be assisted in the hiring and selection process by the RLA.

The CAHELP CEO is subject to the RLA's policies and procedures for day-to-day operations. The role of SBCOE is designated as the Responsible Local Agency (RLA) and Administrative Unit (AU) for the Desert Mountain SELPA.

D. Responsibilities of Participating LEAs

LEAs, in adopting the completed Local Plan, agree to carry out the duties and responsibilities assigned within the plan, or which may be designated at a later date through agreement of the participating agencies. Participating LEAs may also enter into additional contractual arrangements to meet the requirements of applicable federal and state law. Each LEA shall ensure that children with disabilities are educated with children who are nondisabled to the maximum extent appropriate. Removal of children with disabilities from the general education environment shall occur only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. It is recognized, however, that some students have educational needs so unique that it is not possible to meet those needs in their neighborhood schools or with their home LEAs. As a result, some students will need to receive services from other LEAs withing the Desert Mountain SELPA, or through additional contractual arrangements with LEAs outside of the Desert Mountain SELPA. Each LEA shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the LEA of enrollment. Such cooperation ensures that a range of program options is available through Desert Mountain SELPA.

In the event of a conflict regarding the responsibility of specific LEAs for the provision of services to children with disabilities cannot be resolved satisfactorily, either party to the dispute may appeal the

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decision of the CAHELP CEO to the CAHELP JPA Governance Council for a hearing on the matter. The decision of the CAHELP JPA Governance Council shall be final.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

All federal and state special education funds shall be allocated to the Desert Mountain SELPA AU for distribution to LEAs according to an approved special education funding allocation plan. Any changes to the allocation of federal and state special education funds shall be made by the CAHELP JPA Governance Council as permitted under the JPA Agreement and Bylaws, and California and federal law.

1. Responsibilities for Distribution of Federal and State Funds

The governing boards of the LEAs participating in the Desert Mountain SELPA have agreed that students with disabilities will be provided with appropriate special education services. The CAHELP JPA Governance Council has been designated the authority to determine the distribution of all federal and state special education funds in order for LEAs to carry out their responsibilities. The AU shall be responsible for the distribution of funds according to an approved special education funding allocation plan. The CAHELP CEO is responsible to ensure the funds are distributed in accordance with the funding allocation plan.

The Desert Mountain SELPA Steering/Finance Committee shall participate in the development of the Annual Budget Plan for review and approval by the CAHELP JPA Governance Council. The Annual Budget Plan shall be distributed to LEAs and the CAC upon approval by the CAHELP JPA Governance Council.

State and federal funds are deposited from the San Bernardino County Treasury into the County School Service Fund (AU), unless otherwise directed by the CAHELP JPA Governance Council. The Desert Mountain SELPA provides an annual allocation plan to SBCOE for distribution of state and federal funds to the LEAs according to the approved schedule of disbursement.

- c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The function of the Desert Mountain SELPA and participating LEAs is to provide quality educational programs and services appropriate to the needs of each eligible student with a disability who is enrolled within the Desert Mountain SELPA. The Responsible Local Agency (RLA) Superintendent, LEA Superintendents and CEOs of the LEA Charters are responsible for the management and supervision of all special education program operations within the Desert Mountain SELPA. All such programs are to be operated in a manner consistent with the funding provision of the California Education Code, the

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Individuals with Disabilities Education Act (IDEA), other applicable laws, and the Desert Mountain SELPA policies and procedures.

For Charter LEAs outside of the Desert Mountain SELPA geographical area, the Desert Mountain SELPA will provide technical assistance to ensure the Charter LEAs have support necessary to fulfill their legal obligations under California Education Code, the Individuals with Education Act (IDEA), other applicable laws, and Desert Mountain SELPA policies and procedures.

The Desert Mountain SELPA Local Plan is a joint effort of the CAHELP JPA, SBCOE and participating LEAs, including Charter LEAs. Participating LEAs work in cooperation with the SBCOE to ensure that all eligible students with disabilities enrolled in alternative education programs including, but not limited to, alternative schools, charter schools, and juvenile court schools within the Desert Mountain SELPA will have access to appropriate special education programs and related services. The Desert Mountain SELPA will ensure and provide support to the LEAs that are out of geographic area to ensure that all eligible students with disabilities enrolled in alternative education programs have access to appropriate special education programs and related services.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a student with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system. The CAHELP CEO, with the assistance of the Desert Mountain SELPA Steering/Finance Committee, and the AU shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the CAHELP JPA Governance Council through the Annual Budget Plan process.

The Desert Mountain SELPA monitors the distribution and appropriate use of funds and shares this information with the Desert Mountain SELPA Steering/Finance Committee. When necessary, meetings are held with individual LEAs for the purpose of monitoring funds. The Desert Mountain SELPA is responsible for the preparation of program and fiscal reports requested by the State.

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The CAHELP CEO shall be permitted to monitor the LEAs special education program implementation to ensure compliance in all areas including finance, service delivery, and legal requirements. If the CAHELP CEO or designee determines that an LEA is not compliant and/or not operating in a fiscally responsible manner, the CAHELP CEO may require that the responsibility for resulting costs be borne by the LEA or take such other action as may be required to remedy the matter. The LEA will have the right to appeal any such determination to the CAHELP JPA Governance Council. The decision of the CAHELP JPA Governance Council shall be final.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

Both state and federal law provide that students with disabilities are entitled to a free appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). The determination of LRE for students with disabilities is based on IEP team consideration of where the goals/objectives can be implemented most successfully. DMSELPA LEAs must ensure that all children served under their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and served. Therefore, a full continuum of placement options and services are available within the Desert Mountain SELPA. LEAs shall further ensure that removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education program even with the use of supplementary aids and services cannot be achieved satisfactorily. The IEP shall include an explanation of the extent, if any to which the student will not participate with nondisabled students in the general education program and in extracurricular and other nonacademic activities.

The DMSELPA LRE policy requires that all individual students with exceptional needs be provided FAPE in the LRE. If a related service or services cannot be provided by a local education agency (LEA), the LEA may contract with a certified nonpublic, nonsectarian school or agency in accordance with requirements of a master contract and an individual services agreement (ISA). For mental health services or medically necessary occupational and physical therapy, employees, vendors or contractors of the State Department of Health Sciences or Mental Health, or any designated local public health agency, may provide related services in accordance with procedures outlined in local interagency agreements.

DMSELPA LRE policy specifies that special education programs, appropriate to meet student needs, are housed on regular school campuses, as well as on leased sites, and are dispersed through the DMSELPA as equitably as possible to ensure that students with disabilities are served as close to home as possible. Member LEAs shall ensure that students with disabilities shall have equal access to general education activities, programs, and facilities while on the regular school site and

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participate in those activities as appropriate to meet their needs. The DMSELPA IEP contains a statement of supplementary aids and services that the student with a disability may need to ensure their participation in the general education curriculum. Member LEAs shall encourage the close cooperation of all school personnel to facilitate opportunities for social as well as academic interaction between students with disabilities and nondisabled students. Member LEAs shall ensure that all students with disabilities are educated and participate with nondisabled students in academic, nonacademic, and extracurricular activities to the extent appropriate. The IEP shall contain a statement of the program modifications and/or supports for school personnel that will be provided for the students with a disability in order to be educated and participate in activities with nondisabled students.

Due to the large geographical area of the Desert Mountain SELPA, the Local Plan provides funding per the Desert Mountain SELPA Fiscal Allocation Plan to the member LEAs so they may appropriately provide for all students with special education needs attending their schools.

The CAHELP JPA Governance Council has indicated its strong preference for a decentralized structure that would keep as many children as possible appropriately served in their LEA of enrollment. It is felt that only when there is convincing evidence that a service is more economically feasible on a regional level would service be provided outside of the local LEAs. Leaving most programs with local LEAs will ensure their responsiveness to local interests and values; minimize transportation; encourage inclusion; and reduce duplication of administrative and service costs.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number: SELPA Policies Chapter 5 Supports and Services: Section A

Document Title: Chapter 5: Supports and Services

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Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

SELPA Fiscal Year **4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4); EC 56205(a)(4)**Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**Policy/Procedure Number: Document Title:

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Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by

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the SELPA as stated:

☒ Yes ☐ No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

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"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC

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56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

SELPA Fiscal Year **20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**Policy/Procedure Number: Document Title: Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)**Policy/Procedure Number: Document Title: Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

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23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:	DMSELPA Policies: Chapter 20: Provision of Healthcare Services: Section B
Document Title:	Chapter 20: Provision of Healthcare Services
Document Location:	DMSELPA Policy Manual

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

☒ Yes ☐ No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function."

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:	Desert Mountain Introduction
Document Location:	Desert Mountain SELPA Policy Manual
Description:	<p>Direct instructional support provided by program specialist: Not applicable.</p> <p>Respective roles of the RLA/ AU: SBCSS, as the administrative unit of Desert Mountain SELPA assures the implementation of the Local Plan by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee and assist in funding the operations of Desert Mountain SELPA in accordance with directives of the CAHELP Governance Board.</p> <p>Role of the Chief Executive Officer: The Chief Executive Officer ensures that the local plan is implemented and makes recommendations to the CAHELP Governance Board when revisions are needed. This includes facilitating the development and approval of SELPA policies and procedures necessary to implement the</p>

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local plan.

Role of individual LEAs: The member districts of the Desert Mountain SELPA ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through their representative to the Board of Directors, approve any policies and procedures needed to implement the local plan.

2. Coordinated system of identification and assessment:

Document Title: Identification & Referral

Document Location: Desert Mountain SELPA Policy Manual: Chapter 1

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA observe, consult and assist service providers.

Respective roles of the RLA/ AU: Not applicable.

Role of the Chief Executive Officer: The SELPA Chief

Executive Officer ensures each LEA conducts child find activities.

The SELPA provides technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency agreements are in place.

Role of individual LEAs: The member districts of the Desert Mountain SELPA are responsible for identifying and assessing all students for whom they are responsible.

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA observe, consult and assist service providers.

Respective roles of the RLA/ AU: Not applicable.

Role of the Chief Executive Officer: The SELPA Chief

Executive Officer ensures each LEA conducts child find activities.

The SELPA provides technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities by establishing policies and procedures for the member LEAs and ensures appropriate interagency agreements are in place.

Role of individual LEAs: The member districts of the Desert Mountain SELPA are responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

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Document Title:

Procedural Safeguards

Document Location:

Desert Mountain SELPA Policy Manual: Chapter 7

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA provide support for alternate dispute resolution activities within districts as requested by parents and LEAs. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

Respective roles of the RLA/ AU: Not applicable.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures that parents are provided with a copy of their procedural safeguards upon request and maintains a copy of the procedural safeguards on the SELPA website. The SELPA Chief Executive Officer oversees the provision of alternate dispute resolution activities as requested by parents and LEAs. The SELPA Chief Executive Officer also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, services and placement.

Role of individual LEAs: The member districts of the Desert Mountain SELPA provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensures that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Desert Mountain Personnel Development

Document Location:

Desert Mountain SELPA Policy Manual: Chapter 22

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA provide staff development, program development, and innovation of special methods and approaches for SELPA and Regional members as well as parents and community.

Respective roles of the RLA/ AU: Not Applicable.

Role of the Chief Executive Officer: Regularly, the SELPA Chief Executive Officer collects input from the member district special education directors and other staff members to determine staff development needs. The SELPA Chief Executive Officer

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provides oversight in the development and provision of needed staff development and supports. On an annual basis, the Desert Mountain SELPA Community Advisory Committee (CAC) provides input on parent/guardian education needs. The SELPA Chief Executive Officer provides oversight in the development and provision of identified parent and guardian education.

Role of individual LEAs: The member districts of the Desert Mountain SELPA determine their staff development and parent/guardian education, based on their local needs, meeting with SELPA staff to plan. They may seek technical assistance or input from the SELPA. They ensure the use of resources for employees to participate in staff development.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:

Instructional Planning

Document Location:

Desert Mountain SELPA Policy Manual: Chapter 4

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA identify and coordinate curricular resources for students with disabilities.

Respective roles of the RLA/ AU: Not applicable.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and staff development, as requested or determined appropriate, to assure a coordinated system of curriculum development and alignment with the state standards and core curriculum.

Role of individual LEAs: The member districts of the Desert Mountain SELPA determine their needs for curriculum development and alignment with state standards and core curriculum, based on their local needs

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:

Desert Mountain SELPA Local Plan

Document Location:

DMSELPA Office or CAHELP Website/Programs & Services/DMSELPA

Direct instructional support provided by program specialist: When requested, the program specialist of the Desert Mountain SELPA evaluate the effectiveness of programs for students with disabilities

Respective roles of the RLA/ AU: SBCSS assures a coordinated system of internal program review, evaluation of effectiveness of the local plan,

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Description:

and implementation of the local plan accountability system by accepting regionalized services and program specialist funds and the responsibilities that accompany them to monitor the funding of the operations of the Desert Mountain SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures the Local Plan is reviewed and evaluated on an ongoing basis to determine the effectiveness of its implementation. The SELPA Chief Executive Officer ensures the submission annually of all information required by CDE, in this effort, including statistical data, program information, and fiscal information related to programs and services for pupils with disabilities. The SELPA Chief Executive Officer supports member districts in the collection of data related to compliance, due process procedures, availability of services, and key performance indicators, as needed.

Role of individual LEAs: The member districts of the Desert Mountain SELPA individually review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs will also engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Document Title:

Desert Mountain SELPA IEP Manual

Document Location:

Desert Mountain SELPA IEP Manual

Description:

Direct instructional support provided by program specialist: Not applicable.

Respective roles of the RLA/ AU: Not applicable

Role of the Chief Executive Officer: The SELPA Chief Executive Officer approves and certifies the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA provides technical assistance and training to LEAs in data collection and management.

Role of individual LEAs: The member districts of the Desert Mountain SELPA LEAs are responsible for data entry, quality and integrity. The LEAs approve and certify the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

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Document Title:

Interagency Agreements

Document Location:

Desert Mountain SELPA Policy Manual: Chapter 12

Description:

Direct instructional support provided by program specialist: Not applicable.
Respective roles of the RLA/ AU: not applicable
Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures that interagency agreements are in place as required by California Education Code and provides technical assistance and dispute resolution as needed. The SELPA Chief Executive Officer, or designee, serves on committees as interagency agreements are being reviewed, revised, or developed.
Role of individual LEAs: The member districts of the Desert Mountain SELPA through their representative to the Board of Directors approve and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:

Provision of Healthcare Services

Document Location:

Desert Mountain SELPA Policy Manual: Chapter 20

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of residence or location of services provided.
Respective roles of the RLA/ AU: Not applicable
Role of the Chief Executive Officer: The SELPA Chief Executive Officer facilitates the coordination of services to medical facilities by the designated LEAs.
Role of individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the Desert Mountain SELPA member district in which the hospital or facility is located.

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Nonpublic Schools and Agencies

Section B: Governance and Administration

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

Document Location: Desert Mountain SELPA Policy Manual: Chapter 18

Description: Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA when requested provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability. Respective roles of the RLA/ AU: SBCSS assures the coordination of services to licensed children's institutions and foster family homes by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain SELPA.
Role of the Chief Executive Officer: The SELPA Chief Executive Officer facilitates the coordination of services to licensed children's institutions and foster family homes by the designated LEAs
Role of individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions are the responsibility of the member district of the Desert Mountain SELPA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Document Title: Introduction

Document Location: Desert Mountain SELPA Policy Manual

Description: Direct instructional support provided by program specialist: Not applicable.
Respective roles of the RLA/ AU: SBCSS assures the preparation and transmission of required special education local plan area reports by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain SELPA.
Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures timely transmission of required reports and provides technical assistance to LEAs in completing reports.
Role of individual LEAs: The member districts of the Desert Mountain SELPA, individually, submit required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Section B: Governance and Administration

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

Document Title: Section B: Governance and Administration

Document Location: Desert Mountain SELPA Local Plan

Description: Direct instructional support provided by program specialist: The program specialist of the Desert Mountain SELPA provide training and logistical support to the CAC.
Respective roles of the RLA/ AU: Not Applicable
Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures fiscal and logistical support for CAC meetings, events, and trainings.
Role of individual LEAs: The superintendents of the Desert Mountain SELPA member districts through the Governance Board ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. Special Education Directors of the Desert Mountain SELPA member districts facilitate communication with their CAC representative(s) for this purpose.

13. Coordination of transportation services for individuals with exceptional needs:

Document Title: Instructional Services

Document Location: Desert Mountain SELPA Policy Handbook: Chapter 4

Description: Direct instructional support provided by program specialist: Not Applicable
Respective roles of the RLA/ AU: SBCSS assures the coordination of transportation services for individuals with exceptional needs by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations for the Desert Mountain SELPA.
Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides guidance and technical assistance, as requested, in addressing questions regarding the provision of transportation services for individuals with exceptional needs.
Role of individual LEAs: Each member district of the Desert Mountain SELPA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

14. Coordination of career and vocational education and transition services:

Document Title: Transition Services

Document Location: Desert Mountain SELPA Policy Manual: Chapter 9

Section B: Governance and Administration

SELPA Desert Mountain SELPA - 3601

Fiscal Year 2024-25

Description:

Direct instructional support provided by program specialist: The program specialists in addition to the Career Technical Education team of the Desert Mountain SELPA provide staff development, program development, and innovation of special methods and approaches to LEA members for the provision of career and technical education and transition services.

Respective roles of the RLA/ AU: SBCSS assures the coordination of career and vocational education and transition services by accepting regionalized services, CTE grants, program specialist funds and the responsibilities that accompany them to assist the operations of the Desert Mountain SELPA

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides technical assistance and oversight of staff development to LEA members for the provision of career and technical education and transition services. The SELPA Chief Executive Officer ensures appropriate interagency agreements are in place and facilitates connections to agencies, as appropriate.

Role of individual LEAs: Each member district of the Desert Mountain SELPA provides appropriate career and vocational education and transition services as required under state and federal law.

15. Assurance of full educational opportunity:

Document Title:

Least Restrictive Environment/Free Appropriate Public Education

Document Location:

Desert Mountain SELPA IEP Manual

Description:

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA provide technical assistance to assure pupils have a full educational opportunity regardless of the district of special education accountability.

Respective roles of the RLA/ AU: Not applicable

Role of the Chief Executive Officer: The SELPA Chief Executive Officer ensures a full continuum of services is available and provided. The SELPA Chief Executive Officer assists with Inter-SELPA Transfers, as needed. Additionally, the SELPA Chief Executive Officer provides program development and technical assistance upon request or as determined to be needed by the SELPA to member districts and/or nonpublic schools.

Role of individual LEAs: Each member district of the desert Mountain SELPA, through their representative to the Board of Directors determines the regional programs needed to meet the needs of the students with disabilities within the SELPA. Additionally, each member district of the Desert Mountain SELPA is responsible for providing a full

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continuum of services.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: Fiscal Allocation Plan

Document Location: Desert Mountain SELPA Policy Manual: Chapter 24

Description:

Direct instructional support provided by program specialist: Not applicable

Respective roles of the RLA/ AU: SBCSS provides the fiscal administration and distribution of state and federal funds to the SELPA. Role of the Chief Executive Officer: The Desert Mountain SELPA Chief Executive Officer facilitates the distribution of funds in accordance with the Fiscal Allocation Plan. The SELPA Chief Executive Officer also facilitates the development of the Annual Budget Plan.

Role of individual LEAs: Each member district of the Desert Mountain SELPA through their representative to the Board of Directors approves the allocation of funds to the member LEAs and approves the Annual Plan. The member districts also submit fiscal reports as required by state and federal laws

Transfer of Federal and State Educationally Related Mental Health Services Funds from Member LEAs to SELPA via the Administrative Unit

Under current law, state (SACS resource code 6546) and federal (SACS resource code 3327) funds for educationally related mental health services ("ERMHS") for students eligible for special education and related services are distributed to the Desert Mountain SELPA(DMSELPA) on behalf of member LEAs. The funds are received by San Bernardino County Superintendent of Schools, the Administrative Unit (AU), on behalf of the DMSELPA. Historically, the SELPA has provided mental health services to member LEAs through a Fee for Service model and contracts with San Bernardino County Department of Behavioral Health (DBH). When AB114 (ERMHS funding) was enacted in 2011, the local California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA)/DMSELPA Governance Council, voted to create a SELPA-wide consortia providing

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Educationally Related Mental Health Services. All state and federal mental health funds are currently retained at the SELPA for services to member LEAs. The Governor's 2022-2023 State Budget included a shift in distribution of these funds to individual LEAs which was postponed and reintroduced for the 2023-2024 school year. Member LEAs of the CAHELP JPA/Desert Mountain SELPA have a history of collaborative local decision-making ensuring the full continuum of services, including ERMHS, are available to all students served by the SELPA. Member LEAs recognize that, if the shift in funding distribution goes into effect, it will result in significant and unnecessary changes to the manner in which ERMHS services are provided. Changes from the shift in funding distribution will result in program, funding, and staffing challenges that will impact the quality of services to students, families, and staff across the SELPA. To avoid the unnecessary changes and resulting consequences of shifting the distribution of funds directly to LEAs, the Parties desire to maintain CAHELP JPA/DMSELPA's current structure for distributing state and federal ERMHS funds.

If the state changes the way in which these state and federal funds are distributed, member LEAs agree that the allocation for state principal apportionment for state ERMHS (6546) and federal ERMHS (3327) funds will be transferred from the San Bernardino County Superintendent of Schools as the Administrative Unit ("AU") to the Desert Mountain SELPA. Regardless of the distribution method determined by the state, CAHELP JPA/DMSELPA will continue to utilize the funds to provide the ERMHS programs and services at the SELPA consortia level. If any changes in these services are required, changes will be determined by the CAHELP JPA Governance Council based on local needs.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title: Supports and Services

Document Location: Desert Mountain SELPA Policy Manual: Chapter 5

Direct instructional support provided by program specialist: The program specialists of the Desert Mountain SELPA provide direct instructional program support when requested to do so by a member district.

Respective roles of the RLA/ AU: SBCSS assures direct instructional

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Description:

program support that may be provided by program specialists by accepting regionalized services and program specialist funds and the responsibilities that accompany them to oversee the funding operations of the Desert Mountain SELPA.

Role of the Chief Executive Officer: The SELPA Chief Executive Officer provides oversight in the provision of direct instructional support by programs specialists and provides technical assistance, as requested or determined appropriate.

Role of individual LEAs: The member districts of the Desert Mountain SELPA determine their needs for instructional program support and request support from the Desert Mountain SELPA.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title: Chapter 9 Transition Services

Document Location: Desert Mountain SELPA Policy Manual

Description:

Early Education Services are provided for all eligible infants, toddlers, and preschool children by member LEAs through:

- LEA preschool programs and services
- Cooperative agreements within the SELPA wherein infant programs are operated by San Bernardino County Superintendent of Schools (SBCSS)
- An Interagency Agreement between Inland Regional Center and DMSELPA for Implementation of California's Early Intervention which describes specific policies, procedures, roles and responsibilities for serving infants and toddlers. Member LEAs of the DMSELPA follow transition procedures identified in the Agreement for transition of toddlers into LEA preschool programs and services (Part C to Part B transition).

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title: Desert Mountain SELPA Local Plan and Chapter 17

Document Location: Desert Mountain Charter SELPA Policy Manual

It shall be the policy of the Special Education Local Plan Area (SELPA)

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Description:

that public hearings, adequate notices of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the Individuals with Disabilities Education Act (IDEA). Per the SELPA Local Plan, the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council is responsible for approval of policy for special education programs and services that relate to the SELPA. Policies governing the SELPA are adopted by the CAHELP JPA and included as part of the Local Plan. Input may be received from parents, staff, public and nonpublic agencies, and members of the public at large. It is the practice that policies are presented to the SELPA Council for review then brought back for revision, if recommended, then presented to the CAHELP JPA Governance Council for review and final approval and adoption. Local Education Agencies (LEAs) will have the policies available for review and comment by the public, parents of children with disabilities, or individuals with disabilities.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

CAHELP Bylaws: Article XI - Arbitration

Document Location:

CAHELP Bylaws

Description:

A. In the event of a dispute between a member LEA and CAHELP JPA, the dispute shall be subject to binding arbitration and all parties shall be bound by the findings and decision of the Arbitrator(s). All disputes shall be subject to binding arbitration including, but not limited to, any disputes arising between CAHELP JPA and any member LEA concerning the Joint Powers Agreement, the Bylaws, any programs, or in any way involving or relating to the operations, management and activities of CAHELP JPA and/or the right, duties or obligations of the member agency.

B. The binding arbitration shall be conducted by JAMS, before a single arbitrator from JAMS, unless otherwise agreed between CAHELP JPA and the member agency, and shall be conducted by and under the operative rules and procedures of JAMS.

C. Regardless of the outcome of the arbitration, CAHELP JPA and the member agency shall share equally in the costs of the arbitration and in the compensation of the arbitrator, provided that the arbitrator shall have discretion to award fees and costs to the extent the arbitrator

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finds any claim or defense to have been presented without an objective and reasonable basis, or to the extent the arbitrator determines that a party engaged in conduct which resulted in unnecessary legal fees and costs.

D. The arbitrator shall consider CAHELP JPA as a governmental agency and risk sharing organization, and the parties relationship as an honorable one and neither a contract of adhesion or otherwise as an agreement between parties with adverse interests. The arbitrator shall seek to enforce the terms of the parties' agreements and the intentions of the parties at the time of entering into those agreements, in a fair and objective manner.

E. A judgment based on the decision of the arbitrator may be entered in any court having jurisdiction upon the request of the member agency or CAHELP JPA

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

Chapter 1 Identification and Referral
Chapter 10 Positive Behavioral Interventions

Document Location:

Desert Mountain SELPA Policy Manual

Description:

The SELPA Chief Executive Officer, through the utilization of SELPA staff and through regular meetings of the DMSELPA Steering Committee transmits information on resources, practices and procedures to ensure a student referred for special education instruction and services has received instruction in the regular education program utilizing resources to ensure educational progress. Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but are not limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:

Chapter 18 Nonpublic Schools and Agencies

Document Location:

Desert Mountain SELPA Policy Manual

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Description:

The DMSELPA contracts with nonpublic, nonsectarian schools on behalf of the member districts. The SELPA coordinates with the California Department of Education to ensure oversight and compliance of nonpublic schools.

Each LEA shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreements, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupils to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title: Chapter 7 Procedural Safeguards

Document Location: Desert Mountain SELPA Policy Manual

As members of the DMSELPA, each LEA desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in their LEA, including children who have been suspended or expelled or placed in a nonpublic school or

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Description:

agency services. The DMSELPA will provide technical support to any LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The DMSELPA may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

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Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

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TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="86,162,687"/>	71.94%
AB 602 Property Taxes	<input type="text" value="5,885,763"/>	4.91%
Federal IDEA Part B	<input type="text" value="22,097,874"/>	18.45%
Federal IDEA Part C	<input type="text" value="37,210"/>	0.03%
State Infant/Toddler	<input type="text" value="695,559"/>	0.58%
State Mental Health	<input type="text" value="0"/>	0.00%
Federal Mental Health	<input type="text" value="1,209,030"/>	1.01%
Other Projected Revenue	<input type="text" value="3,676,690"/>	3.07%
Total Projected Revenue:	119,764,813	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

Other revenue includes revenue from the Federal Special Education Alternate Dispute Resolution (resource 3395) grant, Federal Project WorkAbility (resource 6520), DOR Transition Partnership Program (resource 3410), WIOA Youth (resource 5610), CalWorks Subsidized Employment Program (resource 5610), CalWorks Subsidized Youth Employment Program (resource 5610), and Desert Mountain SELPA staff development workshop registration fees (local).

D-3. Attachment II: Distribution of Projected Special Education Revenue

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Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<div>111,694,369</div>	30.11%
Object Code 2000—Classified Salaries	<div>77,241,266</div>	20.82%
Object Code 3000—Employee Benefits	<div>91,860,147</div>	24.77%
Object Code 4000—Supplies	<div>9,455,191</div>	2.55%
Object Code 5000—Services and Operations	<div>69,409,393</div>	18.71%
Object Code 6000—Capital Outlay	<div>486,042</div>	0.13%
Object Code 7000—Other Outgo and Financing	<div>10,764,490</div>	2.90%
Total Projected Expenditures:	370,910,898	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Object 7000 includes the CDE approved indirect cost rate applied to allowable expenditures, low incidence pass-through for LI itinerant services provided by county-operated programs, and administrative and support costs for member charter schools.

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TABLE 3
Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<div>92,918,490</div>	25.05%
Projected Federal Revenue	<div>26,846,323</div>	7.24%
Local Contribution	<div>251,146,085</div>	67.71%
Total Revenue from all Sources:	370,910,898	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

The Desert Mountain SELPA special education revenue distribution model combines CDE certified state AB 602 funding and federal local assistance funding to calculate an equalized funding rate. This rate is then multiplied by each member LEA's funded ADA to determine their respective apportionments. The allocation plan allows off-the-top adjustments for purchased services, small district protection, program specialists, low incidence, and other governance-approved service and support fees. Additionally, a portion of the funding is retained at the Charter SELPA level to centralize services and enhance overall capacity. The adjusted apportionment funds are distributed to members.

- b. ☒ YES ☐ NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section

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56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

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TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="1,299,112"/>	41.63%
Object Code 2000—Classified Salaries	<input type="text" value="440,305"/>	14.11%
Object Code 3000—Employee Benefits	<input type="text" value="684,689"/>	21.94%
Object Code 4000—Supplies	<input type="text" value="116,740"/>	3.74%
Object Code 5000—Services and Operations	<input type="text" value="360,583"/>	11.55%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="219,348"/>	7.03%
Total Projected Operating Expenditures:	3,120,777	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

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TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☐ YES ☒ NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Member LEAs use functions, management codes, or other unique identifiers to segregate low incidence expenditures. The SELPA assigned a distinctive management code designated for segregating low incidence expenditures. In some instances, the SELPA directly procures equipment on behalf of its members, while in other instances, members are reimbursed for low incidence-related expenses.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

4,063,407

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

1,913,298

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c), SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2021–22 or 2022–23 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	36	75077	3631207		Academy for Academic Excellence	Marcelo	Congo	760-946-5414	mcongo@lcer.org	Previously Reported
	2	36	67587			Adelanto School District	Kim	Guthrie	760-246-8691	kim_guthrie@aesd.net	Previously Reported
	3	36	75077			Apple Valley USD	David	Wheeler	760-247-8001	david_wheeler@avusd.org	Previously Reported
	4	36	73858			Baker Valley USD	Michael	Esposito	760-733-4567	michael_esposito@baker.k12.ca.us	Previously Reported
38 2	5	36	67611			Barstow USD	Heather	Reid	760-255-6028	heather_reid@busdk12.com	Previously Reported
	6	36	67637			Bear Valley USD	Lucinda	Newton	909-585-2521	lucinda_newton@bearvalleyusd.org	Previously Reported
	7	36	67934	3630761		Excelsior Charter Schools	Amber	Engelhart	760-245-4262	ambere@excelsior.com	Previously Reported
	8	37	68338	114462		Health Sciences High School and Middle College	Bryan	Dale	619-528-9070	bdale@hshmc.org	Previously Reported
	9	36	67736			Helendale SD	Cindy	Espinoza	760-952-1180	cespinoza@helen dalesd.com	Previously Reported
	10	36	75044			Hesperia USD	Eric	Lnad	760-244-4411	eric.land@hesperiausd.org	Previously Reported
	11	36	75051			Lucerne Valley USD	Vici	Miller	760-248-6026	vici_miller@lucernevalleyusd.org	Previously Reported
	12	36	67801			Needles USD	Jamie	Wiesner	760-326-2468	jamie_wiesner@needlesusd.org	Previously Reported

Attachment I

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	36	67827			Oro Grande SD	Scott	Heitman	760-243-5884	sheltman@orograndesd.org	Previously Reported
	14	36	10363			San Bernardino County Office of Education	Richard	Frederick	760-955-3532	richard.frederick@sbcss.net	Previously Reported
	15	36	73890			Silver Valley USD	Cheri	Rigdon	760-254-1357	crigdon@svusdk12.net	Previously Reported
	16	36	73957			Snowline JUSD	Pam	DeRenard	760-868-5817	pamela_derenard@snowlineschools.com	Previously Reported
33	17	36	67892			Trona JUSD	Nicole	Yeager	760-372-2815	nyeager@tjUSD.net	Previously Reported
	18	36	67918			Victor Elementary SD	Tanya	Benitez	760-245-1691	tbenitez@vesd.net	Previously Reported
	19	36	67934			Victor Valley Union High SD	Larry	Brunson	760-955-3201	lbrunson@vvvuhd.org	Previously Reported
	20	33	10330	137869		Excelsior Charter School Corona-Norco	Amber	Englehart	760-245-4262	amberenglehart@excelsior.com	Previously Reported
	21	36	10363	115808		Norton Science and Engineering	Marcelo	Congo	760-946-5414	mcongo@lcer.org	Previously Reported

Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Academy for Academic Excellence	1,037,147	0	0	208,271	0	0	0	0	1,245,418
2	Adelanto School District	(3,121,235)	0	0	1,368,264	0	0	0	0	-1,752,971
3	Apple Valley USD	(371,267)	0	0	2,497,947	0	0	0	0	2,126,680
4	Baker Valley USD	144,891	0	0	21,091	0	0	0	0	165,982
5	Barstow USD	(1,664,644)	0	0	1,256,219	0	0	0	0	-408,425
6	Bear Valley USD	(162,596)	0	0	374,361	0	0	0	0	211,765
7	Excelsior Charter Schools	1,794,250	0	0	487,724	0	0	0	0	2,281,974
8	Health Sciences High School and Middle College	354,117	0	0	139,726	0	0	0	0	493,843

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Helendale SD	195,765	0	0	185,862	0	0	0	0	381,627
10	Hesperia USD	2,371,922	0	0	4,303,968	0	0	0	0	6,675,890
11	Lucerne Valley USD	191,703	0	0	197,452	0	0	0	0	389,155
12	Needles USD	246,646	0	0	205,635	0	0	0	0	452,281
13	Oro Grande SD	4,138,609	0	0	1,007,084	0	0	0	0	5,145,693
14	San Bernardino County Office of Education	87,922,880	5,885,763	37,210	2,866,016	695,559		1,209,030	3,676,690	102,293,148
15	Silver Valley USD	1,322,040	0	0	511,566	0	0	0	0	1,833,606
16	Snowline JUSD	(2,404,909)	0	0	1,596,307	0	0	0	0	-808,602
17	Trona JUSD	186,306	0	0	67,229	0	0	0	0	253,535
18	Victor Elementary SD	(7,016,253)	0	0	2,194,290	0	0	0	0	-4,821,963

Attachment II

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Victor Valley Union High SD	313,199	0	0	2,342,591	0	0	0	0	2,655,790
20	Excelsior Charter School Corona- Norco	115,327	0	0	25,045	0	0	0	0	140,372
21	Norton Science and Engineering	568,789	0	0	241,226	0	0	0	0	810,015
Totals:		86,162,687	5,885,763	37,210	22,097,874	695,559	0	1,209,030	3,676,690	119,764,813

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Academy for Academic Excellence	841,871	226,632	379,000	16,500	23,500	0	224,241	1,711,744
2	Adelanto School District	6,653,746	5,402,787	6,456,839	404,159	3,272,439	0	0	22,189,970
3 3	Apple Valley USD	9,311,907	9,658,509	11,204,586	250,487	5,940,456	183,538	7,684	36,557,167
4	Baker Valley USD	79,880	35,290	45,660	100	135,746	0	0	296,676
5	Barstow USD	4,145,833	2,509,727	2,960,481	57,871	6,136,855	0	3,404	15,814,171
6	Bear Valley USD	1,771,660	826,685	1,097,873	61,573	366,460	0	0	4,124,250
7	Excelsior Charter Schools	853,309	115,313	438,186	161,437	737,997	0	0	2,306,242
8	Health Sciences High School and Middle College	300,000	230,000	155,000	0	45,000	0	0	730,000
9	Helendale SD	683,175	256,125	676,429	42,119	652,662	0	0	2,310,510

Attachment III

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Hesperia USD	23,508,575	10,793,101	13,375,432	5,392,499	14,735,590	18,657	369,654	68,193,508
11	Lucerne Valley USD	833,678	564,990	566,834	29,587	277,466	0	171,867	2,444,422
12	Needles USD	662,628	131,982	362,230	37,844	11,727	0	0	1,206,411
13	Oro Grande SD	2,962,194	602,589	1,557,493	69,352	640,052	0	0	5,831,680
14 15	San Bernardino County Office of Education	27,738,121	30,653,067	29,981,507	2,159,969	20,271,423	44,000	9,614,584	120,462,671
15	Silver Valley USD	2,067,005	831,873	1,326,217	21,262	1,280,760	0	0	5,527,117
16	Snowline JUSD	8,877,489	4,343,348	4,964,774	470,386	3,645,911	0	98,343	22,400,251
17	Trona JUSD	143,404	140,384	191,528	45,137	107,391	0	0	627,844
18	Victor Elementary SD	8,368,324	3,074,730	6,463,391	123,702	6,158,758	233,852	0	24,422,757
19	Victor Valley Union High SD	11,027,661	6,567,138	9,220,483	90,385	4,893,295	5,995	50,472	31,855,430
20	Excelsior Charter School Corona- Norco	51,922	7,017	26,663	9,823	44,905	0	0	140,330

Attachment III

SELPA: Desert Mountain SELPA - 3601		Fiscal Year: 2024-25							
List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
21	Norton Science and Engineering	811,986	269,979	409,541	11,000	31,000	0	224,241	1,757,747
Totals:		111,694,368	77,241,267	91,860,147	9,455,191	69,409,393	486,042	10,764,490	370,910,898

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Academy for Academic Excellence	208,271	0.78%	1,037,147	1.12%	0	1,245,418
2	Adelanto School District	1,368,264	5.10%	(3,121,235)	-3.36%	0	-1,752,971
3 3	Apple Valley USD	2,497,947	9.30%	(371,267)	-0.40%	0	2,126,680
4	Baker Valley USD	21,091	0.08%	144,891	0.16%	0	165,982
5	Barstow USD	1,256,219	4.68%	(1,664,644)	-1.79%	0	-408,425
6	Bear Valley USD	374,361	1.39%	(162,596)	-0.17%	0	211,765
7	Excelsior Charter Schools	487,724	1.82%	1,794,250	1.93%	0	2,281,974
8	Health Sciences High School and Middle College	139,726	0.52%	354,117	0.38%	0	493,843
9	Helendale SD	185,862	0.69%	195,765	0.21%	0	381,627

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Hesperia USD	4,303,968	16.03%	2,371,922	2.55%	0	6,675,890
11	Lucerne Valley USD	197,452	0.74%	191,703	0.21%	0	389,155
12	Needles USD	205,635	0.77%	246,646	0.27%	0	452,281
13	Oro Grande SD	1,007,084	3.75%	4,138,609	4.45%	0	5,145,693
14	San Bernardino County Office of Education	7,614,465	28.36%	94,678,683	101.89%	3,676,690	102,293,148
15	Silver Valley USD	511,566	1.91%	1,322,040	1.42%	0	1,833,606
16	Snowline JUSD	1,596,307	5.95%	(2,404,909)	-2.59%	0	-808,602
17	Trona JUSD	67,229	0.25%	186,306	0.20%	0	253,535
18	Victor Elementary SD	2,194,290	8.17%	(7,016,253)	-7.55%	0	-4,821,963
19	Victor Valley Union High SD	2,342,591	8.73%	313,199	0.34%	0	2,655,790
20	Excelsior Charter School Corona- Norco	25,045	0.09%	115,327	0.12%	0	140,372

Attachment IV

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
21	Norton Science and Engineering	241,226	0.90%	568,789	0.61%	0	810,015
Totals:		26,846,323	100.00%	92,918,490	100.00%	3,676,690	119,764,813

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Academy for Academic Excellence	0	0
2	Adelanto School District	173,551	0
3	Apple Valley USD	0	0
4	Baker Valley USD	171,948	0
5	Barstow USD	30,000	0
6	Bear Valley USD	0	0
7	Excelsior Charter Schools	0	0
8	Health Sciences High School and Middle College	0	0
9	Helendale SD	0	0

Attachment V

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Hesperia USD	2,762,138	0
11	Lucerne Valley USD	0	0
12	Needles USD	0	0
13	Oro Grande SD	0	0
14 15	San Bernardino County Office of Education	925,770	1,913,298
15	Silver Valley USD	0	0
16	Snowline JUSD	0	0
17	Trona JUSD	0	0
18	Victor Elementary SD	0	0
19	Victor Valley Union High SD	0	0
20	Excelsior Charter School Corona- Norco	0	0

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
21	Norton Science and Engineering	0	0
Totals:		4,063,407	1,913,298

Attachment VI must be completed using the CDE approved Microsoft Excel Template

SELPA:

Desert Mountain SELPA - 3601

Fiscal Year:

2024-25

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	IP/PA	Dis	Chart or Tool	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Not applicable		Delete This Row								<div></div>

DO NOT
DISTRIBUTE

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

- ☒ 330—Specialized Academic Instruction/
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

☐ Service is Not Currently Provided

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SELPA: Desert Mountain SELPA - 3601

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☒ 210—Family Training, Counseling, Home Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even is the services were delivered in the home.

☒ 220—Medical (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

☒ 230—Nutrition (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include conducting assessments in: nutritional history and dietary intake, anthropometric, biochemical, and clinical variables; feeding skills and feeding problems and food habits and food preferences.

☒ 240—Service Coordination (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Based on the need of the student, coordinated services between LEA and various service providers.

☒ 250—Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes

Section E: Annual Service Plan

SELPA: Desert Mountain SELPA - 3601

Fiscal Year: 2024-25

and social interaction, curriculum planning, including the planned interaction of personnel, materials, and time and space that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child, and working with the child to enhance the child's development.

☒ 260—Special Education Aide (Ages 0-2 only) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Based on the needs of the child, coordinated by LEA and various service providers.

☒ 270—Respite Care (Ages 0-2 only) ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for the child with a disability. (note: only for infants and toddlers from birth through 2 but under 3).

☒ 340—Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

IEP team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☐ *Service is Not Currently Provided*

☒ 350—Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

☐ *Service is Not Currently Provided*

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☒ 415–Speech and Language

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation(excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services, monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. Specialized physical health care services include but are not limited to suctioning, oxygen administration, cauterization, neutralizer treatments, insulin administration, and glucose testing.

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual consulting, making appropriate referrals, and maintaining communication with agencies and health care providers. These services to not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specified training or technical support for the incorporation of assistive devices adapted computer technology, or specialized media with the educational programs to improve access for students. The term included a functional analysis of the student's needs for assistive technology, selecting, designing, fitting, customizing, or repairing appropriate devices, coordinating services with assistive technology devices, training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services.

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American occupational Therapy Certification Board.

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an IEP, by a registered physical therapist or physical

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therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

☒ 510—Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

☐ *Service is Not Currently Provided*

☒ 515—Counseling and Guidance

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intra personal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training and assistance to special education students supervised by staff credentialed to service special education students. These services are expected to supplement the regular guidance and counseling program.

☒ 520—Parent Counseling

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's

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needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability. group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

☒ 530–Psychological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an IEP. Includes interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about the child's behavior and conditions related to learning, and planning programs of individual or group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

☒ 540–Day Treatment

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Provide a detailed description of the services to be provided under this code.

Structured education, training, and support services to address the student's mental health needs.

☐ *Service is Not Currently Provided*

☒ 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

☐ *Service is Not Currently Provided*

☒ 610–Specialized Service for Low Incidence
Disabilities

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, heard of hearing (HH), or deaf-blind (DB). Typically, services are provided in an education setting by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parent as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

☒ 710–Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services, adapting curricula, methods, and the learning environment. and special consultation to students, parents, teachers, and other school personnel.

☒ 715–Interpreter

☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals whose communication is normally sign language, by a qualified sign language interpreter.

☒ 720–Audiological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact, infrequent contacts considered assistance and would not be included.

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision, curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing, and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff and others and collaboration with the student's classroom teacher.

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requirement such services according to an IEP.

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency

☒ 740—Specialized Orthopedic

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specially designed instruction related to the unique needs of students with orthopedic disabilities including specialized materials and equipment.

☒ 745—Reading

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Based on the need of the child, coordinated by the LEA.

☒ 750—Note Taking

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.

☒ 755—Transcription

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything needed for instruction.

☒ 760—Recreation Service, Including
Therapeutic Recreation

☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities and when possible and appropriate facilitate the pupil's integration into general recreation programs.

☒ 820—College Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including but not limited to, career course prerequisites admission eligibility and financial aid.

☒ 830—Vocational Assessment, Counseling, Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

☒ 840—Career Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

☒ 850—Work Experience Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a

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career requiring other than a baccalaureate or advanced degree.

☒ 855—Job Coaching

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

☒ 860—Mentoring

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship and counseling.

☒ 865—Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act(supplemental security income).

☒ 870—Travel and Mobility Training

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Based on needs of the child, coordinated by the LEA.

☒ 890—Other Transition Services

☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☒ 900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

☐ *Service is Not Currently Provided*

☒ ☐ Description of the “Other Related Service”

SPECIAL TRANSPORTATION

Qualifications of the Provider Delivering “Other Related Service”

Code 900 is used to indicate Special Transportation for students with disabilities as indicated on the IEP.

[illegible]

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY					
32	APPLE VALLEY UNIFIED SCHOOL DIST	APPLE VALLEY VIRTUAL ACADEMY	36750770141457		Y								Y		Y					Y	Y																																			
33	APPLE VALLEY UNIFIED SCHOOL DIST	Desert Knolls Elementary	36750776037337		Y								Y	Y	Y	Y				Y	Y	Y			Y		Y				Y		Y	Y			Y																	Y		
34	APPLE VALLEY UNIFIED SCHOOL DIST	DESERT VIEW NPS - AVUSD	36750776154546		Y								Y		Y					Y		Y	Y			Y	Y	Y				Y											Y		Y							Y				
35	APPLE VALLEY UNIFIED SCHOOL DIST	DYNAMIC HOPE SCHOOLS - AVUSD	36750776154496		Y								Y		Y					Y		Y	Y				Y																										Y	Y		
36	APPLE VALLEY UNIFIED SCHOOL DIST	Granite Hills High	36750773630894		Y	Y			Y				Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y		Y		Y		Y	Y	Y			Y														Y	Y	Y		
37	APPLE VALLEY UNIFIED SCHOOL DIST	LEARN ACADEMY- AVUSD	36750776168280		Y											Y	Y				Y					Y																														
38	APPLE VALLEY UNIFIED SCHOOL DIST	Lucerne Valley Elementary	36750516035976		Y																																																			
39	APPLE VALLEY UNIFIED SCHOOL DIST	MARIANA ACADEMY	36750776035240		Y								Y		Y	Y					Y	Y	Y			Y		Y				Y		Y			Y																		Y	
40	APPLE VALLEY UNIFIED SCHOOL DIST	Phoenix Academy	36750770122945		Y								Y		Y	Y					Y	Y	Y	Y		Y	Y	Y				Y		Y	Y	Y			Y															Y	Y	
41	APPLE VALLEY UNIFIED SCHOOL DIST	Rancho Verde Elementary	36750776035257		Y								Y		Y	Y					Y	Y	Y			Y		Y			Y	Y		Y			Y				Y														Y	
42	APPLE VALLEY UNIFIED SCHOOL DIST	Rio Vista School of Applied Learning	36750776110605		Y								Y	Y	Y						Y	Y	Y			Y	Y	Y						Y																						Y

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43	APPLE VALLEY UNIFIED SCHOOL DIST	Sandia Elementary	36750776107346		Y								Y		Y	Y				Y	Y		Y		Y		Y				Y		Y	Y			Y															
44	APPLE VALLEY UNIFIED SCHOOL DIST	Sitting Bull Academy	36750770110866		Y	Y			Y	Y			Y	Y	Y	Y		Y	Y	Y	Y	Y	Y		Y		Y				Y		Y	Y			Y														Y	
45	APPLE VALLEY UNIFIED SCHOOL DIST	SORENSEN'S RANCH SCHOOL - AVUSD	36750770128835																										Y																							
46	APPLE VALLEY UNIFIED SCHOOL DIST	Sycamore Rocks Elementary	36750776112825		Y								Y		Y	Y				Y	Y		Y		Y		Y										Y															
47	APPLE VALLEY UNIFIED SCHOOL DIST	THE ACADEMY FOR ADVANCEMENT OF CHILDREN WITH AUTISM- AVUSD	36750770125476		Y								Y		Y				Y	Y							Y																Y					Y				
48	APPLE VALLEY UNIFIED SCHOOL DIST	Vanguard Preparatory	36750770108423		Y								Y		Y	Y				Y	Y		Y		Y						Y		Y				Y															
49	APPLE VALLEY UNIFIED SCHOOL DIST	Yucca Loma Elementary	36750776035265		Y								Y		Y	Y				Y		Y			Y	Y					Y		Y																			
50	BAKER VALLEY UNIFIED SCHOOL DIST	Baker Elementary	36738586035273		Y										Y																																					
51	BAKER VALLEY UNIFIED SCHOOL DIST	BAKER JR	36738586109193		Y										Y								Y		Y																											
52	BAKER VALLEY UNIFIED SCHOOL DIST	BAKER SR	36738583630076		Y										Y								Y		Y																				Y			Y	Y			
53	BARSTOW UNIFIED SCHOOL DIST	BARSTOW FINE ARTS ACADEMY	36676110138834		Y										Y		Y			Y																																Y

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54	BARSTOW UNIFIED SCHOOL DIST	Barstow High	36676113630803		Y					Y			Y		Y	Y		Y	Y	Y		Y	Y		Y		Y				Y	Y	Y	Y								Y	Y	Y	Y	Y	Y		Y	Y	Y	Y
55	BARSTOW UNIFIED SCHOOL DIST	Barstow Intermediate	36676110107474		Y								Y		Y	Y				Y	Y		Y		Y		Y				Y		Y																			Y
56	BARSTOW UNIFIED SCHOOL DIST	Barstow Junior High	36676116098537		Y								Y	Y	Y	Y				Y	Y	Y	Y	Y	Y		Y				Y		Y										Y		Y							Y
57	BARSTOW UNIFIED SCHOOL DIST	BARSTOW STEM ACADEMY	36676110129452		Y								Y		Y					Y					Y		Y																									
58	BARSTOW UNIFIED SCHOOL DIST	Cameron Elementary	36676116035299		Y								Y		Y	Y		Y		Y	Y				Y																											
59	BARSTOW UNIFIED SCHOOL DIST	Central High (Continuation)	36676113630712		Y										Y										Y																	Y		Y						Y	Y	
60	BARSTOW UNIFIED SCHOOL DIST	Crestline Elementary	36676116035307		Y								Y	Y	Y	Y	Y		Y	Y			Y		Y		Y																									
61	BARSTOW UNIFIED SCHOOL DIST	DESERT VIEW NPS - BARSTOW	36676116154546		Y																	Y					Y																									
62	BARSTOW UNIFIED SCHOOL DIST	DEVEREUX FLORIDA- BARSTOW	36676110112599		Y																	Y		Y		Y			Y														Y		Y					Y		
63	BARSTOW UNIFIED SCHOOL DIST	DYNAMIC HOPE SCHOOLS - BARSTOW	36676116154496		Y								Y		Y					Y		Y					Y																								Y	Y
64	BARSTOW UNIFIED SCHOOL DIST	Henderson Elementary	36676116035349		Y											Y			Y		Y			Y		Y																										

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67	BARSTOW UNIFIED SCHOOL DIST	MONTARA	36676116035380		Y							Y			Y					Y		Y	Y		Y		Y						Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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70	BEAR VALLEY UNIFIED SCHOOL DIST	Big Bear High	36676373631066		Y								Y		Y	Y				Y		Y	Y		Y						Y		Y										Y		Y				Y		Y		Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
71	BEAR VALLEY UNIFIED SCHOOL DIST	BIG BEAR MIDDLE	36676376035463		Y								Y		Y	Y				Y	Y	Y	Y		Y	Y				Y	Y		Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
72	BEAR VALLEY UNIFIED SCHOOL DIST	Chautauqua High (Continuation)	36676373630290		Y																		Y		Y																																Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
73	BEAR VALLEY UNIFIED SCHOOL DIST	FALLSVALE	36676376035471		Y										Y					Y	Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
74	BEAR VALLEY UNIFIED SCHOOL DIST	North Shore Elementary	36676376067052		Y								Y		Y	Y				Y	Y	Y			Y						Y		Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
75	DM OPERATIONS (DMOPS - COE)	ADELANTO ELE	36675876035174		Y								Y		Y					Y	Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		</

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76	DM OPERATIONS (DMOPS - COE)	AVCEC	36103636069348		Y								Y		Y					Y		Y			Y		Y				Y		Y									Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
77	DM OPERATIONS (DMOPS - COE)	AVCEEC	36103636069348		Y								Y		Y					Y	Y				Y														Y															
78	DM OPERATIONS (DMOPS - COE)	Barstow Junior High	36676116098537		Y								Y		Y	Y	Y			Y	Y						Y							Y	Y															Y	Y			
79	DM OPERATIONS (DMOPS - COE)	BRENTWOOD ELEMENTARY	36679186113757		Y								Y		Y	Y				Y	Y				Y						Y		Y																					
80	DM OPERATIONS (DMOPS - COE)	COBALT INSTITUTE OF MATH AND SCIENCE	36679346114698		Y								Y		Y	Y				Y	Y				Y	Y	Y				Y		Y	Y	Y	Y		Y					Y		Y				Y	Y				
81	DM OPERATIONS (DMOPS - COE)	COLUMBIA MS	36675870107433		Y										Y							Y	Y		Y																													
82	DM OPERATIONS (DMOPS - COE)	Crestline Elementary	36676116035307		Y								Y		Y	Y				Y	Y						Y								Y																			
83	DM OPERATIONS (DMOPS - COE)	Del Rey Elementary	36679186037329		Y								Y	Y	Y	Y				Y	Y						Y								Y	Y																	Y	
84	DM OPERATIONS (DMOPS - COE)	DESERT VIEW NPS - SNOWLINE	36739576154546		Y																				Y																		Y		Y						Y			
85	DM OPERATIONS (DMOPS - COE)	EARLY START	3610363ERYSTR						Y	Y											Y										Y																							
86	DM OPERATIONS (DMOPS - COE)	FIRST CLASS	36103636069348		Y										Y																																							

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY
87	DM OPERATIONS (DMOPS - COE)	Granite Hills High	36750773630894		Y								Y		Y	Y		Y		Y	Y						Y				Y		Y	Y	Y								Y				Y	Y			
88	DM OPERATIONS (DMOPS - COE)	HELENDALE ELEMENTARY	36677366035935		Y								Y		Y					Y																															
89	DM OPERATIONS (DMOPS - COE)	HERITAGE SCHOOL	36676372SUT001		Y										Y					Y																															
90	DM OPERATIONS (DMOPS - COE)	HERITAGE SCHOOL	36679182SUT001		Y										Y		Y			Y	Y																														
91	DM OPERATIONS (DMOPS - COE)	HERITAGE SCHOOL	36739572SUT001		Y										Y					Y																															
92	DM OPERATIONS (DMOPS - COE)	HERITAGE SCHOOL	36750772SUT001		Y									Y	Y					Y	Y																														
93	DM OPERATIONS (DMOPS - COE)	HESPERIA High School	36750443630407		Y								Y		Y	Y				Y	Y						Y						Y									Y	Y	Y	Y			Y	Y		
94	DM OPERATIONS (DMOPS - COE)	Hesperia Junior High	36750446059547		Y								Y		Y	Y	Y	Y		Y	Y								Y	Y		Y	Y																		
95	DM OPERATIONS (DMOPS - COE)	HESPERIA STAR	36103636069348		Y										Y	Y				Y	Y																					Y		Y	Y	Y			Y	Y	
96	DM OPERATIONS (DMOPS - COE)	HOLLYVALE ELEMENTARY	36750446108112		Y					Y					Y					Y							Y				Y		Y																		
97	DM OPERATIONS (DMOPS - COE)	INGELS (W. J. ELEM)	36676116035448		Y								Y		Y	Y				Y	Y					Y	Y																								

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY	
98	DM OPERATIONS (DMOPS - COE)	JOSHUA CIRCLE	36750446035943		Y								Y		Y	Y				Y	Y						Y																									Y
99	DM OPERATIONS (DMOPS - COE)	LAKEVIEW LEADERSHIP ACADEMY	36679346059562		Y								Y		Y	Y				Y	Y												Y	Y															Y	Y		
100	DM OPERATIONS (DMOPS - COE)	Lucerne Valley Elementary	36750516035976		Y								Y		Y	Y				Y	Y				Y					Y		Y																Y	Y			
101	DM OPERATIONS (DMOPS - COE)	Lucerne Valley High	36750513630563		Y								Y		Y	Y				Y	Y																												Y	Y		
102	DM OPERATIONS (DMOPS - COE)	MELVA DAVIS ACADEMY OF EXCELLENCE	36675870131441		Y								Y		Y	Y		Y		Y	Y				Y								Y																Y	Y		
103	DM OPERATIONS (DMOPS - COE)	MISSION CREST ELEMENTARY	36750440114090		Y										Y																																					
104	DM OPERATIONS (DMOPS - COE)	Morgan Kincaid Preparatory	36675876120604		Y								Y		Y	Y		Y		Y	Y									Y	Y		Y	Y																	Y	
105	DM OPERATIONS (DMOPS - COE)	NEEDLES SR	36678013634169		Y										Y	Y		Y		Y					Y	Y					Y		Y																	Y	Y	
106	DM OPERATIONS (DMOPS - COE)	NORMA COVERT	36103636069348		Y									Y	Y					Y	Y										Y		Y																			
107	DM OPERATIONS (DMOPS - COE)	North Shore Elementary	36676376067052		Y								Y		Y					Y	Y																															Y
108	DM OPERATIONS (DMOPS - COE)	OAK HILLS HIGH SCHOOL	36750440119115		Y								Y		Y	Y				Y	Y							Y						Y			Y														Y	

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109	DM OPERATIONS (DMOPS - COE)	PARK VIEW	36679186037360		Y								Y		Y	Y	Y			Y	Y				Y		Y							Y	Y		Y																
110	DM OPERATIONS (DMOPS - COE)	PINON HILLS	36739576108260		Y										Y					Y					Y																												
111	DM OPERATIONS (DMOPS - COE)	PUESTA DEL SOL ELEMENTARY	36679186109227		Y								Y		Y	Y				Y	Y																																
112	DM OPERATIONS (DMOPS - COE)	SERRANO	36739573630233		Y								Y		Y	Y	Y	Y		Y	Y				Y					Y		Y	Y			Y							Y	Y		Y		Y	Y				
113	DM OPERATIONS (DMOPS - COE)	SIEGRIST	36103636097620		Y								Y	Y	Y	Y	Y	Y		Y	Y								Y								Y																
114	DM OPERATIONS (DMOPS - COE)	Sitting Bull Academy	36750770110866		Y								Y		Y	Y		Y		Y	Y				Y		Y																										
115	DM OPERATIONS (DMOPS - COE)	SULTANA	36750443630746		Y								Y		Y	Y	Y	Y		Y	Y	Y					Y				Y		Y	Y			Y					Y		Y	Y		Y	Y		Y	Y		
116	DM OPERATIONS (DMOPS - COE)	The Heritage School	36739576112924		Y										Y																																						
117	DM OPERATIONS (DMOPS - COE)	Theodore Vick Elementary	36675870107441		Y								Y		Y	Y				Y	Y		Y		Y		Y																									Y	
118	DM OPERATIONS (DMOPS - COE)	TRONA ELE	36678926037188		Y								Y		Y					Y							Y																		Y					Y			
119	DM OPERATIONS (DMOPS - COE)	Victor Valley High	36679343638012		Y								Y		Y	Y				Y					Y		Y							Y										Y	Y	Y			Y	Y	Y		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY		
120	DM OPERATIONS (DMOPS - COE)	VISTA COL	36678016036115		Y										Y	Y				Y	Y				Y	Y					Y		Y																			Y	
121	DM OPERATIONS (DMOPS - COE)	VISTA SCHOOL	36750447092703		Y										Y																																						
122	DM OPERATIONS (DMOPS - COE)	VISTA VERDE ELEM	36739570110718		Y							Y			Y	Y				Y	Y				Y		Y																										
123	DM OPERATIONS (DMOPS - COE)	WEST CREEK ELEM	36675870112086		Y							Y			Y	Y		Y		Y	Y										Y		Y																			Y	
124	DM OPERATIONS (DMOPS - COE)	Yucca Loma Elementary	36750776035265		Y							Y			Y					Y							Y																										
125	EXCELSIOR CHARTER	EXCELSIOR	36103633630761		Y																																																
126	EXCELSIOR CHARTER	EXCELSIOR PUBLIC CHARTER SCHOOL	36307613630761		Y										Y	Y			Y	Y	Y	Y	Y		Y	Y	Y					Y																		Y	Y		
127	EXCELSIOR CHARTER CORONA-NORCO	EXCELSIOR CORONA-NORCO	01378690137869		Y										Y							Y		Y																													Y
128	EXCELSIOR CHARTER CORONA-NORCO	EXCELSIOR PUBLIC CHARTER SCHOOL	36307613630761		Y																																																
129	HEALTH SCIENCES HIGH AND MIDDLE COL	HEALTH SCIENCES HIGH & MIDDLE COLLEGE	01144620114462		Y										Y					Y		Y	Y	Y	Y		Y																									Y	
130	HELENDALE SCHOOL DISTRICT	Academy of Careers and Exploration	36677360116723		Y										Y					Y		Y		Y		Y																											Y

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY								
131	HELENDALE SCHOOL DISTRICT	HELENDALE ELEMENTARY	36677366035935		Y								Y		Y					Y	Y		Y		Y		Y						Y																										
132	HELENDALE SCHOOL DISTRICT	Independence Charter Academy	36677360130948		Y										Y					Y		Y	Y	Y	Y	Y		Y														Y		Y							Y								
133	HELENDALE SCHOOL DISTRICT	RIVERVIEW MIDDLE	36677366107072		Y										Y										Y						Y		Y																										
134	HESPERIA UNIFIED SCHOOL DISTRICT	Canyon Ridge High	36750440115444		Y																	Y			Y																				Y		Y					Y							
135	HESPERIA UNIFIED SCHOOL DISTRICT	CARMEL	36750446108120		Y										Y	Y		Y					Y		Y		Y																																
136	HESPERIA UNIFIED SCHOOL DISTRICT	CEDAR MIDDLE	36750440114108		Y								Y	Y	Y	Y	Y				Y	Y			Y		Y							Y																			Y						
137	HESPERIA UNIFIED SCHOOL DISTRICT	COTTONWOOD	36750446105498		Y								Y	Y	Y	Y					Y	Y			Y						Y		Y	Y																				Y					
138	HESPERIA UNIFIED SCHOOL DISTRICT	CYPRESS SCHOOL OF THE ARTS	36750440107805		Y											Y	Y				Y	Y																																					
139	HESPERIA UNIFIED SCHOOL DISTRICT	DESERT VIEW NPS - HESPERIA	36750446154546		Y								Y			Y					Y		Y	Y				Y																											Y		Y		
140	HESPERIA UNIFIED SCHOOL DISTRICT	DEVEREUX FLORIDA - HESPERIA	36750440112599		Y																		Y		Y	Y	Y			Y																									Y				
141	HESPERIA UNIFIED SCHOOL DISTRICT	DYNAMIC HOPE SCHOOLS - HESPERIA	36750446154496		Y								Y			Y					Y		Y					Y																													Y		

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153	HESPERIA UNIFIED SCHOOL DISTRICT	MAPLE	36750446103337		Y								Y	Y	Y	Y				Y	Y				Y		Y			Y	Y		Y				Y													Y		
154	HESPERIA UNIFIED SCHOOL DISTRICT	MESA GRANDE ELEMENTARY	36750446089643		Y								Y	Y	Y	Y				Y	Y				Y		Y			Y		Y																			Y	
155	HESPERIA UNIFIED SCHOOL DISTRICT	MESQUITE TRAILS	36750446114680		Y	Y			Y				Y		Y	Y				Y	Y		Y		Y		Y					Y																Y				Y
156	HESPERIA UNIFIED SCHOOL DISTRICT	MISSION CREST ELEMENTARY	36750440114090		Y								Y		Y		Y			Y	Y	Y			Y		Y			Y		Y	Y			Y															Y	
157	HESPERIA UNIFIED SCHOOL DISTRICT	Mojave High	36750443630472		Y								Y		Y							Y			Y	Y	Y															Y		Y	Y			Y		Y		
158	HESPERIA UNIFIED SCHOOL DISTRICT	NEW LIFE	36750447010051													Y																																				
159	HESPERIA UNIFIED SCHOOL DISTRICT	OAK HILLS HIGH SCHOOL	36750440119115		Y								Y		Y	Y		Y		Y	Y	Y	Y		Y		Y			Y		Y	Y			Y					Y	Y	Y	Y	Y	Y		Y	Y	Y		
160	HESPERIA UNIFIED SCHOOL DISTRICT	RANCHERO MID	36750446109359		Y								Y		Y	Y	Y	Y	Y	Y	Y	Y		Y		Y				Y		Y	Y	Y	Y							Y		Y					Y	Y		
161	HESPERIA UNIFIED SCHOOL DISTRICT	Shadow Ridge	36750443630811		Y											Y	Y				Y	Y				Y																	Y	Y	Y	Y	Y				Y	
162	HESPERIA UNIFIED SCHOOL DISTRICT	SIEGRIST	36103636097620		Y											Y																																				
163	HESPERIA UNIFIED SCHOOL DISTRICT	SULTANA	36750443630746		Y								Y		Y	Y	Y		Y	Y	Y	Y	Y		Y	Y				Y	Y		Y	Y	Y	Y						Y	Y	Y	Y		Y	Y	Y	Y	Y	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY
164	HESPERIA UNIFIED SCHOOL DISTRICT	TOPAZ PREPARATORY ACADEMY	36750446111751		Y								Y	Y	Y	Y				Y	Y		Y		Y		Y				Y		Y					Y												Y	
165	LUCERNE VALLEY UNIFIED SCHOOL DIST	DESERT VIEW NPS - LUCERNE	36750516154546		Y																Y				Y																Y		Y						Y		
166	LUCERNE VALLEY UNIFIED SCHOOL DIST	Lucerne Valley Elementary	36750516035976		Y										Y					Y	Y				Y						Y		Y																		
167	LUCERNE VALLEY UNIFIED SCHOOL DIST	Lucerne Valley High	36750513630563		Y								Y		Y	Y				Y	Y	Y	Y		Y					Y		Y										Y		Y					Y		
168	LUCERNE VALLEY UNIFIED SCHOOL DIST	Lucerne Valley Middle	36750516106330		Y										Y					Y					Y																										
169	LUCERNE VALLEY UNIFIED SCHOOL DIST	Mountain View High	36750513630696		Y																																														Y
170	LUCERNE VALLEY UNIFIED SCHOOL DIST	OAK GROVE - LUCERNE VALLEY	36750517071533		Y											Y				Y		Y	Y	Y				Y																							
171	MRA-GOLD CANYON	Mojave River Academy - Gold Canyon	01371740137174		Y											Y	Y				Y			Y							Y		Y										Y		Y					Y	
172	MRA-MARBLE CITY	Mojave River Academy - Marble City	01372320137232		Y											Y					Y		Y	Y		Y					Y												Y		Y					Y	
173	MRA-NATIONAL TRAILS	Mojave River Academy - National Trails	01371820137182		Y											Y	Y		Y		Y		Y	Y		Y	Y						Y								Y	Y	Y						Y		
174	MRA-ORO GRANDE	Mojave River Academy - Oro Grande	01371900137190		Y								Y			Y	Y	Y	Y		Y		Y	Y		Y	Y	Y			Y	Y		Y								Y		Y	Y				Y		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY
175	MRA-ROCKVIEW PARK	Mojave River Academy - Rockview Park	01372160137216		Y										Y					Y	Y	Y			Y						Y											Y	Y	Y					Y		
176	MRA-ROUTE 66	Mojave River Academy - Route 66	01372080137208		Y										Y					Y			Y			Y	Y														Y	Y	Y	Y			Y		Y	Y	
177	MRA-SILVER MOUNTAIN	Mojave River Academy - Silver Mountain	01372240137224		Y										Y					Y	Y	Y	Y		Y	Y					Y		Y									Y	Y	Y					Y		
178	NEEDLES UNIFIED SCHOOL DISTRICT	BRIGHT FUTURES RVRSD NPS - NEEDLES	36678013667801												Y																																				
179	NEEDLES UNIFIED SCHOOL DISTRICT	Chemehuevi Valley Elementary	36678016101885		Y										Y					Y					Y																										
180	NEEDLES UNIFIED SCHOOL DISTRICT	Educational Training Center	36678013630266		Y																																												Y	Y	
181	NEEDLES UNIFIED SCHOOL DISTRICT	MONUMENT PEAK	36678010141705		Y										Y						Y																												Y		
182	NEEDLES UNIFIED SCHOOL DISTRICT	Needles Community Day	36678010132720		Y																				Y																								Y		
183	NEEDLES UNIFIED SCHOOL DISTRICT	NEEDLES MID	36678016100929		Y										Y										Y						Y		Y																	Y	
184	NEEDLES UNIFIED SCHOOL DISTRICT	NEEDLES SR	36678013634169		Y								Y		Y					Y		Y	Y		Y			Y			Y		Y															Y			
185	NEEDLES UNIFIED SCHOOL DISTRICT	VISTA COL	36678016036115		Y										Y					Y					Y						Y		Y	Y							Y		Y	Y							

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197	SILVER VALLEY UNIFIED SCHOOL	Silver Valley High	36738903630274		Y										Y					Y		Y			Y								Y									Y	Y	Y	Y				Y	Y	
198	SILVER VALLEY UNIFIED SCHOOL	Silver Valley Unified	36738903673800		Y								Y		Y																																				
199	SILVER VALLEY UNIFIED SCHOOL	TIEFORT VIEW INT	36738900111096		Y										Y	Y				Y	Y		Y		Y					Y		Y	Y																Y	Y	
200	SILVER VALLEY UNIFIED SCHOOL	YERMO	36738906035455		Y										Y			Y		Y					Y					Y		Y																			
201	SNOWLINE JOINT SCHOOL DISTRICT	BALDY MESA	36739576106710		Y								Y		Y	Y				Y	Y		Y		Y					Y		Y																			
202	SNOWLINE JOINT SCHOOL DISTRICT	Chaparral High	36739573630365		Y											Y						Y			Y		Y																								
203	SNOWLINE JOINT SCHOOL DISTRICT	DESERT VIEW NPS - SNOWLINE	36739576154546		Y								Y		Y					Y		Y	Y		Y		Y																						Y		Y
204	SNOWLINE JOINT SCHOOL DISTRICT	DYNAMIC HOPE SCHOOLS - SNOWLINE	36739576154496		Y								Y		Y					Y		Y	Y				Y																								
205	SNOWLINE JOINT SCHOOL DISTRICT	Eagle Summit Community Day	36739573631108		Y										Y					Y																															
206	SNOWLINE JOINT SCHOOL DISTRICT	LEARN ACADEMY- SNOWLINE JUSD	36739576168280		Y								Y		Y	Y											Y																								
207	SNOWLINE JOINT SCHOOL DISTRICT	PHELAN	36739576036461		Y								Y		Y	Y				Y					Y																										

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY
208	SNOWLINE JOINT SCHOOL DISTRICT	PINON HILLS	36739576108260		Y							Y		Y	Y				Y	Y	Y	Y		Y		Y										Y														Y	
209	SNOWLINE JOINT SCHOOL DISTRICT	PINON MESA	36739576106116		Y							Y		Y	Y				Y	Y	Y		Y	Y	Y					Y		Y	Y																	Y	
210	SNOWLINE JOINT SCHOOL DISTRICT	QUAIL VALLEY	36739576112932		Y							Y		Y	Y		Y		Y	Y	Y	Y		Y	Y	Y				Y		Y	Y	Y	Y		Y														
211	SNOWLINE JOINT SCHOOL DISTRICT	SERRANO	36739573630233		Y							Y	Y	Y	Y				Y		Y	Y		Y						Y		Y	Y			Y					Y	Y	Y		Y			Y			
212	SNOWLINE JOINT SCHOOL DISTRICT	Snowline Academy	36739573630589		Y									Y	Y				Y	Y	Y			Y												Y						Y		Y							
213	SNOWLINE JOINT SCHOOL DISTRICT	The Heritage School	36739576112924		Y							Y		Y					Y	Y				Y		Y				Y		Y				Y															
214	SNOWLINE JOINT SCHOOL DISTRICT	THE PRENTICE SCHOOL - SNOWLINE	36739577015753		Y														Y																																
215	SNOWLINE JOINT SCHOOL DISTRICT	VISTA VERDE ELEM	36739570110718		Y							Y		Y	Y		Y		Y	Y	Y			Y		Y				Y		Y	Y			Y															
216	SNOWLINE JOINT SCHOOL DISTRICT	WRIGHTWOOD	36739576037394		Y							Y		Y					Y	Y					Y																										
217	TRONA JOINT UNIFIED SCHOOL DIST	TRONA ELE	36678926037188		Y										Y				Y			Y		Y		Y		Y																						Y	
218	TRONA JOINT UNIFIED SCHOOL DIST	TRONA SR	36678923636487		Y										Y				Y						Y	Y	Y														Y		Y						Y		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY													
219	VICTOR ELEMENTARY SCHOOL DIST	Academy Preschool	36679180125948		Y				Y	Y					Y										Y																																							
220	VICTOR ELEMENTARY SCHOOL DIST	BRENTWOOD ELEMENTARY	36679186113757		Y								Y		Y	Y				Y	Y	Y	Y		Y											Y																												
221	VICTOR ELEMENTARY SCHOOL DIST	Challenger School of Sports and Fitness	36679180106641		Y										Y	Y				Y	Y				Y						Y		Y	Y			Y			Y														Y										
222	VICTOR ELEMENTARY SCHOOL DIST	CHANGE ACADEMY AT THE LAKE OF OZARKS (CALO) - VESD	36679180129486		Y																					Y			Y																																			
223	VICTOR ELEMENTARY SCHOOL DIST	Del Rey Elementary	36679186037329		Y								Y		Y	Y				Y	Y	Y			Y												Y																											
224	VICTOR ELEMENTARY SCHOOL DIST	DESERT VIWE NPS - VICTOR	36679186154546		Y										Y					Y		Y						Y																																				
225	VICTOR ELEMENTARY SCHOOL DIST	Discovery School of the Arts	36679186117766		Y										Y	Y				Y					Y						Y		Y																															
226	VICTOR ELEMENTARY SCHOOL DIST	DR. RALPH H BAKER 21ST CENTURY LEARNING	36679180138875		Y								Y		Y	Y				Y	Y		Y		Y		Y				Y		Y																															
227	VICTOR ELEMENTARY SCHOOL DIST	DYNAMIC HOPE SCHOOLS - VICTOR ELEM	36679186154496		Y								Y		Y	Y				Y	Y	Y	Y				Y																																					
228	VICTOR ELEMENTARY SCHOOL DIST	Endeavour School of Exploration	36679180108449		Y										Y	Y				Y	Y		Y		Y					Y	Y		Y										Y		Y																			
229	VICTOR ELEMENTARY SCHOOL DIST	GALILEO ACA 101	36679186113385		Y								Y		Y	Y				Y	Y	Y			Y		Y					Y		Y																														Y

[illegible]

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
241	VICTOR ELEMENTARY SCHOOL DIST	Village Elementary	36679186037386		Y								Y	Y	Y	Y				Y					Y						Y		Y																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														

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252	VICTOR VALLEY UNIFIED HIGH SCHOOL DISTRICT	Larrea Middle	36679340142075		Y							Y			Y	Y				Y	Y		Y		Y					Y		Y				Y															Y					
253	VICTOR VALLEY UNIFIED HIGH SCHOOL DISTRICT	LEARN ACADEMY - VVUHSD	36679347142493		Y																	Y				Y																														
254	VICTOR VALLEY UNIFIED HIGH SCHOOL DISTRICT	OAK GROVE	36679347071533		Y																	Y	Y	Y	Y				Y												Y		Y													
255	VICTOR VALLEY UNIFIED HIGH SCHOOL DISTRICT	PROVO CYN 3 - VVUHSD	36679346131189		Y																	Y		Y	Y	Y	Y			Y													Y		Y			Y								
256	VICTOR VALLEY UNIFIED HIGH SCHOOL DISTRICT	Silver Valley High	36738903630274		Y											Y									Y																															
257	VICTOR VALLEY UNIFIED HIGH SCHOOL DISTRICT	SILVERADO HIGH	36679343630787		Y							Y			Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y			Y		Y		Y	Y	Y		Y						Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
258	VICTOR VALLEY UNIFIED HIGH SCHOOL DISTRICT	University Preparatory	36679340110064		Y							Y			Y	Y					Y																						Y		Y						Y					
259	VICTOR VALLEY UNIFIED HIGH SCHOOL DISTRICT	Victor Valley High	36679343638012		Y							Y			Y	Y		Y	Y	Y	Y	Y	Y		Y	Y	Y			Y		Y		Y	Y	Y		Y						Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

**EXPANDED LEARNING OPPORTUNITIES PROGRAM
SERVICES AGREEMENT FOR THE 2024-25 SCHOOL YEAR**

By and Between:

Enchanted Education LLC
and
Lewis Center for Educational Research

This SERVICES AGREEMENT FOR THE 2024/25 SCHOOL YEAR (“Agreement”) is entered into this [REDACTED] day of [REDACTED], 2024 (the “Effective Date”) by and between Enchanted Education LLC (the “Provider”), and Lewis Center for Educational Research, for services at Norton Science and Language Academy (the “School”).

RECITALS

- A. Provider has offered to provide a fully-staffed, turnkey program to the School to satisfy the School’s obligation to offer an Expanded Learning Opportunities Program (“ELOP”), which is set forth in Provider’s response to the School’s Request for Proposal, attached hereto as **Exhibit A**.
- B. School and the Provider wish to enter into an agreement that defines their relationship, describes services that the Provider will provide for the School’s students, establishes pricing, and establishes the manner in which services will be provided.
- C. The Provider has expertise in providing services of the type described in this Agreement and has the necessary knowledge, skill, and experience to provide those services for the School.
- D. The School desires to retain the Provider to provide the services described in this Agreement at the School located in San Bernardino, California.

NOW, THEREFORE, in consideration for the foregoing and mutual covenants contained in this Agreement, the Parties agree as follows:

Section 1. Incorporation of Recitals. The foregoing recitals are incorporated into and made a part of this Agreement.

Section 2. Term. This Agreement is for a term commencing on July 1, 2024 and continuing through June 30, 2025 (the “Term”), unless the Agreement is terminated sooner in accordance with the terms this Agreement.

Section 3. Scope of Services. The Provider agrees to provide the services described in **Exhibit A** and **Exhibit B** to this Agreement (the “Services”) for and on behalf of the School in accordance with the terms and conditions of this Agreement. To the extent there are any actual conflicts between what is specified in **Exhibit A** and the other terms and conditions in this Agreement or other exhibits attached hereto, the terms and conditions of this Agreement and other exhibits shall control. Where **Exhibit A** specifies a higher level of service or higher standards for services than specified in this Agreement or other exhibits attached hereto, Provider shall provide Services consistent with the higher level of services or higher standards as specified in **Exhibit A**.

Section 4. Statement of Work. The Provider will be responsible for performing the Services; providing all materials necessary for the Services; and paying all taxes, employees' salaries or contracts, and other expenses associated with performing the Services. The Provider will be responsible for directing and controlling the performance of the Services on a day-to-day basis and to provide and supervise all personnel who perform the Services. Notwithstanding the foregoing, the School retains the authority to approve the Services and the manner in which they are provided, which approval may not be unreasonably withheld or delayed, and to make all final Services-related decisions.

Section 5. Independent Contractor. The relationship between the Provider and the School shall be that of independent contractor. The Provider shall have control over the manner and the means of performing the Services required by this Agreement, subject to the School's overarching guidelines and philosophy, and applicable School policies and rules. Provider shall perform the Services according to the Provider's own means and methods of work. The Provider will provide all materials and supplies necessary to operate its programs. The Provider is free to offer similar services to other schools and to otherwise practice their trade or profession for other organizations without limitation, as long as these services are not operated on the School Campus.

Section 6. Non-Solicitation of Employees and/or Vendors. Except as may be otherwise agreed in writing by the School and Vendor, during the term of this Agreement and for six (6) months thereafter, School and Vendor shall not offer employment to or employ, either directly or indirectly, whether as an independent contractor, consultant, employee or otherwise, any individual who is or was during the validity of the Agreement and the preceding six (6) months, an employee of Provider or School, or was involved in the performance of this Agreement.

Section 7. Compensation and Payment.

Fees for student participation in Provider's program is defined in **Exhibit C**. For purposes of the Agreement, the School shall be responsible for designating those students who qualify to participate in the Provider's program at the School's expense ("Designated Students"). The maximum extent of the School's financial liability to Provider shall be to pay the fees chargeable for Designated Students pursuant to the Fee Schedule attached hereto. For the avoidance of doubt, and except with respect to fees for Designated Students, the School shall have no liability to Provider whatsoever in connection with, related to, or arising from Provider's provision of Services to students participating in Provider's program.

Section 8. Staffing by Provider. The School has retained the Provider to perform the Services because of its expertise and the skill and experience of its professional staff and personnel. The Provider must maintain and use sufficient staff to effectively fulfill the Provider's obligations under this Agreement, and the Provider's personnel must be fully qualified to perform their respective duties. Provider's staff will possess required certifications to include CPR/First Aid and shall meet Title I Paraprofessional Requirements.

Section 9. Role of School Liaison; Provider Responsibilities Related to Liaison. The School shall designate a liaison to serve as the principal point of contact between the Provider and the School regarding the Services and performance under this Agreement (the "Liaison"). The Liaison's responsibilities to include, but not limited to the following:

- Facilitating communication between the Provider and the School
- Facilitating communications between students and families and the Provider
- Supporting logistical needs related to Provider's marketing of its program to students
- Supporting logistical needs related to Provider's enrollment of students in the program

- Monitoring student attendance in Provider's program
- Reviewing the Provider's provision of services under the terms of this Agreement
- Coordinating the Provider's use of School facilities
- Providing technical and logistical support for Provider's operations on the School's campus

For avoidance of doubt, the Liaison is not responsible for providing Services, and neither the Liaison nor any other employee of the School is a manager or supervisor of Provider's employees. Any directives that the Liaison or School gives to the Provider and Provider's employees shall be construed as a directive from the School to the Provider to comply or ensure performance consistent with the terms of this Agreement. Provider shall be responsible for determining the specific mode, method, and staffing through which it complies with the same, provided that such compliance is consistent with the terms and requirements of this Agreement.

Section 10. Compliance with Laws. The Provider must perform the Services in compliance with all applicable federal, state, county, and local laws, and regulations, as well as the School's policies, including but not limited to with respect to campus health and safety. Provider acknowledges that the purpose of this Agreement and the Services hereunder are to provide programming in compliance with the requirements of the Expanded Learning Opportunities Program (again, ELO-P), Education Code Section 46120, and agrees that the Services shall comply with applicable requirements thereof.

Section 11. Compliance with Board-Adopted ELOP Plan. The Provider shall perform the Services in compliance with and as necessary to satisfy all of the terms and elements of the School's Board Adopted ELOP Plan, attached hereto as **Exhibit D**.

Section 12. Child Abuse Requirements. Providers employees shall be considered mandated child abuse reporters and shall comply with all applicable laws regarding child abuse reporting. The Provider will comply with Business and Professions Code Section 18975 as applicable to Provider, including but not limited to with respect to mandated reporter training and the implementation of policies related to mandated reporter obligations. Provider shall maintain proof of compliance with these provisions and shall provide written confirmation of compliance for each employee and volunteer who comes into contact with the School's students and/or staff at the School's request.

Section 13. Background Checks. Prior to commencing Services, all Provider employees or volunteers who will come into contact with the School's students and employees shall submit to a criminal background check and furnish the School with verification that the Provider has received and reviewed the criminal record summary consistent with the terms of Education Code Sections 18975(b), 44237, 45125.1 for all employees and volunteers, and has determined that none of the employees or volunteers have been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. Any Provider employee or volunteer who has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students shall not be allowed provide Services or come on campus. Provider shall maintain proof of compliance with these provisions and shall provide written confirmation of compliance for each employee and volunteer who comes into contact with the School's students and/or staff at the School's request.

Section 14. Tuberculosis Testing. All Provider employees or volunteers who will come into contact with the School's students and employees shall not commence work/volunteering and working with students unless the person has submitted to a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code Section 49406. Provider shall maintain proof of compliance with these provisions and shall provide written confirmation of compliance for each employee and volunteer who comes into contact with the School's students and/or staff at the School's request.

Section 15. Equal Opportunities for Participation. Subject to maintaining sufficient capacity for unduplicated students, Provider agrees that it shall provide equal opportunities for participation by all persons, regardless of race, color, religion, creed, sex, national origin, disability or political affiliation. Provider shall comply with the Americans with Disabilities Act in its operations.

Section 16. Recordkeeping, Audit, and Inspection Rights. During the term of this Agreement and for at least four years thereafter (and subject to any longer periods of time required by law or regulation), Provider shall maintain records regarding the following:

- Student enrollment
- Student fees billed, collected, and refunded, if any
- Student attendance records
- Records related to individual students, e.g., related to health, medical issues, special needs, discipline, etc.
- Student sign-in/sign-out records
- Program schedules
- Staffing assignments and schedules, including as necessary to confirm staffing ratios on each day Services are provided
- Records related to the clearance of staff to participate in providing services (e.g., confirmation of clear background checks, TB tests, etc.)
- Records related to staff training
- Incident reports related to any injuries or property damage/loss
- Written complaints from students/parents and responses thereto
- Documentation related to the purchase of any food to student consumption

The School shall have the right to inspect any of the above records and records related to Provider's provision of Services under this Agreement at any time. Access shall be provided promptly upon request, and in all cases, within one business day.

Section 17. Insurance. The Provider, at its own expense, shall procure and maintain insurance covering all of Provider's operations under this Agreement. The Provider shall maintain, at minimum, insurance policies in the following amounts:

A. Worker's Compensation and Employer's Liability Insurance. Worker's Compensation insurance affording workers' compensation benefits for all employees as required by law and Employers' Liability Insurance covering all employees who are to provide Services under this agreement with limits of not less than One Million Dollars (\$1,000,000) per occurrence. The workers' compensation policy must contain a waiver of subrogation clause.

B. Commercial General Liability Insurance (Primary and Umbrella). Commercial General Liability Insurance or equivalent with limits of not less than Two Million Dollars (\$2,000,000) per occurrence and Two Million Dollars (\$4,000,000) in the aggregate for bodily injury, personal injury,

and property damage liability.

C. Umbrella/Excess Liability Insurance: Umbrella or Excess Liability Insurance with limits not less than Five Million Dollars (\$5,000,000) per occurrence, which will provide additional limits for employers' general and automobile liability insurance.

Section 18. Termination.

A. Termination for Default. Either Party may terminate this Agreement if the other Party materially fails to observe or perform any covenant, obligation, or provision of this Agreement, and the Party's material failure continues for a period of thirty (30) days after it receives a written notice of default from the other Party.

B. Termination for Convenience. School may terminate this Agreement for convenience upon sixty (60) days prior written notice to the other party. Provider may terminate this Agreement for convenience upon ninety (90) days prior written notice, so long as Provider issues refunds for any fees it has collected proportional to the remaining time services are due under the Agreement.

Section 19. Indemnification. Provider shall indemnify, protect, defend and hold harmless the School, its employees, board members, officers, and its agents (the "Indemnitees") from and against any and all claims, damages, liens, judgments, penalties, attorneys' fees and costs, expenses and/or liabilities arising out of, involving, related to, or in connection with, Provider's performance under this Agreement, provision of the Services, use and/or occupancy of the School's facilities and property by Provider. If any action or proceeding is brought against Indemnitees by reason of any of the foregoing matters, Provider shall upon notice defend the same at Provider's expense by counsel reasonably satisfactory to School and School shall cooperate with Provider in such defense.

Section 20. Property. The School shall not be responsible for the personal property of the Provider. The Provider shall not change, move, or remove any School property without written permission. The Provider shall be responsible for securing all School property while Provider is utilizing the School campus and for locking up at the end of the day.

Section 21. Use of Facilities. Provider's use of the School's facilities ("Facilities") to provide the Services shall be considered authorized under a limited license provided in this Agreement ("License"), allowing use of the spaces (defined as "License Area"), and subject to the following terms and conditions:

- A. This License is and shall remain personal to Provider and shall not convey any exclusive or durable interest in real property. Provider shall not voluntarily or involuntarily, by operation of law or otherwise, assign or hypothecate this License or any interest therein, or any portion thereof, nor shall Provider permit any other person to occupy or use the License Area or any part thereof. Any attempt to assign this License by the Licensee shall be void. Provider shall not permit the entry by any third party upon the License area without the written permission of School. No legal title or leasehold interest in the Property is created or vested in Provider by the grant of this license.
- B. Provider accepts the License Area and Property "AS-IS," "WHERE-IS," and "WITH ALL FAULTS" subject to all applicable zoning, municipal, county, and state laws, ordinances, and regulations governing and regulating the use of Property, and accepts this License subject thereto and to all matters disclosed thereby. Provider agrees that Licensee shall not make any alterations, modifications, repairs, or improvements to the Property at any time.
- C. Provider's use of the License Area shall be non-exclusive. Provider has no right to the continued use of any particular classrooms, rooms, or spaces from day-to-day. The School's own use of the License

Area shall be superior to Provider's use, and at any given time and for any length of time, the School may require the use of any part of the License Area exclusively for itself. School will use best efforts to provide Provider with alternative space as necessary and appropriate for Provider to provide Services.

- D. If the License Area includes the use of the School's equipment, Provider agrees to accept the use of such equipment on an "as-is" and "where-is" basis and shall notify School of any damage or destruction of such equipment. Provider shall reimburse School for the replacement value of such equipment if the damage or destruction of such equipment occurs during the Term hereof and arises out of or is in any way caused by Provider's use of the License Area or Property. Provider shall supply the necessary supervision to ensure that License Area (e.g., classrooms) are left in the same condition as found. Provider understands that: (1) school supplies may not be used or touched (without prior written School administration approval), including materials on the bulletin board; (2) written material found on chalkboards/whiteboards may not be erased; (3) furniture that is moved must be restored to its original location; (4) students may not be in the License Area without a supervising adult; and (5) students may not utilize any portion of the Property that is not designated as part of the License Area, and those logical pathways for access to and from the License Area.
- E. Provider shall maintain any permit or other approval, license or other certification required by any local, state or federal agency related to Provider's use of the Property and its operation thereon. Provider shall take any action necessary and work with School to ensure that School and Provider comply with all requirements bearing upon School's use of the Property.
- F. School shall provide custodial and maintenance services for the License Area. School shall be responsible for paying for water, electrical, sewer and other normal utility charges incurred in relation to Provider's use of the Property.

Section 22. Cooperation. Each Party agrees to cooperate with the other Party with respect to the performance of the Services in an effort to provide quality programming.

Section 23. General Provisions.

- A. Notices. All notices, billings, and other correspondence required to be given to either Party pursuant to this Agreement shall be sent by email or facsimile or delivered or mailed to the following addresses:

School

Lewis Center for Educational Research
 Attention: Lisa Lamb
 17500 Mana Road
 Apple Valley, CA 92307
llamb@lcer.org

Provider

Enchanted Education LLC
 Attention: Ryan Rainbolt
 700 East Redlands Blvd., Ste U #700
 Redlands, A 92373
rainbolt@enchantededucation.com

- B. Entirety. This Agreement, together with the Exhibits attached hereto, constitutes the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements, or communications, whether written or oral, that have been made by either Party. For the avoidance of doubt, the execution of this agreement shall not supersede the License Agreement, which shall remain in force.

- C. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

- D. Severability. In case any provision in this Agreement is held to be invalid, illegal, or

unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

E. Authority to Execute. Each Party represents and warrants to the other that this Agreement has been duly authorized and that the person who executed this Agreement is authorized to do so on behalf of the Party. This Agreement may be executed in two or more counterparts.

F. Assignment. Neither Party may assign this Agreement in whole or in part without the prior written approval of the other Party.

G. Exhibits. The following exhibits are incorporated into and made a part of this Agreement:

- Exhibit A – Program Description
- Exhibit B – Scope of Services
- Exhibit C – Fee Schedule
- Exhibit D – Board Adopted ELOP Plan
- Exhibit E – Enrollment Form
- Exhibit F – School Calendar

Section 24. Confidentiality. Access to personally identifiable information of students shall be only for the purpose of carrying out the objectives of the collaborative partnership between School and Provider. Provider will not disclose personally identifiable information of any student to any third party. Provider shall comply with all applicable student data privacy laws and regulations, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. Section 1232g.)

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year first written above.

Lewis Center for Educational Research

Enchanted Education LLC

By: Lisa Lamb

By: Ryan Rainbolt

Signature: _____

Signature: _____

Date: _____

Date: _____

EXHIBIT A

PROGRAM OFFERING

(A Copy of the Response to Request for Proposal Will Be Placed Behind this Page)



REQUEST FOR PROPOSAL RESPONSE

EXPANDED LEARNING PROGRAMS PROPOSAL

RESPECTFULLY SUBMITTED TO:

MYRNA FOSTER

ELEMENTARY VICE PRINCIPAL

NORTON SCIENCE AND LANGUAGE ACADEMY

BY

RYAN RAINBOLT, OWNER/FOUNDER

ENCHANTED EDUCATION LLC

MAY 3, 2024

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April 17, 2024

Myrna Foster
Elementary Vice Principal
Norton Science and Language Academy
230 S. Waterman Ave
San Bernardino, CA 92408

Dear Myrna Foster,

I am thrilled to submit this proposal to provide comprehensive management, supervision, and staffing and academic enrichment services for the expanded learning programs for the Norton Science and Language Academy. As the owner and founder of Enchanted Education LLC, I am eligible to respond to this RFP.

My name is Ryan Rainbolt. I'm a third generation San Bernardino resident with a passion for serving the youth in my community. I'm a former student of the San Bernardino City Unified School District. I attended Parkside Elementary, Rio Vista Elementary, Golden Valley Middle School, and Pacific High School. Shortly after graduating from PHS, I was hired as a classified employee at Mt. Vernon Elementary School, and later became a substitute teacher for the district. I taught 6th grade for six years at Highland-Pacific Elementary School, then became vice principal at Roosevelt Elementary, then Assistant Administrator of Instructional Improvement and Academic Coaching at Muscoy Elementary School. I was appointed to the position of school principal at Bing Wong Elementary in 2010 and served in that role until 2017, during which time I led the transformation of the school's mainstream, Dual Immersion, and Moderate/Severe programs that included hands-on, career-focused, experiential learning programs in science, technology, engineering, arts, and mathematics.

In 2018, I started and led a STEAM education company which served tens of thousands of students throughout the nation with hands-on STEAM learning experiences. I remained there until November 2022 before starting my own company, Enchanted Education LLC.

In support of NSLA's goals, initiatives, and objectives to provide high-quality expanded learning experiences and opportunities to all students with a dual immersion focus, we are excited to submit a proposal to provide comprehensive management, supervision, staffing, and academic enrichment services for the TK-6th grade students.

It would be an honor to be your partner in this very important work.

Sincerely,



Ryan Rainbolt
Owner/Founder
Enchanted Education LLC
(909) 965-2812

ABOUT Enchanted Education

Based in Highland, California, and currently a forty-five person company, Enchanted Education is built upon the foundation and success of our founder, Ryan Rainbolt Sr. This includes decades of experience as a credentialed public school teacher and school administrator in the San Bernardino Unified School District, and seven years of successfully leading STEAM education companies. With staff members exemplifying a track record of success in other relevant areas such as school counseling, business services and operations, human resources, and expanded learning program development, staffing, and supervision, Enchanted Education, LLC is the most qualified candidate to provide comprehensive management, supervision, and staffing services for K-6 Expanded Learning Programs, particularly for the Norton Science and Language Academy.

Enchanted Education, LLC is a team of former public school educators and industry professionals who have dedicated their lives to increasing levels of hope, engagement, and well-being for the students we serve. We do this through world-class, hands-on, and experiential STEAM learning opportunities. Through engaging, multidisciplinary lessons & experiences taught through a lens of equity, diversity, and inclusion, and with an emphasis of educating the whole child, Enchanted Education LLC provides experiences that build 21st Century Skills through STEAM learning and Career Exploration to improve students' physical and mental well-being. We provide in-person STEAM lessons to students in kindergarten through college.

Enchanted Education LLC provides a dynamic platform for students of all ages, races, backgrounds, cultures, genders, and levels of experience to explore a variety of careers in science, technology, engineering, arts, and mathematics. Underscoring this work is the opportunity for students to engage with their peers in the design thinking process to solve complex problems creatively. In doing so, students will demonstrate their learning in innovative and engaging ways through an immersive experience of creative problem solving and entrepreneurship that promotes a wide range of authentic 21st century skills, including communication, teamwork, creativity, critical thinking, problem solving and project management. In addition, our programs allow students to express themselves creatively through a variety of visual and performing arts platforms including painting, sculpting, acting, dancing, music, and more. We're proud of the success we've had working with schools and school districts in advancing their ed tech initiatives with programs in coding, programming, robotics, animatronics, digital design, manufacturing and more.

Committed to principles of diversity, equity, access, and inclusion, we believe students truly begin to get what they need to be successful when there's a focus on establishing positive student relationships, high-quality instruction of engaging content with the right scaffolds and supports are put into place for their interests, talents, and ideas to come to life and their passions to become career realities. We also demonstrate our commitment of these principals by providing ample opportunities for students to explore their own and others' cultures through a variety of project-based initiatives.

Our program supports diversity, equity, access, and inclusion by recognizing the unique needs and strengths of the students served across the campus, and then creates opportunities for them to fully engage in an expanded learning program that is focused on them realizing their full potential. This environment is

created, firstly, by the adults entrusted to care for, support, and celebrate every student, every day. This kind of celebration most often looks like adults respecting students, treating them with kindness, and at the same time emphasizing personal responsibility, boundaries, and clear expectations. We believe that by creating a predictable and consistent environment it becomes safe for students to talk about who they are, what they believe and to feel that sense of belonging and worthiness they deserve. These kinds of conditions make it more inviting, we believe, for students to bring their personal lives into the program by sharing their culture, family story, holidays, heroes and more in an environment that accepts them, their family, and the community in which they live.

OUR MISSION:

Enchanted Education, LLC is a team of former public school educators and industry professionals that provide students of all ages with the supports and experiences they need to increase their levels of hope and engagement through world-class, experiential, and educational learning experiences. Through engaging lessons & experiences taught through a lens of equity, diversity, and inclusion, Enchanted Education LLC prepares students for the real world of work through collaborative and hands-on project-based and problem-based learning experiences in science, technology, engineering, arts and mathematics.

OUR VISION:

Enchanted Education, the world leader in experiential STEAM learning opportunities, increases the level of hope and improves the well-being of the students and the members of the organizations we serve to create a generation of learners who can further contribute to our mission.

OUR GOALS:

Enchanted Education is committed to collaboration and partnership with all stakeholders to achieve the following goals:

- Ensure the consistent physical, social, and emotional safety and wellbeing for all participating students and staff through coordinated and transparent program implementation.
- Achieve 100% program attendance.
- Engage families, school site staff, and community partners to enhance students' experiences and support increased levels of engagement.
- Become an exemplar Expanded Learning program and a model for highly effective before and after school programming in California.

OUR VALUES:

To meet our clients' needs, we approach our work with humility, respect, appreciation for all stakeholders, and an understanding that every school and school district has unique strengths and areas of growth, as well as a range of objectives they are working to achieve. We adhere to the following core values in all of our professional relationships and engagements:

Sensitivity to Students' Unique Needs: We are a student-centered organization with a focus on building strong connections and culture by striving every day to meet the individual needs of all students through welcoming and inclusive practices that emphasize safety (physical and emotional) and belonging.

Transferable Skills: We construct our program with the current needs and future endeavors of our students in mind, aligning our lessons to academic goals and transferable skills that will benefit students throughout the remainder of their public school life, and regardless of the post-secondary path they choose.

Transparency: We believe that transparency builds trust, and that trust accelerates improvement.

Curiosity: We seek to understand the context, culture, values and priorities of schools, school districts, school networks, and communities as the foundation for the programs we build.

Accountability: We believe accountability for results is an essential component of every successful organization.

Collaboration and Learning: We serve our partners best by collaborating and learning with them.

Effective Practices: We identify effective practices across the education landscape and interpret and apply them in all aspects of our work.

Commitment to Innovation: We continually explore and embrace the most innovative ways to increase student engagement, achievement, and hope as a function of our own life-long learning.

Enchanted Education LLC is independent of the Norton Science and Language Academy as defined by generally accepted standards.

RESUME

Ryan Rainbolt

Owner/Founder, Enchanted Education LLC, 2022-2024

BUSINESS EXPERIENCE

Owner/Founder

Enchanted Education LLC

- Led all operational, curricular, lesson, classroom design, professional development, and product development initiatives.

President

Garner Holt Education through Imagination, 2017-2022

- Led all operational, curricular, lesson, classroom design, professional development and product development initiatives.

SCHOOL ADMINISTRATION EXPERIENCE

Elementary School Principal 2010-2017

Bing Wong Elementary

Assistant Administrator of Instructional Improvement & Academic Coaching 2009-2010

Muscovy Elementary

Vice Principal 2007-2009

Roosevelt Elementary

Newmark Elementary

TEACHING EXPERIENCE

6th Grade Teacher 2001-2007, Highland-Pacific Elementary

¾ Combo Teacher 2000-2001, Highland-Pacific Elementary

5th Grade Teacher 2000, Hillside Elementary

Substitute Teacher 1999-2000

Instructional Aide and Recreation Aide 1997-1999, Mt. Vernon Elementary

CREDENTIALS

Multiple Subject Teaching Credential with English Learner Authorization

2001-Present

Administrative Services Credential

2006-Present

Qualifications: Services in grades twelve and below, including preschool, and in classes organized primarily for adults develop, coordinate, and assess instructional programs

- evaluate certificated and classified personnel
- provide students discipline, including but not limited to suspension and expulsion

- provide certificated and classified employees discipline, including but not limited to suspension, dismissal, and reinstatement
- supervise certificated and classified personnel
- manage school site, district, or county level fiscal services
- recruit, employ, and assign certificated and classified personnel and develop, coordinate, and supervise student support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.

EDUCATION

Walden University

- Postgraduate studies (9/1/2004 – 8/20/06)
Master's in Educational Leadership

California State University San Bernardino

- Bachelor of Arts (2000)
B.A., Liberal Studies
Minor in Art History

Ryan Rainbolt Bio

Our owner and founder, Ryan Rainbolt is a lesson development expert. He is a third generation resident of San Bernardino and completed the entirety of his K-12 education as a student of the San Bernardino City Unified School District. Ryan has been serving San Bernardino's youth for over 26 years. Twenty-one of those years were spent as an employee of the SBCUSD as first a recreational aide, then instructional aide, then substitute teacher, then teacher of grades 3, 4, 5 and 6. Subsequent positions include Vice Principal (1.5 years), Assistant Administrator of Instructional Improvement and Academic Coaching (1.5 years), and Elementary Principal (7 years) at Bing Wong Elementary.

Ryan has extensive experience working with diverse learners including English learners, students with mild/moderate and moderate/severe disabilities, students with emotional disturbance, students on the autism spectrum, gifted and talented learners, and foster/homeless youth. Ryan is able to provide our instructional staff with high-quality lesson plans, professional development opportunities, and instructional strategies to meet the instructional needs of diverse learners. Ryan is also credentialed to teach English Learners.

Following his principal position at Bing Wong, he conceived the idea for a new STEAM education company that primarily provided in-person, hands-on, experiential learning opportunities that seamlessly integrated science, technology, engineering, arts, and mathematics. In this capacity, he developed a variety of STEAM learning student kits, innovative robotics products, and state-of-the-art learning environments loaded with STEAM and career-oriented equipment, products, and teaching tools. Ryan also served NSLA's CAPS and regular school day programs from 2018 to 2024 with hands-on, engaging, project-based STEAM learning opportunities and with the design and creation of cutting-edge learning environments.

Ryan was named Entrepreneur of the Year in 2019, won the Edison Award in 2021, and a Thea (Themed Entertainment Association) Award in 2022 for his work. During this time Ryan partnered with dozens of districts to provide project-based, hands-on STEAM learning experiences to the students they served. One of those districts was the Fontana Unified School District where I supported the FELP (Fontana Expanded Learning Program) serving over thirty schools over three consecutive years.

From 2018-2022, Ryan worked directly with Dr. Mauricio Arellano on a variety of STEAM initiatives in the Redlands Unified School District. In addition, Ryan led a non-profit organization from 2018 to 2022 that primarily provided weeklong, project-based, STEAM learning experiences to foster and homeless youth.

DESIREE RAINBOLT

Director of Expanded Learning

Email: rainbolt Desiree@gmail.com

Phone: 909.496.3617



SUMMARY

Experienced Director of Expanded Learning with a strong focus on community service and program development. Skilled in curriculum development, budgeting, staffing, and event planning. Proven success in building effective teams and fostering a culture of dedication and competence among staff.

EXPERIENCE

Expanded Learning Consultant

Expanded Learning, INC.

- Staff development and training.
- Observation and evaluation of staff.
- Curriculum development and program design.
- Grant writing, and aligning site budgets.
- Plan and coordinate school and community events.

Director of Program Services, San Bernardino County

Boys and Girls Club

- Coaching and development of EXL personnel, budget, curriculum, program development, and operations for initiatives, activities, and services including operational and programmatic of all EXL programs.
- Managed fiscal operations within the approved budget, ensuring financial accuracy and compliance.
- Responsible for staffing, performance management, professional development, and staff training.
- Observe and evaluate staff.
- Work collaboratively with multiple districts, and various programs.

Executive Director of Operations and EXL Programs

YMCA of the East Valley

- Responsible for fiscal management operating within the approved budget, and invoicing. Oversight of quality innovative EXL programs at 63 sites.
- Lead community fundraising campaign.
- Provide leadership and guidance to staff and members.
- Hire, train, and supervise 400 staff.
- Facilitate Professional Development Workshops.
- Grant Writing.

Associate Executive Director

YMCA of the East Valley

- Oversight of Operations and EXL Programs.
- Hire, train, and supervise staff.
- Budgeting and invoicing.
- Staff and Community Fundraising Campaign.
- Provide ongoing leadership, professional guidance and development to staff. Observe and evaluate staff.

Program Director

YMCA of the East Valley

- Hire, train, and supervise 400 staff.
- Lead staff meetings, as well as attend CBO meetings.
- Attend various trainings and special events.
- Actively support the community and staff campaign.
- Staff placement, NCLB test administration.
- Oversight of branch programming and membership department. Budgeting and invoicing.

CERTIFICATION

HeartSet- Social Emotional Learning

CalSAC Trainer Certification

CPR, first Aid, and AED certification

YMCA of the USA school age childcare director certification

YMCA of the USA principles of childcare certification

YMCA of the USA working with youth ages 5-12 certification

YMCA of the USA risk management classroom: Child protection course

YMCA of the USA managing volunteer risks

YMCA of the USA creating a culture of safety with sta

YMCA of the USA Livestrong Lymphedema Webinar

YMCA of the USA crisis management course

YMCA of the USA contracting basics

YMCA of the USA Introduction to Volunteerism

YMCA of the USA Listen First

YMCA of the USA Living our Cause

YMCA of the USA Leading Others Interviewing Guide

YMCA of the USA Leading Others' Employment Law Fundamentals

YMCA of the USA Adult Learning Concepts

EXPERIENCE

SITE COORDINATOR

THINK Together

- Supervise all aspects of the TT program at the school site, manage students, staff, and volunteers including student workers.
- Work with Fund Development department to coordinate site visits for volunteer, community leaders, school administrators, and funders.
- Work collaboratively with school day staff and administration.
- Manage site budget with staffing and supplies.
- Recruit, interview, hire, train, and supervise.
- Implement human resource policies and procedures.

PROGRAM SPECIALIST

SBCUSD- CAPS

- Teach and demonstrate program specialty.
- Direct and assist supervision of children in order to provide safety within ratios. Develop and implement a creative, stimulating, and challenging program.
- Site Observation, and evaluation.
- Provide professional development to staff.

PEER-TO-PEER MENTOR

CALIFORNIA AFTERSCHOOL NETWORK

- Increased mentee job satisfaction by 20% through comprehensive support and guidance.
- Provide assistance to mentees in setting and achieving one professional development goal and one program improvement goal for the year, and contribute to the improvement of their programs over the course of the academic year.

SUBSTITUTE TEACHER FOR GRADES K-12

MORENO VALLEY UNIFIED SCHOOL DISTRICT

- Manage classroom of 25 students.
- Maintain normal classroom routine, and discipline procedures.
- Ensure student safety.
- Ensure lesson plans were properly executed, and left feedback for classroom teacher.

EDUCATION

BACHELORS OF PSYCHOLOGY

California Baptist University

05/1996 05/2000

Riverside, Ca

CERTIFICATION

YMCA of the USA Facilitation Skills

YMCA of the USA Fiscal Management

YMCA of the USA Creating the Member Experience

YMCA of the USA Fundraising Essentials

YMCA of the USA Annual Campaign Components

YMCA of the USA Y's Cause and Culture

YMCA of the USA Foundations of Listen First

YMCA of the USA New Employee Orientation

YMCA of the USA Multi-Team or Branch Leader- Retiring Assessment

YMCA of the USA Achievement Gap

SKILLS

Fiscal Management

Program Development

Event Planning

Staff Training

Professional Development

Curriculum Development

Lesson Planning

Desiree Rainbolt Bio

Desiree Rainbolt has an extensive history of involvement with Expanded Learning Programs, spanning over two decades. Her extensive background, and experience in the Expanded Learning field, coupled with her dedication, and passion, have undoubtedly made her a valuable asset to the community and the organizations she has been involved with.

Throughout her career progression from Program Specialist to Executive Director, Desiree has consistently demonstrated her commitment to enhancing the Expanded Learning Programs and operations. Her leadership roles have provided her with the opportunity to not only make meaningful contributions to the field but also to develop valuable skills and insights that have contributed to her success.

Desiree's deep commitment to community development is evident in her involvement with various community-based organizations focused on youth, and senior citizen development, as well as cultural and Christian-based initiatives. Her ability to build relationships and collaborate with a diverse range of stakeholders, including community leaders, school administration, teachers, and staff, underscores her effectiveness as a leader and advocate for Expanded Learning Programs.

Her tenure as an Executive Director and Associate Director at the YMCA has equipped her with invaluable experience in budget management, fundraising, program development, staff supervision, and curriculum planning. Supervising a large staff across multiple schools, in multiple districts demonstrates her ability to effectively manage and support teams to achieve common goals.

Desiree's reputation as a creative problem-solver and her knack for building strong relationships with staff speak to her leadership style, which fosters a supportive, positive, and productive work environment. These qualities not only benefit the organizations she serves but also contribute to the overall success and impact of Expanded Learning Programs in the community.

Desiree's combination of education, experience, work ethic, passion, and drive have undoubtedly made her an effective and valuable contributor to the Expanded Learning field, leaving a lasting impact on the programs and the communities she serves.

RESUME

William Tynan

Director of School Programs, Enchanted Education LLC

EDUCATION

- M.A., Educational Leadership
 - California State University, Dominguez Hills
- M.S., Counseling
 - California State University, Los Angeles
- CA PPS Credential w/ Authorization in School Counseling and CWA
 - California State University, Los Angeles
- CA Multiple Subject Teaching Credential
 - California State University, Los Angeles
- B.A., Political Science
 - University of California, Los Angeles
- A.A., Liberal Studies
 - San Bernardino Valley College, San Bernardino

PROFESSIONAL EXPERIENCE

- Director of School-Based Programs
Enchanted Education LLC
- Director of Higher Education and Workforce Development
Garner Holt Education through Imagination, LLC. - Redlands, CA, 2019 to 2022
 - Build relationships with customers to better understand their needs, objectives, and desired outcomes.
 - Presentations to district and site-level administration describing how our STEAM learning and Career Technical Education programs, products and services support increased student achievement and educator effectiveness.
 - Create customized proposals for individual schools and school districts reflecting a scope and sequence of experiential learning outcomes, including the installation of themed makerspace environments.
 - Design hands-on, authentic, standards-aligned, real-world-of-work CTE-based learning programs that directly align with and support California's identified high priority industry sectors.
 - Manage complex projects, including the installation of state-of-the-art makerspace environments on school campuses of all levels.
 - Network and partner with a wide range of community stakeholders in support of increased educational achievement for all students.
 - Collaborate with company managers and departmental staff to create short and long-term sales goals for all segments of the business, including student programs, professional learning, and makerspace installations.

SCHOOL PRINCIPAL 2016 to 2018

Options for Youth Public Charter Schools - Los Angeles, Ca

Lead five school sites across the San Fernando and San Gabriel Valleys, serving up to 900 students in grades 7-12.

- Supervise, mentor, support, and coach three Assistant Principals, two school counselors, three Instructional Coaches, and a Lead Special Education Specialist to ensure effective day-to-day instructional operations across all school sites.
- Collaboratively develop and then implement accountability strategies in support of regional and charter-level student achievement goals.
- Ensure effective hiring, training, and supervision of up to 60 certificated and classified staff while monitoring/anticipating staffing vacancies and/or FTE needs.
- Plan and implement staff development protocols through in-service training programs that support both broad-based and specialized professional learning.
- Build and strengthen collaborative community-based relationships with surrounding schools and other related support programs.
- Monitor and manage regional and school site expenses.
- Ensure regional compliance with Special Education policy and school expectations.
- Facilitate conflict resolution processes among and between staff, students, and families.
- Communicate and coordinate with central office departments to support charter and school goals, advocate on behalf of staff, students, and families in support of improved educational outcomes and academic growth.
- Lead charter accreditation renewal process for multi-site charter.

ASSISTANT PRINCIPAL 2012 to 2016

Options for Youth Public Charter Schools - Los Angeles, CA

- Supervise, manage, and support the daily operations of two school sites with a combined enrollment of 350 students and 25 certificated and classified staff.
- Utilize a variety of behavioral and environmental management systems to promote the safety and well-being of all students, staff and families.
- Ensure the implementation of charter-wide initiatives, policies and practices consistent with the vision and mission of the school.
- Administer and participate in Special Education and student discipline meetings, including monthly SARB, as well as monthly celebrations of student success.
- Actively communicate and coordinate with a wide range of supporting departments including, purchasing, facilities, human resources, I.T., etc.

COUNSELOR/ACADEMIC RECOVERY TEACHER 2007 to 2012

Options for Youth Public Charter Schools -Los Angeles, CA

- Develop personalized academic programs for a largely at-promise student population working toward the completion of a high school diploma.

- Tracked students' credit and grade progression, creating action plans with students, teachers, families, and school leadership to support students' on-time graduation.
- Collaborated with Parents/Guardians, Small Group Instruction, Training, Special Education, Curriculum, Assessment, Accountability, and IT leadership to provide support and resources for student college/career preparation and access.
- Collected, organized, and analyzed data to identify trends in student successes and shortcomings across multiple indicating areas; formulated, proposed and implemented academic, college/career, and social emotional interventions where needed.
- Mentored, coached, and counseled first-generation college-bound students through ongoing family engagement and an exploration of post-secondary educational and career options.
- Created and presented college readiness, college admission, and financial aid seminars for students, parents, and staff.
- Assess and advocate for the educational and social/emotional needs of a diverse student population making referrals when necessary.

Bill Tynan is an SBCUSD Pacific High School graduate and has been in the education field for over 20 years. His experience as a school administrator, school counselor, and teacher allows him to bring a perspective to the company that is focused on the social emotional well-being of the students we serve. His school counseling background and experience allows him to support the instructional staff with strategies that foster a safe and welcoming environment. His experience in a service-oriented education business fosters his ability to provide excellent customer service and ensure the needs of our customers are met.

All assigned key professional staff are currently and properly certified or licensed to perform the services and hold all proper business or other required licenses.

PROGRAM PROPOSAL

Enchanted Education LLC will provide comprehensive management, scheduling, training, enrichment and student supervision services and a variety of highly-qualified staff members to ensure a fully staffed, safe, engaging, age appropriate and relevant program utilizing curriculum and frameworks developed by us, for NSLA for 20 students per grade level (TK-6th Grade) and additional capacity for non-program students to attend specified clubs/enrichment offerings. Program staff members will be trained to utilize and implement appropriate strategies to ensure students thrive in the program and to ensure daily attendance targets are met. Enchanted Education LLC will work collaboratively with the school site leadership and the to provide learning experiences that meet the requirements of the grant, and that provide safe, well-planned, engaging, academic, recreational, and enriching learning activities. These outcomes will be a result of well-planned and facilitated programs that encourage student, parent, and community participation, and that are a result of student interests, school site objectives, and high expectations for students and staff when it comes to safety and behavioral expectations.

Enchanted Education LLC will utilize qualified staff who possess the required certifications, such as NCLB qualifications, CPR/First Aid certification, etc. to perform the required services for NSLA.

Frequent and ongoing communication between Enchanted Education and NSLA school site leadership, will ensure the staffing needs of each site are fulfilled. Communications regarding staff reassignments, resignations, terminations, personnel issues, etc. will be provided to the Expanded Learning office as directed and dealt with in a timely manner. Enchanted Education LLC will maintain a substitute pool to ensure uninterrupted services to each school site.

Enchanted Education teaches students how to develop and use their natural creativity and leadership skills to become problem-solvers and critical thinkers. We work to provide skills and self-confidence that will carry over to all areas of students' lives. Our educational initiatives emphasize teamwork, time management, public speaking, entrepreneurship, and so much more. We work to help students at all learning levels grow as individual learners, grow as team members, and to reach their full potential whatever their interests, talents and passions may be. We afford students the opportunity to open up and express themselves. Students learn important teamwork skills as they learn the value of collaboration and they way this often leads to the best results.

General Program Information

Regular after school program hours will be Monday through Friday from 1:30pm - 5:30pm with exceptions made for early release days as needed.

1. TK-5th from 2:50-5:30pm
2. 6th from 3:24-5:30pm
3. 7th-8th from 3:24-5:30pm (if space permits)

30 additional program days (9 hours per day) will be provided during Fall, Winter, Spring, and Summer breaks and scheduled collaboratively with NSLA leadership.

Student Enrollment Capacity

Enchanted Education will provide services for up to 20 students per grade level TK-6th Grade (or 160 students total) with additional enrollment capacity for non-program students for “drop in” club/enrichment attendance only.

Staffing Adjustments and Budget

Enchanted Education LLC proposes to begin NSLA’s 2024-2025 after school program for a period of no less than six weeks with no less than the staff detailed in our proposal which includes:

(0.25) Quality Assurance Coach

(1) Site Lead

(1) Assistant Site Lead

(10) Youth Leaders

(2) Youth Mentors

(1) Parent/Community Liaison

The Quality Assurance Coach, Site Lead, Assistant Site Lead, Youth Mentors, and the Parent Liaison are considered core program staff and are essential to maintaining a safe, secure, positive, consistent program with minimal interruptions/distractions and will not be counted in ratio except in extreme circumstances when the number of youth leaders may drop below the requirement for maintaining appropriate student to Youth Leader ratios. Youth Mentors will be utilized first as emergency substitutes for Youth Leaders if necessary. NSLA commits to maintaining these positions throughout the entirety of the 2024-2025 program.

At the end of the first six weeks of program, and then on a monthly basis, Enchanted Education and Norton Science and Language Academy will meet to determine the staffing needs for the program based on current enrollment, number of students on the wait list, and popularity of any clubs or enrichment activities. Staffing will be adjusted up or down based on the site’s needs while maintaining and 20:1 student to Youth Leader ratio in grades 1-6 and a 10:1 student to youth leader ratio in grades TK and K.

Enchanted Education guarantees our staff a full after school shift based on their assigned school site. This means that program staff will remain at the school site for the entirety of their scheduled shift. When possible, student groupings may be consolidated to allow staff to prepare for future lessons and activities and/or support clubs and enrichment activities.

Enchanted Education requires monthly payments thirty (30) days in advance, per the payment schedule detailed in the proposal. Enchanted Education will only invoice for services actually provided including any direct services to the NSLA after school program and any required training. Invoices will be submitted for 100% of the upcoming months services minus any credits from the prior month due to decreases in staffing due to lower than anticipated student enrollment, staff absences, school closures, etc.

In the event that NSLA wishes to increase the capacity of the after school program, additional staff will be provided at an additional cost at the agreed upon rate for each position being added.

Enchanted Education will:

- Assist with after-school program attendance and nutrition procedures.
- Provide weekly communication to ELO-P Administrators and site Administrators
- Meet virtually or in person, at least on a monthly basis, with ELO-P Administrators
- Provide regular staff training on Classroom Management and Program

Curriculum

- Curriculum Frameworks and Lesson Plans will be provided.
- Use Positive Interventions to engage students in the After School Program
- Support the social-emotional needs of students through positive interactions & relationships.

Enchanted Education's capabilities are highly aligned to NSLA's expressed needs, which include:

- Academic enrichment, social, and support program
- Visual and Performing Arts Program (VAPA)
- Health and Wellness Program
- STEM program (Science, Technology, Engineering, and Math)
- Leadership programs, service-learning projects, and civic education
- Multi-Cultural program (Cultures Around the World)
- Assemblies program
- Tutoring Program
- Nutritional Program

Above all, Enchanted Education is committed to creating before and after school programs that support students' increased learning, academic achievement, and that promote a well-rounded and inclusive school experience. This includes opportunities for students to form healthy and supportive friendships with peers, to establish meaningful and appropriate relationships with program leaders, to engage in a variety of interest driven enrichment activities, to explore a wide variety of college and career related themes, and to practice a range of leadership skills and aptitudes. Furthermore, our commitment to creating exceptional before and after school programs includes a consistent and caring approach for the individual lives and lived experiences of all students, which promotes social-emotional wellbeing. To achieve this, our staff is trained to use equity-informed strategies and growth mindset practices so that the skills students learn are more likely to generalize across their life, both inside of school and out. Finally, we are dedicated to supporting students by supporting their families, which we believe is fundamental to the well-being of all kids. This support includes consistent communication, opportunities for families to engage in activities with their children, and most importantly to create a culture of openness and access where parents and guardians feel secure coming to talk to program staff for any reason.

Enchanted Education distinguishes itself from other service providers by demonstrating a commitment to collaborate with school site staff, district staff, parents, and community partners to help ensure that the unique needs of all kids in the program are met, and so that the experiences students have before and after school is aligned with and supportive of the broader goals, objectives and initiatives of the school and district.

Learning through Innovation

The Enchanted Education staff focuses on developing the academic, social, emotional, and physical needs and interests of students through experiential learning opportunities. Our program is student-centered, results-driven, and compliments the learning activities in the regular school day. We provide students with experiences that support their attainment of transferable skills that will benefit them regardless of each student's personal college and career goals.

Additionally, the Enchanted Education team will incorporate differentiation for English Learners by activating prior knowledge, making connections, predicting, making content accessible (multimedia, visuals, hands-on learning, demonstrations) and opportunities to explain their thinking, which will support their language acquisition as well as increase their likelihood of performing well on the ELPAC. This same activity will support GATE students and/or high achievers by incorporating Depth and Complexity prompts such as the Big Idea, Language of the Discipline, Patterns, Unanswered Questions and Across Disciplines. Our program allows students with special needs to access skills already being taught in the BASICS curriculum such as the functional life skill domain of Vocational along with Functional Academics.

The Enchanted Education leadership team members are experts in producing engaging lessons and activities and aligning them to the unique academic goals of our partners which includes strategies such as:

- Achieving high levels of active student engagement through multi-disciplinary approaches to teaching and learning that include opportunities for problem-based and project-based learning. Our program encourages flexibility in thinking, creativity, and perseverance.
- Alignment to grade level and content standards through a comprehensive curricular framework.
- Differentiation for diverse learners with opportunities for acceleration and reteaching as well as opportunities to learn from direct instruction and open-ended problems.
- Emphasizing depth of knowledge and higher order thinking skills in all lessons.

Our programs cultivate a welcoming environment of support and respect, enabling students to feel confident in their abilities, take chances, and grow as learners.

- Promoting the development of a growth mindset.
- Rigorous and relevant instructional strategies that scaffold students' learning by meeting them where they are, and then encouraging them to reach for higher levels of achievement.
- Ensuring access and inclusion for all students, including uniquely abled learners, English learners, foster and homeless youth, and gifted students.

The SEL benefits of our programs foster a sense of self-efficacy and support a climate of academic learning, which according to the research-based Panorama Survey can boost student achievement, foster emotional health and well-being, and serve as a valid predictor of motivation and learning.

In addition, at the participant level, formative and summative assessments that capture student progress will be utilized as it relates to each objective being assessed. Students who meet individual objectives will

earn a certificate recognizing each achievement earned. Pre, mid, and post surveys will also be utilized along with program enrollment and attendance data.

Our goal is to provide learning opportunities that enhance what is already being taught during the school day and will embed STEAM focused strategies and activities that will be accessible to all students. We will leverage our curriculum and frameworks for what we have found are ample opportunities to incorporate a wide range of STEAM-based “extension and add-on” activities. Ultimately, program activities will incorporate hands-on, project-based experiences because this is an instructional approach that we know engages students at very high levels, reduces behavior problems and deters other interruptions, and encourages the kind of positive and pro-social environment we know supports students’ increased learning, achievement, and social-emotional wellness.

Our approach to STEAM cultivates a welcoming environment of support and respect, enabling students to feel confident in their abilities, take chances, and grow as learners.

- Promoting the development of a growth mindset.
- Rigorous and relevant instructional strategies that scaffold students’ learning by meeting them where they are, and then encouraging them to reach for higher levels of achievement.
- Ensuring access and inclusion for all students, including uniquely abled learners, English learners, foster and homeless youth, and gifted students.

Student Objectives

As a result of participation in the Enchanted Education Creative Problem Solving and Engineering Program, students will be able to:

Use Science and Engineering Practices

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Utilize the Engineering Design Process

- Research the Problem
- Imagine: Develop Possible Solutions
- Plan: Select a Promising Solution
- Create: Build a Prototype
- Test and Evaluate Prototype
- Improve: Redesign as Needed

Utilize Two Kinds of Approaches to Creative Problem Solving:

- Divergent Thinking: Generating lots of options (used in phase 1 of the CPS process)

- Convergent Thinking: Evaluating options and making decisions (used in phase 2 of the process)

Utilize Effective Creative Problem Solving Practices

- Break down large problems into smaller parts to understand it.
- Research the problem
- Generate a large quantity of possible solutions without judgment using divergent thinking.
- Evaluate ideas to find the most effective solutions using convergent thinking.
- Share ideas and receive feedback.
- Refine ideas and design your solution.
- Prototype and test your solution.
- Iterate and improve your solution.

STAFF TRAINING

At Enchanted Education LLC, we ensure our employees are knowledgeable of the Quality Standards for Expanded Learning Programs, the Common Core State Standards, Next Generation Science Standards, Standards for Mathematical Practice, and Career Technical Education Standards. Our company supports equity and inclusion by recognizing the unique needs and strengths of the diverse scholars we serve. We work to enhance what is being taught during the school day and will embed strategies and activities which will be accessible to students in Dual Immersion programs including English learners and Spanish Learners, scholars working towards biliteracy, GATE scholars, and Special Education scholars. Additionally, our program will incorporate SEL components aligned with the NSLA's goals and initiatives.

Enchanted Education LLC prides itself in the quality training modules that we provide to our staff. As a result, our instructors provide highly structured, systematic, and direct approaches to instruction. As students gain competency in the fundamental aspects of content and concepts, instructors integrate increased opportunities for student choice with an emphasis on creative problem solving, critical thinking, and imagination. This level of experiential learning gives students the opportunity to apply the knowledge they have acquired to practical scenarios, allowing them to develop an in-depth understanding of the concept. This experiential, project-based approach to learning also provides the chance for students to work collaboratively, encouraging communication, problem-solving, and creativity. Experiential learning promotes students' ability to explore and discover new ways of using their skills that deepens their understanding of the real-world applications for the knowledge and skills they have gained. It is through experiential approaches to education that students can best learn how to think independently, work collaboratively, and develop the skills they need to be successful in their college and career pursuits.

The Enchanted Education youth instructors are trained at high levels, specifically for TK-6th grade students in school settings with adherence to the following trainer objectives:

- Demonstrate practical mastery of the company's core values.
- Demonstrate mastery of health, safety, and student interaction expectations and protocols.
- Successfully teach and model hands-on lessons in engineering successfully to groups of twenty students.
- Differentiate lessons for beginners and more advanced learners.

- Deliver organized, fun, and engaging lessons with the prescribed objectives and lesson plans for direct instruction that support teamwork and collaboration and lead to successful attainment of the student objectives.
- Utilize mindfulness, active student engagement, group management, and lesson delivery strategies to implement structured, orderly, and successful lessons.
- Successfully teach the engineering design process and the creative problem solving process.
- Utilize the Quality Standards for Expanded Learning and content standards to deliver engaging lessons.

Enchanted Education's overall program and instructional staff will be assessed utilizing on-site observation from qualified staff in accordance with the California Department of Education's Point-of-Service Quality Standards for Expanded Learning Programs. Utilizing their multiple quality assessment tools, where applicable, at three levels; the programmatic level, the staff level, and the participant level in the following areas:

- Safe and Supportive Environments
- Active and Engaged Learning
- Skill Building
- Youth Voice and Leadership
- Healthy Choices and Behaviors
- Diversity, Access, and Equity
- Quality Staff
- Clear Vision, Mission, and Purpose
- Collaborative Partnerships
- Continuous Quality Improvement

The Enchanted Education youth instructors are trained at high levels, specifically for K – 8th grade students in school settings with adherence to the following trainer objectives:

- Demonstrate practical mastery of the company's core values.
- Demonstrate mastery of health, safety, and student interaction expectations and protocols.
- Successfully teach and model hands-on lessons in engineering successfully to groups of twenty students.
- Differentiate lessons for beginners and more advanced learners.
- Deliver organized, fun, and engaging lessons with the prescribed objectives and lesson plans for direct instruction that support teamwork and collaboration and lead to successful attainment of the student objectives.
- Utilize mindfulness, active student engagement, group management, and lesson delivery strategies to implement structured, orderly, and successful lessons.
- Successfully teach the engineering design process and the creative problem solving process.
- Utilize the Quality Standards for Expanded Learning and content standards to deliver engaging lessons.

Enchanted Education utilizes a CalSac (California School Age Consortium) certified trainer in conjunction with CalSac's online courses to provide pre-deployment, post-deployment, and ongoing training modules to staff.

Pre-deployment Trainings Include:

- Company Handbook and Core Values (company training)
- Professional Code of Ethics (company training)
- Roles and Responsibilities in Multi-Agency Programming (company training)
- Program Observation of Experienced Instructors (company training)
- CPR and First Aid (Red Cross training)
- Drug Free Workplace (Cal Sac training)
- Harassment Prevention Training (Cal Sac training)
- Suicide Response (Cal Sac training)
- Child Abuse and Prevention Awareness (Cal Sac training)
- Creating a Safe and Welcoming Program (Cal Sac training)
- Maintaining Healthy School-Age Programs (Cal Sac training)
- Building Relationships with Children and Youth (Cal Sac training)
- Creating an inclusive Program (Cal Sac training)
- Building Relationships with School Personnel (Cal Sac training)
- Shared Spaces (Cal Sac training)
- Lesson Plans and Teaching Resources 1-3
- Lesson Plans and Teaching Resources 4-6

Post-Deployment Trainings Include:

- Encouraging creativity and cognitive development (Cal Sac training)
- Encouraging character development and social interaction (Cal Sac training)
- School Age Development:
- Cognitive (Cal Sac training)
- Emotional (Cal Sac training)
- Physical (Cal Sac training)
- Social (Cal Sac training)
- Guiding the Behavior of Individual Students (Cal Sac training)
- Lesson Plans and Teaching Resources 7-10 (Company Lead Instructor Training)
- Lesson Plans and Teaching Resources 11-15 (Company Lead Instructor Training)
- Lesson Plans and Teaching Resources 16-20 (Company Lead Instructor Training)
- Lesson Plans and Teaching Resources 20-24 (Company Lead Instructor Training)

Ongoing Professional Development Opportunities Include:

- Differentiated Cal Sac modules based on trainer/program need
- On-Site Quality Assurance Walkthroughs of the Enchanted Education Staff
- Modeling, Coaching, Observation, Feedback
- Weekly company check-in meetings

- Monthly company staff meetings
- Conference Attendance

REFERENCES

Over the course of the last five years, leading two different youth-focused STEAM education companies, our owner and founder provided STEAM education services to hundreds of other youth-centered STEAM programs throughout the nation reaching over 100,000 students in total for organizations including:

Norton Science and Language Academy

Provided STEAM-based lessons to students in the winter and spring programs (2024)
Myrna Foster
100+ students

Fontana Unified School District FELP

Provided STEAM-based lessons FELP students at all elementary schools (2018-2020)
Yubleni Cazares
2800+ Students

San Bernardino County Superintendent of Schools

Provided STEAM-based lessons to SB County Schools Students 2020-2021
Cheryl Togashi, John Duran 909-386-2949
80+ Students

San Bernardino County Juvenile Detention Center

Provided STEAM-based lessons to detained youth 2019-2022
Monica Hatcher, (909) 387-7490
60+ Students

Norton Science and Language Academy

Provided STEAM-based lessons to K-6 students in summer school programs 2018-2021
Dennis Warman, (909) 880-6843
250+ Students

Ontario Montclair Unified School District

Provided STEAM-based lessons to K-6 students after school 2023-2024
Tim Gloudman, 909-418-6540
50+ Students

Snowline Joint Unified School District

Provided STEAM-based lessons to K-6 students during Spring Break, 2024
Jane Chase, 760) 868-5817
40+ Students

Redlands Unified School District

Provided Makerspace Lessons to K-8 students during the regular school day 2018-2022
Mauricio Arellano, (909) 381-1100
2000+ Students

Fontana Unified School District

Future Shapers Academy Program Development in Creative Problem Solving and Engineering to district high schoolers after school. 2023-present
Hillary Wolfe, 909 357 5000 ext. 29180

Firm Name: Enchanted Education LLC

Address: 7354 Stoney Creek Drive

Building A

Highland, CA 92346

Contact: Ryan Rainbolt, Owner/Founder

Email: rrainbolt@enchantededucation.com

Cell: (909) 965-2812

Firm Type: Limited Liability Corporation

Names and titles of all principals/officers of the firm.

- | | | |
|----|--------------------------------|------------------|
| 1. | Owner/Founder: | Ryan Rainbolt |
| 2. | Director of Student Programs: | Bill Tynan |
| 3. | Director of Expanded Learning: | Desiree Rainbolt |
| 4. | Director of Operations: | Danya Morales |
| 5. | Director of Human Resources | Judith Gutierrez |

BEST VALUE COMMITMENT

Enchanted Education LLC understands that compensation is a major factor in recruitment and retention of staff, but also understands that in order to earn your business, our program needs to be competitive and provide the best value. We work to pay our staff competitive wages and find opportunities to keep overhead low to provide the best value to our customers.

STAFF RECRUITMENT AND RETENTION

As our program grows, we are finding more and more opportunities for programming, not just in Expanded Learning Programs, but also throughout the entire school day. Because of this, as our company grows and expands, there are more opportunities on the horizon to offer full time positions to our employees to work in multiple districts, schools, and programs throughout the entire day. Offering full-time positions will help with recruitment and retention of staff as benefits for full time employees is a priority for many job seekers.

We will utilize traditional methods for recruitment including:

- LinkedIn and Other Social Media Platforms
- Job Fairs
- Advertising on College Campuses and Their Electronic Job Platforms
- Advertising to Community and Professional Dance Groups
- Working with the San Bernardino Workforce Development Board

Our hiring practices require that candidates:

- Pass background check
- Pass drug screening
- Have reliable transportation
- Have at least three years of successful experience working with children.
- Have three letters of recommendations in youth focused programming
- Successfully complete an in-person interview
- Teach an in-person STEAM lesson to a selection of current staff members.

Outline any new recruitment or retention efforts planned for the following school year based on current staffing challenges.

It's no secret that recruiting and retaining employees has been a challenge in recent years. In fact, Forbes notes that "the last few years have seen some unprecedented challenges in the workplace and workforce." Enchanted Education understands that businesses are competing for the best and the brightest candidates. We will be advertising job opportunities to candidates who are currently in education preparation programs and in other educational professions.

PROGRAM ADVERTISING/COMMUNICATIONS

In collaboration with NSLA, Enchanted Education will utilize the a combination of the strategies below to help ensure information about the program reaches all relevant households and encourages a diverse population:

- a. The creation of videos, flyers, automated phone/text notifications, and other means of school communications to parents and students.
- b. The advertisement of the program and its activities through our social media, ours and/or the school's social media accounts and/
- c. Participation in school sponsored events, such as back to school nights, school showcases, fairs, etc.
- d. Participation in and/or support of community facing efforts that strive to improve the quality of life for NSLA families.

Enchanted Education will work with the school site to learn more about how they would like us to collaborate and engage with families to support their child's success in the program. As an enrichment provider, we want to ensure that there are clear lines of communication and established protocols are followed.

The plan to collaborate with and engage families in supporting their child's success in all areas begins with open, ongoing, relevant, and respectful communication. This includes communications with families across multiple platforms such as email, website, social media, apps, phone calls, and letters home. The priority when communicating with families is to provide timely information about program events and updates, information about opportunities to engage with their child in a program activity, and other related school site information that can be shared and/or reinforced.

Other strategies we will use include ample opportunities for families to speak with program leaders to address questions, concerns, or anything else related to their child's success. We believe the success of the program requires program staff and families to stay on the same page for many topics, and that ensuring program leadership is available and accessible for families supports increased levels of success and satisfaction for all stakeholders.

WHY NSLA SHOULD CHOOSE ENCHANTED EDUCATION

Enchanted Education LLC is uniquely positioned to provide Expanded Learning program staffing to NSLA based on our proven track record of excellence, commitment to student success, and innovative approach to education.

Here's why we believe our company should be selected:

Experience and Expertise: With years of experience in the education sector, Enchanted Education LLC brings a wealth of expertise in developing and implementing after school programs that cater to the diverse needs of students. Our team consists of highly qualified educators who are dedicated to fostering a nurturing and stimulating learning environment outside of traditional school hours.

Customized Solutions: We understand that each school has its own unique challenges and requirements. That's why we specialize in creating customized after school programs tailored to meet the specific needs and goals of the Norton Science and Language Academy. Whether it's academic support, enrichment activities, or social-emotional learning, we provide services that align with the school's objectives and standards.

Innovative Approach: At Enchanted Education LLC, we believe in the power of innovation to transform education. We leverage the latest research and technology to develop engaging and interactive learning experiences that inspire students to reach their full potential. From project-based learning to STEAM initiatives, we incorporate cutting-edge methods to keep students motivated and excited about learning.

Collaborative Partnership: We view our relationship with NSLA as a partnership based on mutual trust and collaboration. Our team works closely with school site administrators, teachers, and parents to ensure that our after school programs seamlessly integrate with the overall educational framework and support the academic success of students.

Commitment to Excellence: At the heart of everything we do is a commitment to excellence. We hold ourselves to the highest standards of quality and accountability, constantly seeking feedback and refining our programs to ensure that they meet the evolving needs of students and stakeholders. With Enchanted Education LLC, NSLA can be confident in receiving top-notch after school program staffing that enhances the educational experience for all students.

Our People: Our owner and founder, Ryan Rainbolt is a third generation resident of San Bernardino and completed the entirety of his K-12 education as a student of the Norton Science and Language Academy. Ryan has been serving San Bernardino's youth for over 26 years. Twenty-one of those years were spent as an employee of the NSLA as first a recreational aide, then instructional aide, then substitute teacher, then teacher of grades 3, 4, 5 and 6. Subsequent positions include Vice Principal (1.5 years), Assistant Administrator of Instructional Improvement and Academic Coaching (1.5 years), and Elementary Principal (7 years) at Bing Wong Elementary.

Ryan has extensive experience working with diverse learners including English learners, students with mild/moderate and moderate/severe disabilities, students with emotional disturbance, students on the autism spectrum, gifted and talented learners, and foster/homeless youth. Ryan is able to provide our instructional staff with high-quality lesson plans, professional development opportunities, and instructional strategies to meet the instructional needs of diverse learners. Ryan is also credentialed to teach English Learners and has vast experience leading bilingual programs including Alternative Bilingual Education, Structured English Immersion, and Dual Immersion.

Following his principal position at Bing Wong, he conceived the idea for a new STEAM education company that primarily provided in-person, hands-on, experiential learning opportunities that seamlessly integrated science, technology, engineering, arts, and mathematics. In this capacity, he developed a variety of STEAM learning student kits, innovative robotics products, and state-of-the-art learning environments loaded with STEAM and career-oriented equipment, products, and teaching tools. Ryan also served NSLA's CAPS and regular school day programs from 2018 to 2024 with hands-on, engaging, project-based STEAM learning opportunities and with the design and creation of cutting-edge learning environments.

Ryan was named Entrepreneur of the Year in 2019, won the Edison Award in 2021, and a Thea (Themed Entertainment Association) Award in 2022 for his work. During this time Ryan partnered with dozens of districts to provide project-based, hands-on STEAM learning experiences to the students they served. One of those districts was the Fontana Unified School District where he supported the FELP (Fontana Expanded Learning Program) serving over thirty schools over three consecutive years.

From 2018-2022, Ryan worked directly with Dr. Mauricio Arellano on a variety of STEAM initiatives in the Redlands Unified School District. In addition, Ryan led a non-profit organization from 2018 to 2022 that primarily provided weeklong, project-based, STEAM learning experiences to foster and homeless youth. Ryan understands the needs of the students in San Bernardino and can support NSLA in addressing them.

Desiree Rainbolt has an extensive history of involvement with Expanded Learning Programs, spanning over two decades. Her extensive background, and experience in the Expanded Learning field, coupled with her dedication, and passion, have undoubtedly made her a valuable asset to the community and the organizations of which she has been involved.

Throughout her career progression from after school program volunteer mom, to youth leader, to site lead, Program Specialist, Consultant, and Executive Director, Desiree has consistently demonstrated her commitment to enhancing the Expanded Learning Programs and operations. Her leadership roles have provided her with the opportunity to not only make meaningful contributions to the field but also to develop valuable skills and insights that have contributed to her success.

Desiree's deep commitment to community development is evident in her involvement with various community-based organizations focused on youth and senior citizen development, as well as cultural and Christian-based initiatives. Her ability to build relationships and collaborate with a diverse range of stakeholders, including community leaders, school administration, teachers, and staff, underscores her effectiveness as a leader and advocate for Expanded Learning Programs.

Her tenure as an Executive Director and Associate Director at the YMCA and Program Director at the Boys & Girls Club, has equipped her with invaluable experience in budget management, fundraising, program development, staff supervision, and curriculum planning. Supervising a large staff across multiple schools, in multiple districts demonstrates her ability to effectively manage and support teams to achieve common goals.

Desiree's reputation as a creative problem-solver and her knack for building strong relationships with staff speaks to her leadership style, which fosters a supportive, positive, and productive work environment. These qualities not only benefit the organizations she serves but also contribute to the overall success and impact of Expanded Learning Programs in the community.

Desiree's combination of education, experience, work ethic, passion, and drive have undoubtedly made her an effective and valuable contributor to the Expanded Learning field, leaving a lasting impact on the programs and the communities she serves.

Ryan and Desiree reside in the city of San Bernardino and their children attended San Bernardino schools.

Bill Tynan is an SBCUSD Pacific High School graduate and has been in the education field for over 20 years. His experience as a school administrator, school counselor, and teacher allows him to bring a perspective to the company that is focused on the social emotional well-being of the students we serve. His school counseling background and experience allows him to support the instructional staff with strategies that foster a safe and welcoming environment. His experience in a service-oriented education business fosters his ability to provide excellent customer service and ensure the needs of our customers are met.

Enchanted Education LLC is dedicated to providing NSLA with after school program staffing and enrichment experiences that inspire, empower, and enrich the lives of students. We are passionate about education and eager to partner with the you in fostering a brighter future for all students.

Thank you for considering us for this important opportunity.

2024-2025 NSLA ELOP ANTICIPATED TOTAL PROGRAM COSTS (BASED ON ADA OF 160)	
GENERAL PROGRAM STAFFING	\$588,387.97
ENRICHMENT PROGRAMS STAFFING	\$393,750.00
GENERAL PROGRAM MATERIALS/SUPPLIES	\$100,000.00
ENRICHMENT PROGRAMS MATERIALS/SUPPLIES	\$260,000.00
TOTAL ELOP PROGRAM COSTS	\$1,342,137.97

**ANTICIPATED PAYMENT SCHEDULE
(BASED ON ADA OF 160)**

Enchanted Education requires payment for programming 1 month in advance.

July 1 Payment for August Services	\$89,285.27
July 1 Payment for General Program Materials/Supplies	\$50,000.00
July 1 Payment for Enrichment Program Materials/Supplies	\$65,000.00
August 1 Payment for September Services	\$89,285.27
September 1 Payment for October Services	\$89,285.27
September 1 Payment for Enrichment Program Materials/Supplies	\$65,000.00
October 1 Payment for November Services	\$89,285.27
November 1 Payment for December Services	\$89,285.27
November 1 Payment for General Program Materials/Supplies	\$50,000.00
December 1 Payment for January Services	\$89,285.27
December 1 Payment for Enrichment Program Materials/Supplies	\$65,000.00
January 1 Payment for February Services	\$89,285.27
February 1 Payment for March Services	\$89,285.27
February 1 Payment for Enrichment Program Materials/Supplies	\$65,000.00
March 1 Payment for April Services	\$89,285.27
April 1 Payment for May Services	\$89,285.27
May 1 Payment for June Services	\$89,285.27
TOTAL	\$1,342,137.97

EXPANDED LEARNING PROGRAM STAFFING/SUPPLIES			
Title	Hours/Year	Hourly Charge	Cost/Position
Quality Assurance Coach	425	\$42.33	\$17,990.25
Site Lead	1380	\$38.09	\$52,564.20
Assistant Site Lead	1285	\$35.02	\$45,000.70
TK Youth Leader	905	\$31.69	\$28,679.45
TK Youth Leader	905	\$31.69	\$28,679.45
Kinder Youth Leader	905	\$31.69	\$28,679.45
Kinder Youth Leader	905	\$31.69	\$28,679.45
1st Grade Youth Leader	905	\$31.69	\$28,679.45
2nd Grade Youth Leader	905	\$31.69	\$28,679.45
3rd Grade Youth Leader	905	\$31.69	\$28,679.45
4th Grade Youth Leader	905	\$31.69	\$28,679.45
5th Grade Youth Leader	905	\$31.69	\$28,679.45
6th Grade Youth Leader	905	\$31.69	\$28,679.45
TK-2 Youth Mentor	905	\$31.69	\$28,679.45
3-6 Youth Mentor	905	\$31.69	\$28,679.45
Parent Liaison	905	\$31.69	\$28,679.45
General Program Equipment, Materials & Supplies Budget			\$100,000.0
TOTAL ELOP STAFFING COSTS			\$588,388.00

Quality Assurance Coach

10 Training Days @ 8 Hours, 180 Program Days @ 1.5 Hours, 30 Intersession Days @ 2.5 Hours

Site Lead

10 Training Days @ 6 Hours, 180 Program Days @ 6 Hours, 30 Intersession Days @ 8 Hours

Assistant Site Lead

10 Training Days @ 5.5 Hours, 180 Program Days @ 5.5 Hours, 30 Intersession Days @ 8 Hours

TK-6 Youth Leader

5 Training Days @ 4 Hours, 141 Program Days @ 3 Hours, 39 Min Days @ 5 hours,
30 Intersession Days @ 8 Hours

Youth Mentor

5 Training Days @ 4 Hours, 141 Program Days @ 3 Hours, 39 Min Days @ 5 hours,
30 Intersession Days @ 8 Hours

Parent Liaison

5 Training Days @ 4 Hours, 141 Program Days @ 3 Hours, 39 Min Days @ 5 hours,
30 Intersession Days @ 8 Hours

2024-2025 NSLA ELOP TOTAL PROGRAM COSTS	
GENERAL PROGRAM STAFFING	\$588,387.97
ENRICHMENT PROGRAMS STAFFING	\$393,750.00
GENERAL PROGRAM MATERIALS/SUPPLIES	\$100,000.00
ENRICHMENT PROGRAMS MATERIALS/SUPPLIES	\$260,000.00
TOTAL ELOP PROGRAM COSTS	\$1,342,137.97

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November 1 Payment for December Services	\$89,285.27
November 1 Payment for General Program Materials/Supplies	\$50,000.00
December 1 Payment for January Services	\$89,285.27
December 1 Payment for Enrichment Program Materials/Supplies	\$65,000.00
January 1 Payment for February Services	\$89,285.27
February 1 Payment for March Services	\$89,285.27
February 1 Payment for Enrichment Program Materials/Supplies	\$65,000.00
March 1 Payment for April Services	\$89,285.27
April 1 Payment for May Services	\$89,285.27
May 1 Payment for June Services	\$89,285.27
TOTAL	\$1,342,137.97



ENCHANTED EDUCATION

Norton Science & Language Academy

Assistant Site Lead Job Description

Pay Rate: \$23.00 hourly

Reports To: Site Lead

Status: Full-time

Hours: M - F, 12:00 p.m. - 6:00 p.m. (no modifications)

Location: Norton Science & Language Academy

The Assistant Site Lead is responsible for assisting in managing the day-to-day operations of the expanded learning program site. This role includes overseeing youth leaders, assisting in maintaining site Average Daily Attendance (ADA), and serving as a positive role model, coach, and mentor. The Assistant Site Lead demonstrates strong leadership and high levels of communication with the Site Lead, Youth Leaders, Youth Mentors and Parent Liaison. The Assistant Site Lead fulfills the Site Lead role in the absence of a Site Lead.

Essential Duties and Responsibilities:

- Assist in ensuring that all program activities operate consistently according to established guidelines and standards.
- Monitor the implementation of program curriculum, activities, and schedules to maintain consistency and quality.
- Assist in providing leadership and supervision to youth leaders, ensuring they adhere to program protocols and deliver quality services.
- Offer ongoing support, and guidance.
- Maintain open and transparent communication with Site Lead, and staff. Collaborate with quality assurance coaches to implement best practices, assess program effectiveness, and address any areas for improvement.
- Conduct regular assessments and evaluations of program activities to ensure alignment with program goals and standards.
- Demonstrate a positive work environment and team ethic.
- Implement and enforce safety protocols to protect the well-being of students and staff.
- Serve as a positive role model, coach, and mentor for students and staff, demonstrating professionalism, respect, and integrity.
- Manage administrative tasks such as attendance tracking, incident reporting, and supply inventory.
- Ensure all required documentation is completed accurately by the given deadlines.
- Maintains accurate, complete, and timely records of all required data.



- Maintains a high level of confidentiality and will not disclose any sensitive information or content related to the program, the students, families, staff, etc.
- Meets regularly and communicates with the school administration, school staff, employer, and parents informed on program schedules and activities.
- Ability to work cooperatively and collaboratively with staff, school administration, school personnel, parents, and employer.
- Monitor sign-in/ sign-out procedures
- Maintains and ensures accurate timesheets for direct reports.
- Attends Site Lead meetings.
- Implements other plans or requirements related to the program quality.
- Other duties as assigned.

EDUCATION and REQUIREMENTS:

- Experience working with young children and the ability to inspire and motivate.
- Minimum of 1 year supervisory experience.
- Experience writing, and implementing lesson plans.
- Must be 18 years of age or older and provide proof of a High School diploma or G.E.D. Required.
- Additionally, 48 college semesters or 60 college quarter units are required and/or by passing an Instructional Aide Test (NCLB/ESSA).
- Ability to speak and write standard English appropriate in a public school setting.
- Ability to stand for long periods.
- Must be bilingual, **ENGLISH/SPANISH**, required.
- Work Monday - Friday 11:30 a.m. - 6:00 p.m. (no modifications)

BACKGROUND CHECK/TESTING/CERTIFICATION:

- Must pass Live Scan (criminal background check via fingerprinting)
- Provide a clear TB test.
- Drug Testing.
- CPR/ First Aid Certification.

PHYSICAL DEMANDS:

The physical demands described here represent those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

- Standing, walking, and moving quickly.
- Sitting on the floor and returning to a standing position.
- Considerable long periods of physical activity.
- Requires some physical work; kneeling, bending, squatting, lifting, pushing, pulling, or carrying objects or children.
- Lifting and moving up to 50 pounds.



- Physical work is a primary part (more than 70%) of the job.
- Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, and depth perception.
- Hearing within the normal range is required.
- Work may involve moderate exposure to unusual elements, such as extreme temperatures, dirt, dust, fumes, smoke, unpleasant odors, and/or loud noises.

Enchanted Education is an equal opportunity employer and is committed to fostering a diverse and inclusive workplace. We encourage individuals from all backgrounds to apply.

ADA:

The employer will make reasonable accommodations in compliance with the Americans with Disabilities Act of 1990. This job description will be reviewed periodically as duties and responsibilities change with business necessity.

ENCHANTED EDUCATION EMPLOYMENT STATEMENT:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job at any time. All terms and conditions of Enchanted Education's at-will employment duties and responsibilities are subject to the Enchanted Employee Handbook.

The employee signature below indicates the employee understands the requirements, essential functions, and duties of the position.

Print Name:

Signature:	Date:
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ENCHANTED EDUCATION

Norton Science & Language Academy

Parent Liaison Job Description

Pay Rate: \$20.00 hour

Reports To: Site Lead

Status: Part-Time

Hours: Monday/Tuesday/Thursday/Friday 2:30 p.m. - 5:30 pm. & Wednesday 1:00 p.m. - 5:30 p.m.

Location: Norton Science & Language Academy

JOB SUMMARY:

The Parent Liaison is responsible for overseeing the safe and efficient sign-in/sign-out process of students at the Enchanted Education After School Program. This role ensures that all students are released to authorized individuals and maintains accurate records of daily attendance and student sign-ins/sign-outs. The parent liaison provides timely communication between the program staff and parents/guardians, providing excellent customer service and support.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Oversee the daily sign-in/sign-out process, ensuring that each student is released to an authorized adult.
- Verify the identity of individuals picking up students by checking ID against the approved pick-up list.
- Ensure that all students are signed in/signed out accurately and that sign-in/sign-out times are recorded correctly.
- Maintain accurate and up-to-date records of student attendance and sign-in/sign-out logs.
- Update and manage the list of authorized pick-up persons as provided by parents/guardians.
- Greet parents/guardians and provide a friendly, welcoming environment during the sign-out process.
- Communicate any messages or important information from program staff to parents/guardians.
- Address and resolve any concerns or issues that arise during the sign-in/sign-out process in a professional manner. Call for assistance from Site Lead when needed.
- Ensure that students remain in a safe and supervised area until they are signed out.
- Follow all program safety protocols and emergency procedures.
- Report any safety concerns or incidents to the Site Lead immediately.
- Work closely with program staff to ensure a smooth and efficient sign-in/sign-out process.
- Assist with other administrative or program-related tasks as needed.
- Strong organizational and record-keeping skills.
- Excellent communication and interpersonal skills.
- Ability to interact positively with parents, students, and staff.



- Other duties as assigned.

EDUCATION and REQUIREMENTS:

- Experience working with young children and the ability to inspire and motivate.
- Must be 18 years of age or older and provide proof of a High School diploma or G.E.D. Required.
- Additionally, 48 college semesters or 60 college quarter units are required and/or by passing an Instructional Aide Test (NCLB/ESSA).
- Ability to speak and write standard English appropriate in a public school setting.
- Previous experience in a customer service, administrative, or child care role preferred.
- Ability to stand for up to 3 hours at a time.
- Physically able to interact with students.
- Must be bilingual, **ENGLISH/SPANISH**, required.

BACKGROUND CHECK/TESTING/CERTIFICATION:

- Must pass Live Scan (criminal background check via fingerprinting).
- Provide a clear Tuberculosis test.
- Drug Testing.
- CPR/First Aid Certification.

HOURS OF OPERATION:

- Monday/Tuesday/Thursday/Friday 2:30 pm - 5:30 pm.
- Wednesday 1:00 p.m. - 5:30 p.m.

SUPERVISORY RESPONSIBILITIES:

- This position requires the supervision of children.
- Keeping accurate attendance sheet records.

TRAVEL:

- Travel may be required; a valid driver's license and reliable transportation needed.

PHYSICAL DEMANDS:

The physical demands described here represent those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

- Standing, walking, and moving quickly.
- Sitting on the floor and returning to a standing position.
- Considerable long periods of physical activity.
- Requires some physical work; kneeling, bending, squatting, lifting, pushing, pulling, or carrying objects or children.



- Lifting and moving up to 50 pounds.
- Physical work is a primary part (more than 70%) of the job.
- Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, and depth perception.
- Hearing within the normal range is required.
- Work may involve moderate exposure to unusual elements, such as extreme temperatures, dirt, dust, fumes, smoke, unpleasant odors, and/or loud noises.

Enchanted Education is an equal opportunity employer and is committed to fostering a diverse and inclusive workplace. We encourage individuals from all backgrounds to apply.

ADA:

The employer will make reasonable accommodations in compliance with the Americans with Disabilities Act of 1990. This job description will be reviewed periodically as duties and responsibilities change with business necessity.

ENCHANTED EDUCATION EMPLOYMENT STATEMENT:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job at any time. All terms and conditions of Enchanted Education's at-will employment duties and responsibilities are subject to the Enchanted Employee Handbook.

The employee signature below indicates the employee understands the requirements, essential functions, and duties of the position.

Print Name:

Signature:	Date:
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ENCHANTED EDUCATION

Norton Science & Language Academy

Site Lead Job Description

Pay Rate: \$26.00 hourly

Reports To: Quality Assurance Coach

Status: Full-time

Hours: M - F, 11:30 a.m. - 6:00 p.m. (no modifications)

Location: Norton Science & Language Academy

JOB SUMMARY:

The Site Lead is responsible for managing the day-to-day operations of the expanded learning program site. This role includes maintaining a positive and supportive program culture, overseeing the performance of all program staff, maintaining site Average Daily Attendance (ADA), and serving as a positive role model, coach, and mentor to both students and staff. The Site Lead demonstrates strong leadership and high levels of communication with staff, administration, school personnel, and quality assurance coach to ensure the success and quality of the program.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Ensure that all program activities operate safely and effectively.
- Ensure that all program activities operate consistently according to established guidelines and standards.
- Monitor the implementation of program curriculum, activities, and schedules to maintain consistency and quality.
- Provide leadership and supervision to youth leaders, ensuring they adhere to program protocols and deliver quality services.
- Offer ongoing support, guidance, and professional development opportunities to staff members.
- Maintain open and transparent communication with staff, administration, district personnel, and quality assurance coaches.
- Collaborate with quality assurance coaches to implement best practices, assess program effectiveness, and address any areas for improvement.
- Conduct regular assessments and evaluations of program activities to ensure alignment with program goals and standards.
- Demonstrate a positive work environment and team ethic.
- Implement and enforce safety protocols to protect the well-being of students and staff.
- Serve as a positive role model, coach, and mentor for students and staff, demonstrating professionalism, respect, and integrity.



- Manage administrative tasks such as attendance tracking, incident reporting, and supply inventory.
- Ensure all required documentation is completed accurately by the given deadlines.
- Maintains accurate, complete, and timely records of all required data.
- Maintains a high level of confidentiality and will not disclose any sensitive information or content related to the program, the students, families, staff, etc.
- Meets regularly and communicates with the school administration, school staff, employer, and parents informed on program schedules and activities.
- Ability to work cooperatively and collaboratively with staff, school administration, school personnel, parents, and employers.
- Monitor sign-in/ sign-out procedures
- Maintains and ensures accurate timesheets for direct reports.
- Attends Site Lead meetings.
- Implements other plans or requirements related to the program quality.

EDUCATION and REQUIREMENTS:

- Experience working with young children and the ability to inspire and motivate.
- Minimum of 1 year supervisory experience.
- Experience writing, and implementing lesson plans.
- Must be 18 years of age or older and provide proof of a High School diploma or G.E.D. Required.
- Additionally, 48 college semesters or 60 college quarter units are required and/or by passing an Instructional Aide Test (NCLB/ESSA).
- Ability to speak and write standard English appropriate in a public school setting.
- Ability to stand for long periods.
- Must be bilingual, **ENGLISH/SPANISH**, required.
- Work Monday - Friday 11:30 a.m. - 6:00 p.m. (no modifications)

BACKGROUND CHECK/TESTING/CERTIFICATION:

- Must pass Live Scan (criminal background check via fingerprinting)
- Provide a clear TB test.
- Drug Testing.
- CPR/ First Aid Certification.

HOURS OF OPERATION:

- Monday - Friday 11:30 a.m. - 6:00 p.m. (no modifications).

PHYSICAL DEMANDS:

The physical demands described here represent those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

- Standing, walking, and moving quickly.



- Sitting on the floor and returning to a standing position.
- Considerable long periods of physical activity.
- Requires some physical work; kneeling, bending, squatting, lifting, pushing, pulling, or carrying objects or children.
- Lifting and moving up to 50 pounds.
- Physical work is a primary part (more than 70%) of the job.
- Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, and depth perception.
- Hearing within the normal range is required.
- Work may involve moderate exposure to unusual elements, such as extreme temperatures, dirt, dust, fumes, smoke, unpleasant odors, and/or loud noises.

Enchanted Education is an equal opportunity employer and is committed to fostering a diverse and inclusive workplace. We encourage individuals from all backgrounds to apply.

ADA:

The employer will make reasonable accommodations in compliance with the Americans with Disabilities Act of 1990. This job description will be reviewed periodically as duties and responsibilities change with business necessity.

ENCHANTED EDUCATION EMPLOYMENT STATEMENT:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job at any time. All terms and conditions of Enchanted Education's at-will employment duties and responsibilities are subject to the Enchanted Employee Handbook.

The employee signature below indicates the employee understands the requirements, essential functions, and duties of the position.

Print Name:

Signature:	Date:
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ENCHANTED EDUCATION

Norton Science & Language Academy

Youth Leader Job Description

Pay Rate: \$20.00 hour

Reports To: Site Lead

Status: Part-Time

Hours: Monday/Tuesday/Thursday/Friday 2:30 p.m. - 5:30 pm. & Wednesday 1:00 p.m. - 5:30 p.m.

Location: Norton Science & Language Academy

JOB SUMMARY:

Youth Leaders are responsible for working with an assigned groups of students, adhering to a student-to-staff ratio that complies with CDE guidelines. They act as positive adult role models, coaches, and mentors. Youth Leaders must have a genuine interest in the growth, development, and provision of a safe and nurturing environment for the students they work with. Establishing authority and connections through leadership, communication, and patience is crucial in providing students with the stability and nurturing atmosphere they need to succeed. Students reaching their potential requires hard work, flexibility, and commitment.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide homework assistance, academic enrichment, club activities, and recreational activities, using curriculum and materials provided by the program.
- Create an engaging environment that fosters a sense of belonging that is welcoming to all students.
- Support students in making positive behavior choices.
- Engage youth by following, implementing, and creating lesson and activity plans.
- Prepare activity materials and lesson plans in a timely manner.
- Ensure student safety through active supervision.
- Maintain student safety by ensuring students sign in and reviewing sign-in/sign-out documents for accuracy.
- Identify student needs and communicate to Site Lead, Quality Assurance Coach (QAC).
- Participate in staff development activities.

EDUCATION and REQUIREMENTS:

- Experience working with young children and the ability to inspire and motivate.
- Must be 18 years of age or older and provide proof of a High School diploma or G.E.D. Required.



- Additionally, 48 college semesters or 60 college quarter units are required and/or by passing an Instructional Aide Test (NCLB/ESSA).
- Ability to speak and write standard English appropriate in a public school setting.
- Previous experience in a customer service, administrative, or child care role preferred.
- Ability to stand for up to 3 hours at a time.
- Physically able to interact with students.
- Must be bilingual, **ENGLISH/SPANISH**, required.

BACKGROUND CHECK/TESTING/CERTIFICATION:

- Must pass Live Scan (criminal background check via fingerprinting).
- Provide a clear Tuberculosis test.
- Drug Testing.
- CPR/First Aid Certification.

HOURS OF OPERATION:

- Monday/Tuesday/Thursday/Friday 2:30 pm - 5:30 pm.
- Wednesday 1:00 p.m. - 5:30 p.m.

SUPERVISORY RESPONSIBILITIES:

- This position requires the supervision of children.
- Keeping accurate attendance sheet records.

TRAVEL:

- Travel may be required; a valid driver's license and reliable transportation needed.

PHYSICAL DEMANDS:

The physical demands described here represent those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

- Standing, walking, and moving quickly.
- Sitting on the floor and returning to a standing position.
- Considerable long periods of physical activity.
- Requires some physical work; kneeling, bending, squatting, lifting, pushing, pulling, or carrying objects or children.
- Lifting and moving up to 50 pounds.
- Physical work is a primary part (more than 70%) of the job.
- Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, and depth perception.
- Hearing within the normal range is required.



- Work may involve moderate exposure to unusual elements, such as extreme temperatures, dirt, dust, fumes, smoke, unpleasant odors, and/or loud noises.

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ADA:

The employer will make reasonable accommodations in compliance with the Americans with Disabilities Act of 1990. This job description will be reviewed periodically as duties and responsibilities change with business necessity.

ENCHANTED EDUCATION EMPLOYMENT STATEMENT:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job at any time. All terms and conditions of Enchanted Education's at-will employment duties and responsibilities are subject to the Enchanted Employee Handbook.

The employee signature below indicates the employee understands the requirements, essential functions, and duties of the position.

Print Name:

Signature:	Date:
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ENCHANTED EDUCATION

Norton Science & Language Academy

Youth Mentor Job Description

Pay Rate: \$20.00 hour

Reports To: Site Lead

Status: Part- Time

Hours: Monday/Tuesday/Thursday/ Friday 2:30 p.m. - 5:30 pm. & Wednesday 1:00 p.m. - 5:30 p.m.

Location: Norton Science & Language Academy

JOB SUMMARY:

The Youth Mentor at Enchanted Education plays a critical role in fostering a supportive and enriching environment for students in our after school program. This individual will guide, inspire, and support young learners, helping them develop academically, socially, and emotionally. The Youth Mentor will provide support in the engagement of students in a variety of activities, providing homework assistance, mentorship, and facilitating enriching extracurricular activities. The description is intended to provide an overview of the responsibilities and qualifications of the position. It is not an exhaustive list of duties, and the role may evolve over time.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide mentorship and guidance to students.
- Create an engaging environment that fosters a sense of belonging that students want to be in.
- Support students in making positive behavior choices.
- Identify student needs and communicate to the Site Lead and Quality Assurance Coach (QAC).
- Establish positive and nurturing relationships with students.
- Act as a role model, demonstrating positive behaviors and attitudes.
- Encourage and motivate students to reach their personal and academic goals.
- Support the Implementation of positive behavior management strategies.
- Address behavior issues promptly and fairly, in accordance with program policies.
- Foster a respectful and inclusive environment for all students.
- Collaborate with program staff to plan and improve program activities.
- Other duties as assigned.

EDUCATION and REQUIREMENTS:

- Experience working with young children and the ability to inspire and motivate.
- Must be 18 years of age or older and provide proof of a High School diploma or G.E.D. Required.
- Additionally, 48 college semesters or 60 college quarter units are required and/or by passing an Instructional Aide Test (NCLB/ESSA).
- Ability to speak and write standard English appropriate in a public school setting.
- Ability to stand for up to 3 hours at a time.



- Physically able to interact with students.
- Must be bilingual, **ENGLISH/SPANISH**, required.

BACKGROUND CHECK/TESTING/CERTIFICATION:

- Must pass Live Scan (criminal background check via fingerprinting).
- Provide a clear Tuberculosis test.
- Drug Testing.
- CPR/First Aid Certification.

HOURS OF OPERATION:

- Monday/Tuesday/Thursday/ Friday 2:30 pm - 5:30 pm.
- Wednesday 1:00 p.m. - 5:30 p.m.

SUPERVISORY RESPONSIBILITIES:

- This position requires the supervision of children.

TRAVEL:

- Travel may be required; a valid driver's license and reliable transportation needed.

PHYSICAL DEMANDS:

The physical demands described here represent those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions.

- Standing, walking, and moving quickly.
- Sitting on the floor and returning to a standing position.
- Considerable long periods of physical activity.
- Requires some physical work; kneeling, bending, squatting, lifting, pushing, pulling, or carrying objects or children.
- Lifting and moving up to 50 pounds.
- Physical work is a primary part (more than 70%) of the job.
- Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, and depth perception.
- Hearing within the normal range is required.
- Work may involve moderate exposure to unusual elements, such as extreme temperatures, dirt, dust, fumes, smoke, unpleasant odors, and/or loud noises.



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ADA:

The employer will make reasonable accommodations in compliance with the Americans with Disabilities Act of 1990. This job description will be reviewed periodically as duties and responsibilities change with business necessity.

ENCHANTED EDUCATION EMPLOYMENT STATEMENT:

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The employee signature below indicates the employee understands the requirements, essential functions, and duties of the position.

Print Name:

Signature:	Date:
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EXHIBIT B

SCOPE OF SERVICES

Provider shall perform the following Services for the School under the terms and conditions of this Agreement:

- Provide the Program Offering described in **Exhibit A**, which shall be considered part of the Services.
- For each school day, provide after school services Monday through Friday for the following hours, with the exception of early release days as defined in the 2024-25 school calendar as described in **Exhibit G**:
 - TK – 5th from 2:50 p.m. to 5:30 p.m.
 - 6th from 3:24 p.m. to 5:30 p.m.
- Thirty additional program days, to be identified by School, will be provided during Fall, Winter, Spring and Summer breaks. Service hours will be a total of nine hours per day between the hours of 7:30 a.m. and 4:30 p.m., subject to change, based on needs of the program, not to exceed nine hours per day.
- In satisfaction of Education Code Section 8482.3(c), the program shall include the following elements:
 - (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
 - (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.
- Maintain capacity to serve the School's unduplicated students in grades TK-5. The term "unduplicated" shall have the same meaning as the term is used in Education Code Section 42238.02, i.e., students who are English learners, foster youth, and/or are eligible for a free or - reduced price meal at School per federal law.
- Supervise students for the entire time the program is in session with a student to teacher ratio of no more than 20:1 for grades 1 - 5th grade, and 10:1 for grades TK and K.
- Provide posters describing the afterschool program for posting at the School, flyers for distribution to each student, and a description of the program that can be emailed to families and posted on the School's website.
- Collect a enrollment form for each student participating in the after school program, signed by the student's parent/guardian, and provide a copy of each signed enrollment form to the School.
- The form shall be consistent with the sample form provided as **Exhibit E**.
- Participation in and/or support of school sponsored events, such as back to school nights, school fairs, and other community events to promote the program.
- All parent communication to include but not limited to flyers, posters, enrollment paperwork, etc. will be translated from English to Spanish.
- With the assistance of the School, Vendor will create a Parent Handbook explaining the Vendor's rules, policies and expectations. The Parent Handbook will be translated in Spanish. The Parent Handbook will be signed by every parent enrolled in the program. It will include items such as:

- Participant dress code
- Medications
- Health information
- Attendance
- Inclement weather
- Child custody
- Site celebrations
- Extracurricular activities
- Electronic policy
- Behavior/discipline policy
- Code of conduct
- Parent conduct
- Schedule
- Pick up procedures
- Late pick up
- Withdrawal process
- Parent acknowledgement
- Track attendance and provide attendance records to the School.
- Provide a safe physical and emotional environment, opportunities for relationship building, and promote active pupil engagement.
- Responsible for ensuring the School facilities remain in a neat, orderly and sanitary condition at all times during and after use.
- Provide opportunities for physical activity.
- Provide staff training and development to Provider's employees.
- Provide integration of services with the regular school day (Provider shall confer and collaborate with the School).
- Engage in community collaboration in connection with providing services.
- Provide time for a School offered nutritious snack daily in conformance with the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2 of the Education Code.
- Any meals made available through Provider's program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).
- Collect and use pupil social, behavioral, or skill development data collection to support quality program improvement processes. These pupil data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness.
- Report serious misbehavior to the School.
- Remain with students each day until the last child is picked up and release students only to students' parents/guardians or authorized designees.
- Notify the School of any staff changes.

EXHIBIT C

FEE SCHEDULE

In consideration of the Services provided, Provider will charge the fees described in the proposal attached as **Exhibit A** associated with serving Designated Students.

Provider shall begin School's 2024-25 after school program for a period of no less than six (6) weeks with no less than the staff detailed in the proposal provided as Exhibit A (and in all cases, in compliance with the required staffing ratios addressed in Exhibit B) which includes:

- (.25) Quality Assurance Coach
- (1) Site Lead
- (1) Assistant Site Lead
- (10) Youth Leaders
- (2) Youth Mentors
- (1) Parent/Community Liaison

The Quality Assurance Coach, Site Lead, Assistant Site Lead, Youth Mentors, and the Parent Liaison are considered core program staff and are essential to maintaining a safe, secure, positive, consistent program with minimal interruptions/distractions and will not be counted in ratio except in extreme circumstances when the number of youth leaders may drop below the requirement for maintaining appropriate student to Youth Leader ratios. Youth Mentors will be utilized first as emergency substitutes for Youth Leaders if necessary. Provider commits to maintaining these positions throughout the entirety of the 2024-25 program.

At the end of the first six weeks of the program, and then on a monthly basis, Provider and School will meet to determine the staffing needs for the program based on current enrollment, number of students who wish to enroll, and popularity of any clubs and enrichment activities. Staffing will be adjusted up or down based on the site's needs while maintaining required ratios as described in **Exhibit B**.

Provider guarantees their staff a full after school shift based on their assigned school site. This means that Provider program staff will remain at the school site for the entirety of their scheduled shift. When possible, student groupings may be consolidated to allow staff to prepare for future lessons and activities and/or support clubs and enrichment activities.

Provider requires monthly payments thirty (30) days in advance, per the payment schedule detailed in the proposal, located in **Exhibit A**. Provider will only invoice for services actually provided including any direct services to the School after school program and any required training. Invoices will be submitted for 100% of the upcoming months services minus any credits from the prior month due to decrease in staffing due to lower than anticipated student enrollment, staff absences, school closures, etc.

In the event that School wishes to increase the capacity of the after school program, additional staff will be provided at an additional cost at the agreed upon rate for each position being added.

EXHIBIT D

BOARD ADOPTED ELOP PLAN

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Norton Science & Language Academy
Contact Name:	Victor Uribe
Contact Email:	vuribe@lcer.org
Contact Phone:	909-386-2600

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Norton Science & Language Academy

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

NSLA is committed to providing a safe and supportive environment for its students during normal school hours and extended learning times. Extended learning times will be offered before and after school for grades TK-5. Students moving from the extended day program to their classroom and from their classroom to extended day will be chaperoned by an NSLA staff member (campus safety officer, paraprofessional, or teacher) to ensure their safety.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Extended day students will receive two different instructional programs, supplementary and tutoring. Supplementary instruction will build on the skills and standards currently taught during the normal school day. Extended day instructors will work closely with classroom teachers to build lessons to enhance what is being taught in the classroom. Tutoring will be based on the immediate needs of students as identified by the teacher and current assessment data. Instructors will meet weekly with classroom teachers to review this data and plan for this individualized instruction

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The extended learning program consists of both supplementary instruction and tutoring to assist in meeting grade-level Common Core State Standards and California Content Standards in all areas. Each day will consist of content instruction and extension activities such as STEM, art, physical fitness, drama, and other cross-curricular projects to support the classroom's academic program. Planning between teachers and extended day instructors will ensure students are building on the skills already taught during the school day. It is the intent of the program to keep students engaged while building on skills learned. To accomplish this, project-based, physical, and hands-on activities will be implemented applying learning to real-world experiences. Students will be encouraged to join activities that apply to their grade level and interest level.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Student activities such as project-based learning and physical fitness will naturally allow for student leadership. With support from instructors, students will learn how to effectively work together and lead others. Through educational partnerships, leadership examples will be demonstrated. Guest speakers, such as students in ASB, will be on hand to guide students in leadership roles and working together as a team.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Students will experience structured play to help them to grow both physically and mentally. Physical activities such as jump rope, soccer, and dance will provide the opportunity to learn while promoting healthy habits. They will learn how to play safely and practice positive social interaction. These activities will take place outdoors as weather permits. Students will enjoy having the extra outdoor play time after being indoors most of the day. If weather does not permit outdoor play, students will be able to participate indoors in an appropriate space. Students who attend before school instruction will be given breakfast with adequate time to eat and a safe place to eat their meal. After school attendees will be provided a healthy snack once they enter the extended day program. Students will be escorted safely to and from extended day hours to their classroom before school and to their parent/guardian after school.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Students will have the opportunity to learn about different cultures through project-based learning. Projects will be designed with the collaboration of the classroom teacher and extended day instructor. This may include the dress, language, holidays, food, etc. of a specific culture for students to explore. An example project would be for students to create a day in the life of a particular individual and share with other groups in extended learning. There is also an opportunity to have guest speakers, approved through administration, to present different aspects of cultures around the world. Full access to our students with disabilities will be provided during extended learning. Instructors will work with Educational Specialists to provide the most accessible learning program for students.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All extended day instructors will be in compliance with the Lewis Center's requirements for all school personnel including a criminal background check as required by the Department of Justice for all school employees. Instructors will have the minimum qualifications of a paraprofessional: a high school diploma or equivalent and either 48 college units, Associates Degree or higher, or pass a local assessment of knowledge and skills.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The extended learning program will operate to support the school's mission, vision, and collective commitments.

- Work collaboratively, using research-based curriculum and best practices to achieve vision-aligned goals that support the achievement of our students.
- Utilize multiple measures of assessment to monitor student learning, drive instruction and inform stakeholders.
- Provide an environment that engages students in technology rich, authentic learning.
- Promote a sense of global-mindedness to prepare students for success in the 21st century.
- Differentiate the educational experience to develop talents and abilities within students as well as nurture a growth mindset.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

NSLA will collaborate with Quality Start San Bernardino and the Child Care Resource Center to develop extended learning during the after school program. NSLA's Elementary Vice Principal will work with these agencies implement best practices to monitor attendance, staffing, and program implementation.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

NSLA will work to uphold the Quality Standards for Expanded Learning as set by the state of California.

https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

These standards will guide the review of the extended day program, its quality and ways to improve. Information for review will include student academic data, student and parent feedback, observations by the administration, and other feedback from educational partners. These results will help to drive the future of the extended day program and its improvements. NSLA Administration will share results and reflections with educational partners on a monthly basis.

11—Program Management

Describe the plan for program management.

The Elementary Vice Principal will oversee the extended learning program. S/he will ensure that the extended learning instructors have access in the student information system to student summary information including parent/guardian contact names and phone numbers as well as emergency contacts. The Vice Principal will review attendance and program implementation monthly. This information will be communicated to the school's administrative staff, parents, and other educational partners.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

NSLA has operated a paid after school program in past years. This year, ELO-P funds were allocated to support a free after school program for the second semester. Moving forward, the ELO-P program will be expanded to ensure additional after school program staff is available to meet the 10:1 ratio in TK/K and 20:1 ratio in grades 1-5.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Current paraprofessional TK/K staff or other qualified NSLA staff will be given additional hours to support the after school program. The TK/K program will be held in the TK/K classrooms. After ensuring potential staff have the qualifications necessary for an extended day instructor, they will receive professional development in supporting and educating young children. They will be included in all TK-5 professional development, PD provided by early education partners, and have weekly collaboration with classroom teachers. Instructors will work closely with TK/K teachers for support with our youngest learners. Supplemental curriculum will be approved by the classroom teacher to ensure it supports the skills and standards being addressed in the grade level class.

The ratio for staff will be 10:1. Additional staff will be hired to maintain this ratio as demand for the program increases.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Morning Program during normal school days:
 7:15 a.m. - 8:10 a.m. Welcome extended learning students TK-5
 7:15 a.m. - 7:45 a.m. Constructive learning time
 7:45 a.m. Breakfast served and restroom break
 8:10 a.m. Students escorted to class

After School Program during normal school days:

TK and Kindergarten only

1:55 p.m. Restroom break and check-in for extended day

2:00 p.m. Snack time

2:15 p.m. Structured play outside

2:35 p.m. Return indoors for academic play

TK-5

2:55 p.m. Receive Kinder through 5th grade students

3:00 p.m. Restroom break

3:15 p.m. Snack time (K-5)

3:30 p.m. - 5:00 p.m. Structured outside play, supplemental instruction, tutoring

5:00 p.m. Pick up

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

EXHIBIT E
ENCHANTED EDUCATION
EXPANDED LEARNING OPPORTUNITIES PROGRAM
AT NORTON SCIENEC AND LANGUAGE ACADEMY

ENROLLMENT FORM

2024-25 School Year

Enchanted Education is pleased to be working with Norton Science and Language Academy to offer a high quality after school program and thirty additional full enrichment days during scheduled school breaks. This program is offered and made possible free of charge to participating students under California's Expanded Learning Opportunities Program ("ELOP"). The program will serve all students enrolled at the school in grades TK-6. For more information regarding the program, please refer to our program brochure. If you have any questions, please contact [REDACTED].

In order to register your student to participate in the 2024-25 program, please provide the information requested below, carefully review the terms below, sign on the last page, and return the completed form to [REDACTED]. Your child will be considered registered and eligible to attend when you receive a written confirmation letter from Enchanted Education.

Student Name:	
Gender:	
Date of Birth:	
Student Grade in the 2024-25 School Year:	
Parent/Guardian #1 Name:	
Parent/Guardian #2 Name:	
Parent #1 Home Address:	Parent #1 Mailing Address (if different than home):
Parent #2 Address (if different from above)	Parent #2 Mailing Address (if different than home):
Parent #1 Phone Number(s):	
Parent #2 Phone Number(s):	
Parent #1 Email:	
Parent #2 Email:	
Does your student have an Individualized Education Program (IEP) or 504 Plan?	<input type="checkbox"/> No <input type="checkbox"/> Yes. Please describe any special needs:
Medical Conditions (Describe):	

Will your child be required to take medication during program hours? If so, please list:	
Allergies (Describe):	
Emergency Contacts: Must list two besides parents/guardians listed above. Emergency contacts will also be authorized to pick up child from program and will be contacted in case we cannot get ahold of parents/guardians.	
Emergency Contact #1	Name: _____ Relationship: _____ Phone: _____
Emergency Contact #2	Name: _____ Relationship: _____ Phone: _____
Additional information Enchanted Education should know about my child	

By signing below, I agree to the following:

GENERAL

I agree and understand that the ELOP program is distinct from the regular school day and is not operated by the school as part of the regular academic program. Services and supports that the school provides during the regular school day may not be available as part of the ELOP program operated by Enchanted Education. As the program takes place on the school's campus, students will be expected to comply with all school policies, procedures, expectations, and rules, including as they relate to health, safety, and discipline. Students will also be expected to comply with the policies, procedures, expectations, and rules described in the program handbook. Students may be removed from the program as described in the handbook.

Although the school has arranged for Enchanted Education to provide the program to ensure that students have access to ELOP programming, I understand that the program will be operated by Enchanted Education, not the school. Students participating in the program will be supervised by Enchanted Education employees, not school employees. Enchanted Education and not the school is responsible for hiring, supervising, and

training ELOP program employees.

STUDENT RELEASE AUTHORIZATION

I understand that my child must be signed out of the program every day by an authorized adult (18 years or older with picture identification). I authorize the following additional person(s) (other than the above-identified parent(s)/guardian(s) and emergency contacts to pickup my child from the site including in the case of emergency.

Other Pick-Up Contacts:

1) Name: _____	Relationship: _____
Phone #: _____	Cell #: _____
2) Name: _____	Relationship: _____
Phone #: _____	Cell #: _____
3) Name: _____	Relationship: _____
Phone #: _____	Cell #: _____

MEDICAL TREATMENT AUTHORIZATION:

In the event my child suffers an illness or accident, I authorize Enchanted Education to seek medical help and assistance by contacting 911 services or otherwise securing treatment at a medical facility. I also acknowledge that Enchanted Education and the school does not provide medical coverage for participants and any costs or expenses related to medical treatment shall be at my sole expense or as otherwise may be covered my child's medical insurance as applicable. I release Enchanted Education, the school, and their respective employees from any liability regarding the provision or non-provision of emergency or non-emergency medical services.

INFORMATION RELEASE

I understand and agree that, as part of my student's participation in the ELOP program, the school may share data with Enchanted Education the following types of records, including, but not limited to, demographic, health, medical, behavioral, disciplinary, academic, attendance, assessments, special education, and contact information records to enable the program to understand student needs, and promote a quality program.

By signing below, I agree that the above information is true and correct, and agree to the terms and conditions stated above and in the program handbook.

Parent/Guardian Signature: _____

Name (Print): _____

Date: _____

EXHIBIT F

2024-25 SCHOOL CALENDAR



NORTON SCIENCE & LANGUAGE ACADEMY

2024-2025 SCHOOL YEAR

STUDENT CALENDAR

180 School Days

**Grading Periods TK-5**

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

Grading Periods 6-10

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

NSLA Ceremonies

Kindergarten Recognition	June 10
5th Grade Recognition	June 10
8th Grade Recognition	June 12
High School Graduation	June 11

 No School	 Holiday	 Early Release	 Teacher In-Service, No School
 12:30 Release Min Day Schedule TK - 5 Only (Nov. 1 & Feb 28 = last day of trimester, Nov. 18 - 22 & Mar. 17 - 21 Parent Conferences)			
 12:30 Release for all grades			

O FIRST & LAST Days of school

July-24

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

School Days 0

August-24

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

School Days 20

September-24

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

School Days 20

October-24

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

School Days 17

November-24

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

School Days 15

December-24

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

School Days 14

January-25

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

School Days 14

February-25

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

School Days 18

March-25

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

School Days 15

April-25

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

School Days 18

May-25

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

School Days 20

June-25

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

School Days 9

Total Student School Days 180
Teacher in Service Days 5

LCER Board Approved 5-13-24



NORTON SCIENCE & LANGUAGE ACADEMY

2024-2025 Año Escolar

CALENDARIO ESTUDIANTIL

180 Días Escolares



Periodos de calificaciones TK-5

Agosto 5 - Noviembre 1	1er Trimestre
Noviembre 4 - February 28	2do Trimestre
Marzo 3 - Junio 12	3er Trimestre

Periodos de calificaciones 6-10

Agosto 5 - Octubre 4	1er cuarto
Agosto 5 - Diciembre 19	1er semestre
Enero 13 - Marzo 21	3er cuarto
Enero 13 - Junio 12	2do semestre

Ceremonias

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

 No hay clases	 Día festivo	 Salida temprano	 Día de trabajo para maestros, no hay clases
 Salida a las 12:30 solo para TK - 5 (Nov. 1 & Feb 28 = último día del trimestre, Nov. 18 - 22 & Mar. 17 - 21 conferencias)			
 Salida a las 12:30 para todos los grados			

PRIMERO & ÚLTIMOS días de escuela

Julio-24

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

Días escolares 0

Agosto-24

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

Días escolares 20

Septiembre-24

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

Días escolares 20

Octubre-24

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

Días escolares 17

Noviembre-24

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

Días escolares 15

Diciembre-24

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

Días escolares 14

Enero-25

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

Días escolares 14

Febrero-25

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

Días escolares 18

Marzo-25

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

Días escolares 15

Abril-25

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

Días escolares 18

Mayo-25

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

Días escolares 20

Junio-25

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

Días escolares 9

Total de días escolares 180
Días de trabajo para maestros 5

LCER Board Approved 5-13-24

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

Date of meeting: June 10, 2024

Title: AAE 2024-2025 CL-500: Declaration of Need

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

Background: In accordance with Credential Information Alert 21-03 issued on June 10, 2021, The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. This regulatory section was recently amended to align with statute requiring parity in credentialing requirements between charter schools all other public schools. The updates to the language are now complete and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. Additionally, there is also an update to the CL-500 form to accurately comply with the regulation.

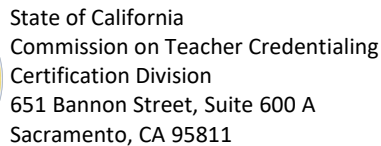
Specifically, for Charter Schools: Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regiment as non-charter public schools. As of January 1 2020, these pieces of legislation went into effect, and the certification requirements are more aligned. Furthermore, assignment options at these schools were broadened, as Education Code §47605(l) was amended to provide charter schools the ability to request emergency permits or waivers from the Commission on Teacher Credentialing for individuals in the same manner as school districts. These documents include Provisional Internship Permits, Short-Term Staff Permits, Emergency Cross-cultural, Language and Academic Development (CLAD) permits, and Variable Term Waivers. These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator's assignment.

Fiscal Implications (if any):

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

Recommendation: Approve the AAE 2024-2025 CL-500: Declaration of Need

Submitted by: Rebecca McCoy, HR Administrator



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

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

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

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, .

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

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
-------------------	-------------------------	-------------

Mailing Address

E-Mail Address

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

Name of County	County CDS Code
----------------	-----------------

Name of State Agency

Name of NPS/NPA	County of Location
-----------------	--------------------

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**
Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	Signature	Title
_____	_____	_____
Fax Number	Telephone Number	Date

Mailing Address		

E-Mail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization:	

Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

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

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

Date of meeting: June 10, 2024

Title: NSLA 2024-2025 CL-500: Declaration of Need

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

Background: In accordance with Credential Information Alert 21-03 issued on June 10, 2021, The Declaration of Need (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. This regulatory section was recently amended to align with statute requiring parity in credentialing requirements between charter schools all other public schools. The updates to the language are now complete and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. Additionally, there is also an update to the CL-500 form to accurately comply with the regulation.

Specifically, for Charter Schools: Prior to the passage of Assembly Bills (AB) 1505 (Chap. 486, Stats. 2019) and 1219 (Chap. 782, Stats. 2019), charter schools were not subject to the same credentialing provisions and assignment monitoring regiment as non-charter public schools. As of January 1 2020, these pieces of legislation went into effect, and the certification requirements are more aligned. Furthermore, assignment options at these schools were broadened, as Education Code §47605(l) was amended to provide charter schools the ability to request emergency permits or waivers from the Commission on Teacher Credentialing for individuals in the same manner as school districts. These documents include Provisional Internship Permits, Short-Term Staff Permits, Emergency Cross-cultural, Language and Academic Development (CLAD) permits, and Variable Term Waivers. These documents allow qualified individuals to be legally authorized to serve in their teaching assignment while they are working towards completing the credential requirements for the appropriate teaching credential for the educator's assignment.

Fiscal Implications (if any):

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

Recommendation: Approve the NSLA 2024-2025 CL-500: Declaration of Need

Submitted by: Rebecca McCoy, HR Administrator



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 600 A
Sacramento, CA 95811

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

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2024/2025

Revised Declaration of Need for year: _____

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

Name of District or Charter: Norton Science and Language Academy District CDS Code: _____

Name of County: San Bernardino County CDS Code: 36103630115808

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6/10/2024 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2025.

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

Lisa Lamb Chief Executive Office (superintendent)

Name

Signature

Title

760-946-9193

760-946-5414

06/10/2024

Fax Number

Telephone Number

Date

17500 Mana Rd., Apple Valley, CA 92307

Mailing Address

LLAMB@LCER.ORG

E-Mail Address

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

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**
Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	Signature	Title
_____	_____	_____
Fax Number	Telephone Number	Date

Mailing Address		

E-Mail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	<u>7</u>
Bilingual Authorization (applicant already holds teaching credential)	<u>3</u>
List target language(s) for bilingual authorization: <u>Spanish</u>	
Resource Specialist	_____
Teacher Librarian Services	_____
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	3
Special Education	0
TOTAL	3

Authorizations for Single Subject Limited Assignment Permits

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

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. Partnerships with Universities & COE's

Does your agency participate in a Commission-approved college or university internship program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 10

If yes, list each college or university with which you participate in an internship program.

National University, La Sierra University, LA Pacific University, California Baptist University,

Riverside County Office of Education (Special Ed District Intern Program), UC Riverside,

CSUSB, Azusa Pacific, University of La Verne

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

n/a

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

Date of meeting: June 10, 2024

Title: Request for approval of Ana Luisa Flores to serve as a Full-time Elementary Teacher (3rd grade) for the Academy for Academic Excellence during the 2024/2025 school year on a Multiple Subject Provisional Internship Permit (PIP)

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

Background: In accordance with the Commission on Teacher Credential requirements the “Employer”, Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, “AAE”. We have accomplished this through the methods of distributing job announcements, contacting college and university placement centers, advertising on the internet, and attending two Job Fairs, however, a fully qualified candidate has not been found.

Fiscal Implications (if any):

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

Recommendation: Approve Ana Luisa Flores to serve as a full-time Multiple Subject Elementary Teacher in 3rd Grade for the Academy for Academic Excellence during the 2024/2025 school year on a Multiple Subject Provisional Internship Permit (PIP)

Submitted by: Rebecca McCoy, HR Administrator



Lewis Center for Educational Research

17500 Mana Rd.
Apple Valley, CA 92307
www.lewiscenter.org
(760) 954-5414 ext. 294, 175, 220
HR@lcer.org

Notice of Intent to Employ

This document is to serve as a "Notice of Intent to Employ" **Ana Luisa Flores**. The intent is to obtain the legal authorization to employ Ms. Flores as a teacher of record on a Multiple Subject Provisional Intern Permit in the open 3rd Grade Elementary Teacher position on the Lewis Center for Educational Research – Academy for Academic Excellence campus during the 2024/2025 school year.

The "Employer", Lewis Center for Educational Research has conducted a diligent search for a suitable credentialed teacher and/or intern teacher for our Academy for Academic Excellence Charter School, "AAE" through the methods of distributing job announcements, contacting college and university placement centers, and advertising on the internet, and attending two job fairs, however, a fully qualified candidate has not been found.

Ana Luisa Flores meets all of the requirements as set forth in the Commission on Teacher Credentialing leaflet CL-857. Further, the Lewis Center Credential Analyst will ensure that the outlined employer duties will be met.

Lisa Lamb, CEO
Lewis Center for Educational Research

5/25/24

Date

Rebecca McCoy, HR Administrator/Credential Analyst
Lewis Center for Educational Research

5/23/2024

Date

Academy for Academic Excellence Board Approval

(To be signed after favorable action)

The Board hereby approves the issuance of a Provisional Internship Permit for the above listed candidate.

Patricia Caldwell, Chairman or Authorized Designee

Date





Multiple Subject Provisional Internship Permit Evaluation Worksheet

Name: Ana Luisa Flores Degree Major: Applied Psychology

Must have 40 semester units including 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas.

All course work must meet the following criteria:

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a "C" grade or higher ("Pass" and "Credit" grades meet this requirement)

LANGUAGE STUDIES (Literature, Composition, Foreign Language, Language Acquisition, Speech, Linguistics, English)				LITERATURE (American, Foreign)			
Grade	Qtr	Sem		Grade	Qtr	Sem	
Eng101 Intro to Composition	B		3	BIBL100 Biblical Lit Exodus/Deut	B		3
Eng105 Intro to Rsrch & Writing	B-		3	BIBL230 Biblical Lit Luke/Acts	B-		3
BIBL100 Biblical Lit Exodus/Deut	B		3	Eng 115 Intro to Lit	C-		3
BIBL230 Biblical Lit Luke/Acts	B-		3				
Eng 115 Intro to Lit	C-		3				
HISTORY				SOCIAL SCIENCE (History, Government, Geography, Economics, Political Science, Sociology, Anthropology, Psychology)			
HIS203 US History to 1877	B		3	APSY105 - Intro to Psychology	B		3
				HIS203 US History to 1877	B		3
				Psyc285 Abnormal Psych	B+		3
				Psyc330 Cognition	B-		3
				Psyc315 Integ of Psys & Christianity	C		3
MATHEMATICS				SCIENCE (Biology, Chemistry, Physics, Geosciences)			
MATH099 Interim. Algebra	C		3	Bio230 Anat. & Phys I/Lab	C+		4
Math125 College Algebra	B+		3	Bio225 Gen Microbio/Lab	C-		4
				Bio240 Anat & Phys II/lab	B+		4
HUMANITIES (Art, Music, Dance, Classics, Comparative Arts, Comparative Literature, Ethics, Logic, Philosophy, Foreign Languages, Ethnic Studies, Linguistics)				VISUAL/PERFORMING ARTS (Art, Music, Dance, Aesthetics, Criticism, Drama, Production)			
Art110 Intro to Art	A-		3	Art110 Intro to Art	A-		3
PHIL205 Intro to Philosophy	C-		3				
PHYSICAL EDUCATION (Physical Fitness and/or Movement Skills, Recreation, Sports)				HUMAN DEVELOPMENT (Intellectual, Social, Physical, Emotional and/or Moral Development During Childhood and Adolescence, Health Science, Nutrition, Psychology)			
				APSY105 - Intro to Psychology	B		3
				Psyc285 Abnormal Psych	B+		3
				Psyc330 Cognition	B-		3
				Psyc315 Integ of Psys & Christianity	C		3
				Psyc325 Learning Theory	B-		3



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov

Website: www.ctc.ca.gov

Basic Skills Requirement Evaluation Worksheet

Applicant Name: ANA LUISA FLORES

This form is designed for use by individuals and LEAs without a Commission-approved program to act as a guide for meeting the Basic Skills Requirement via coursework. Individuals may meet the requirement by providing official transcripts and this completed form as part of their application packet to the Commission. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B- or better, be degree applicable, and be at least 3 semester units (or equivalent quarter units). It is possible to identify two courses for a single area to meet the minimum unit requirement. Qualifying coursework does not include professional development or continuing education units or in-service training or workshops. Qualifying coursework includes the following:

- For reading proficiency: a course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis.
- For writing proficiency: a course in composition, English, rhetoric, written communication, or writing.
- For mathematics proficiency: a course in algebra, geometry, mathematics, quantitative reasoning, or statistics.

A course that does not fall within the indicated areas may still qualify with additional letter of explanation. A letter from the registrar or relevant department chair of the college or university where the course was completed must state that a course passed by the applicant covered reading, writing, or mathematics at the same level as one of the listed courses. Such a letter could also attest that a single course sufficiently indicates proficiency in reading and writing combined. The letter must be included with the application packet.

Online recommendations from a Commission-approved preparation program should not use this form but instead must include Form 41-BSR.. Form 41-BSR is available on the Credential Information Guide (CIG). Form 41-BSR is not required if CBEST or CSET scores are being used to meet the requirement.

READING PROFICIENCY (Course(s) in Critical Thinking, Literature, Philosophy, Reading, Rhetoric, or Textual Analysis)	Grade	Qtr	Sem
BIBL100 Biblical Literature	B		3

WRITING PROFICIENCY (Course(s) In Composition, English, Rhetoric, Written Communication, or Writing)	Grade	Qtr	Sem
ENG105 Intro to Acad Research and Writing	B-		3

MATHEMATICS PROFICIENCY (Course(s) in Algebra, Geometry, Mathematics, Quantitative Reasoning, or Statistics)	Grade	Qtr	Sem
MATH125 College Algebra	B+		3

**Lewis Center for Educational Research
STAFF REPORT**

Date: June 10, 2024
To: LCER Board of Directors
From: Lisa Lamb
Re: President/CEO Report

Goal 1 - Student Success: Strengthen all school programs and enrichment opportunities at both schools resulting in student success in the areas of academic, behavioral, and social-emotional wellness.

1.1 Objective: Both schools will demonstrate continual increases in student mastery in all areas as reported on the annual California School Dashboard.

AAE:

1. Walkthroughs - 500
2. Grading discussions in ALT
3. Principal's Cabinet and VP Cabinets meet monthly
 - a. Developing strategies to create student voice on our campus
4. Results are coming in from CAASPP
 - a. Very similar to last years results
 - b. Analysis of the results will occur at the beginning of next school year
5. iReady results are in
 - a. Comparing iReady results to our CAASPP results
6. AP and CAASPP Testing completed
 - a. All completion rates well above the 95% standard
 - b. Thank you to Nidia, Toni and Heather!!!!!!

NSLA: May 2024

1. Creating next year's Teacher Planning Calendar
2. iReady to Bounce Celebration for all students that achieved Typical Growth
3. Secondary Summer Vertical Articulation Planning Days
4. Continued focus on Chronic Absenteeism
 - a. Awards and Incentives

1.2 Objective: Both schools will support Social Emotional Learning (SEL) to enhance the ability of students to self-regulate, strengthen interpersonal relationships, and increase healthy coping skills.

AAE:

1. AAE administration continues weekly check-in with students who are at risk.
2. MTSS teams for both secondary and elementary meet every other week to discuss students and/or staff members who need support.
3. Use our Go Guardian and StopIt Programs to identify students who need support.
4. Counselors and Psychologist continue to work with their caseloads to provide support to our students and their SEL needs
5. School Psychologist continues to support socio-emotional needs at the Tier 3 level
6. High School is currently utilizing Josten Harbor SEL Videos
7. Counselors provide slides and videos to guide discussions in the classroom

NSLA: May 2024 - updated 4/25

- Crisis Assessment/ Interventions Total: 7
- Weekly check-ins with students caseload 98 and holding.
- NSLA- Walking on the Moon (Shoe Donating/Funding)
 - 4 donations distributed
- Cafecito Parent Presentation: Five Keys to Building Relationship With Your English Language Learner

	<ul style="list-style-type: none"> • Mental Health Week, May 13-17 <ul style="list-style-type: none"> ◦ Therapy Dogs ◦ Mental Health Fair (lunchtime) • School-Wide Character Trait: Self Control <ul style="list-style-type: none"> ◦ Updates and resources provided on Everything Counseling Doc. • All Staff: Monday Gets Motivated and Wellness Wednesdays- Staff self-care items, counseling updates, character trait videos/lessons, and more. • TK-5 Only <ul style="list-style-type: none"> ◦ Second Step ◦ 5th Grade: Are You Yeti?- Transition to Middle School Presentations • MS/HS <ul style="list-style-type: none"> ◦ Suite 360- one lesson per week per homeroom
<p>1.3 <u>Objective:</u> Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.</p>	<p>AAE :</p> <ol style="list-style-type: none"> 1. High school clubs include eSports and Robotics. <ol style="list-style-type: none"> a. Esports is competing b. Robotics competitions coming up soon 2. After-school STEM program is still in place 3. Destination Imagination earned the right to go to global competition and had a great experience 4. Engineering mentorship with our High School students mentoring our elementary students in STEM-related topics. 5. Working towards CTE pathways with Computer Science and Video Production <p>NSLA: May 2024</p> <ol style="list-style-type: none"> 1. Developing a partnership with Enchanted to develop and implement STEM sessions during Summer Academy. 2. Tryouts for the e-Sports Team for next year have begun. 3. Planning on creating two teams for the Destination Imagination Event for next year. <p>LCER:</p> <ol style="list-style-type: none"> 1. The International Space Station, ISS, team reached out to the Lewis Center regarding their new FastLab program where students submit science experiment proposals that astronauts will run on the ISS. We received personal invitations to submit proposals based on previous successful collaborations including our recent Eclipse broadcasts. There are 4 teams at AAE and 2 at NSLA with 23 students participating. Student teams have been collaborating during homeroom in each campus' Mission Control. The sites are joined via Zoom to foster greater collaboration amongst teams and campuses. 2. Mentors have included co-inventor of the CubeSAT miniaturized satellite Bob Twiggs and former 3-time astronaut Dan Tani. Submissions are due in June and the astronauts will perform the experiments during July and August during mission downtime. This is a phenomenal opportunity for our students to compare their terrestrial experiments with their execution in a microgravity environment.

<p>1.4 <u>Objective:</u> Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings each school year.</p>	<p>AAE :</p> <ol style="list-style-type: none"> Principal Cabinet and VP Cabinets meet monthly <ol style="list-style-type: none"> Focus on student voice Destination Imagination teams going to global competition in Kansas City, MO Use of Friday club days that include: Spanish, KY/Radio, Art, Photography, Sports Fanatics, Comic Book, Tech/Gaming, Hiking, Christian, Interact, Chess, Kitty Hawk, Fashion Pop Music, Nerdvana, Healthy Living Clubs, Flag Football, Musical Theater, Baking Bad, Yoga, True Crime, Puzzle, Disc Golf, Don't Forget About Me, Warhammer Alliance, Senior Leadership, and Grow with Hope BYU courses are available to our students for remediation and advancing classes Concurrent enrollment opportunities with VVC. <ol style="list-style-type: none"> Approximately 10 seniors are poised to achieve associate degrees upon graduation. <p>NSLA: May 2024</p> <ol style="list-style-type: none"> The Principal Cabinet and VP Cabinets meet monthly <ol style="list-style-type: none"> Focus on the student's voice Ethnic Studies: Develop courses focusing on the history, literature, and cultures of various regions worldwide, encouraging students to appreciate diverse perspectives. Working on Dual Enrollment for 2024-2025 with Valley College <p>LCER:</p> <ul style="list-style-type: none"> LCER is continuing to partner with San Bernardino County and San Bernardino County Superintendent of Schools on the Global Connections Project. The partnership between NSLA, Rhodes Elementary (Chino USD), and Nan Shi Primary School in Taoyuan City, Taiwan continues. <ul style="list-style-type: none"> There is a delegation from Taoyuan City that will be visiting NSLA and AAE from June 24-27th . LCER/NSLA admin continues to meet with SBCSS to prepare for next steps in the continued collaboration. Lisa Lamb and Norm Nunez (SBCSS) are planning a meeting with David, Cheng-Han Lee, Director Education Division, Taipei Economic and Cultural Office in Los Angeles. The GAVRT Team is working with our Chilean partners to further develop and refine our partnership at the university and high school level. NSLA's Chilean Club has been running regular GAVRT sessions and participated in the Multicultural Fair to raise funds to support their trip and share more about Chilean culture.
<p>Goal 2 - Business/Fiscal: Maintain fiscal stability and seek diversified outside funding that allows us to be innovative.</p>	
<p>2.1 <u>Objective:</u> Lewis Center schools will maintain a balance of no less than 45 days of cash on hand (or 12.33%).</p>	<p>The Lewis Center schools continue meeting this objective and have worked hard to implement the necessary steps to be able to maintain the required 45 days cash on hand set forth by our investors in our Bond Covenants. Finance has begun to discuss new accounts to help increase our interest rate from our savings accounts to seek a greater return on our savings.</p>
<p>2.2 <u>Objective:</u> Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding,</p>	<p>Finance has completed the 2024/2025 budget for the organization. With the update from the Governor's May Revision we have been able to update the COLA for our revenue and identified our plans and needs for the new year. Finance is also happy with the transition of the new budget and its alignment to the LCAP and making sure that we are addressing student needs and focusing on measurable outcomes that exist in our planning and practices</p>

grants, etc.) will be utilized first and according to funding requirements and as approved by the School Site Councils.	moving forward. Our planning prioritized our categorical programs and evaluated how we propose to support our students through the Supplemental and Concentration funds provided in the Local Control Funding Formula moving forward.
2.3 <u>Objective</u> : Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.	We are proud to confirm that through this process, we were able to maintain all necessary positions and continue the active process of providing step and column advancement on our current salary schedules. We have decided that for the current practices, we will not increase the organizations contributions towards staff health benefits as that investment does not provide an organizational offering and does not support our goals of maintaining comparable wages.
2.4 <u>Objective</u> : The Foundation Board will raise funds annually to support the identified needs of LCER schools and programs.	The Foundation is planning the following events: <ul style="list-style-type: none"> • Annual Gala - September 28, 2024 (Fox Theater, Redlands) <ul style="list-style-type: none"> - Early Bird Discounts available NOW - Sponsorships available NOW
Goal 3 - Staffing: Recruit, develop, and retain a highly qualified, innovative, flexible, and diversified staff.	
3.1 <u>Objective</u> : Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.	<p>HR is working with administration in interviewing and hiring for the 2024-25 school year. HR has sent out employment agreements and notice of pay rates to staff for the 2024-25 school year and is in the process of collecting signed agreements back from employees.</p> <p>HR continues to recruit for open positions on Edjoin and is actively recruiting candidates through various social media and job boards such as LCER and both schools, (Facebook, Instagram, Infinite Campus), Handshake, CAFE, El Dorado Broadcasting, LinkedIn, among others). Additionally, HR continues to explore additional pathways to hire staff into open positions such as applying for emergency permits for certificated subs, among other ways.</p> <p>For the 2024-25 school year, LCER presently has the following vacancies available:</p> <ul style="list-style-type: none"> • LCER - None • AAE - 3 Certificated, 7 Classified • NSLA - 5 Certificated, 30 Classified
3.2 <u>Objective</u> : Develop a comprehensive succession plan for key positions.	<p>The Executive Team and school administration are meeting for 3 days in June to plan implementation for Professional Learning Communities (PLCs) and develop actions for LCER's updated strategic plan. This is the first year that vice principals and coordinators will engage in this type of planning with the Executive Team. The goal is to focus on the flow of communication across the organization and to broaden our instructional leadership presence at both schools.</p> <p>LCER leadership and stakeholder groups are calendared for the year. These include groups such as: data governance, management team, school site council, principals' advisory, LCAP, general administration and administrative assistants, administrative team meetings, academic leadership teams, health and safety, etc. These teams help establish a strategic flow of communication throughout the organization from the board to the parents as well as build capacity of individuals within the various leadership groups.</p> <p>The CEO continues to meet with the executive directors weekly to discuss organizational needs. Monthly, she meets with directors and coordinators individually to discuss their</p>

	departmental/school needs and their professional and personal goals.																																																																																			
3.3 Objective: Invest in professional development for classified and certificated staff, administration, and board members to align with strategic plan and LCAP goals.	Exec team attended various budget webinars and workshops from CSDC, ACSA, CASBO and Capitol Advisors Group. NSLA has been participating in ongoing dual language immersion professional development with Dr. Jose Medina. Twenty-five teachers participated in an intensive 2-day training that was followed up with individual coaching sessions. A DLI Team led by Toni Preciado including NSLA Admin, teachers, and the CEO, is engaging in follow-up sessions with Dr. Medina to plan changes to the current TK-12 DLI program.																																																																																			
3.4 Objective: As measured annually, LCER will increase and/or maintain organizational staff retention rates.	NSLA: <table><tr><th>Position</th><th>2021-22 Academic Positions</th><th>2022-23 Academic Positions</th><th>2023-24 Academic Positions</th><th>2023-24 Positions Added</th><th>Staff Retained</th><th>Retention %</th></tr><tr><td>Admin</td><td>3</td><td>3</td><td>3</td><td>0</td><td>3</td><td>100%</td></tr><tr><td>Teacher</td><td>47</td><td>56</td><td>62</td><td>7</td><td>47</td><td>84%</td></tr><tr><td>Parapro</td><td>24</td><td>25</td><td>35</td><td>10</td><td>20</td><td>80%</td></tr><tr><td>Counselor</td><td>1</td><td>2</td><td>2</td><td>0</td><td>2</td><td>100%</td></tr></table> New Secondary Teaching Positions (2023-24): <table><tr><td>MS English</td><td>MS Social Sci</td><td>MS Science</td><td>MS Math</td><td>MS Math</td><td>MS/HS Music</td><td>TOA ELD</td></tr></table> AAE: <table><tr><th>Position</th><th>2021-22 Academic Positions</th><th>2022-23 Academic Positions</th><th>2023-24 Academic Positions</th><th>2023-24 Positions Added</th><th>Staff Retained</th><th>Retention %</th></tr><tr><td>Admin</td><td>3</td><td>3</td><td>3</td><td>0</td><td>2</td><td>66%</td></tr><tr><td>Teacher</td><td>70</td><td>71</td><td>73</td><td>2</td><td>66</td><td>93%</td></tr><tr><td>Parapro</td><td>18</td><td>25</td><td>28</td><td>3</td><td>22</td><td>88%</td></tr><tr><td>Counselor</td><td>1</td><td>1</td><td>2</td><td>1</td><td>2</td><td>100%</td></tr></table>							Position	2021-22 Academic Positions	2022-23 Academic Positions	2023-24 Academic Positions	2023-24 Positions Added	Staff Retained	Retention %	Admin	3	3	3	0	3	100%	Teacher	47	56	62	7	47	84%	Parapro	24	25	35	10	20	80%	Counselor	1	2	2	0	2	100%	MS English	MS Social Sci	MS Science	MS Math	MS Math	MS/HS Music	TOA ELD	Position	2021-22 Academic Positions	2022-23 Academic Positions	2023-24 Academic Positions	2023-24 Positions Added	Staff Retained	Retention %	Admin	3	3	3	0	2	66%	Teacher	70	71	73	2	66	93%	Parapro	18	25	28	3	22	88%	Counselor	1	1	2	1	2	100%
Position	2021-22 Academic Positions	2022-23 Academic Positions	2023-24 Academic Positions	2023-24 Positions Added	Staff Retained	Retention %																																																																														
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Goal 4 - Organizational Effectiveness: Communicate and engage students, staff, families, and community partners to drive a shared commitment to our common vision, mission, and goals.	
4.1 <u>Objective</u> : Board and Executive Team will actively communicate LCER's mission to the community partners that we serve.	LCER hosted a follow-up symposium of the 2024 GAVRT Eclipse Broadcast event which included several distinguished NASA partners. This event has led to a commitment to continue to explore additional ways for GAVRT to partner with these other programs.
4.2 <u>Objective</u> : Increase ongoing communication with LCER stakeholders as evidenced by staff, parent and student satisfaction on annual surveys.	Exec Team will be developing objectives to go with the Board goals developed at Strategic Planning using feedback from both schools' LCAP Community Partner engagement events. Feedback was from staff, student, and family climate survey results and the Dashboard..
Accomplishments and Highlights	<p>The GAVRT Eclipse follow-up symposium continued the conversation with an esteemed lineup featuring an astronaut, space engineer, NASA scientists, and student ambassadors from across the U.S. Special thanks to our esteemed partners at NASA Jet Propulsion Laboratory, Twiggs Space Lab, and NASA SEES for making this event possible!</p> <p>AAE Knight Destination Imagination Team competed in Global's in Kansas City. We placed 27th out of 40 teams. We beat all the California teams in our division!!</p>
Facilities Projects	<p>AAE:</p> <ol style="list-style-type: none"> 1. Baseball Field - Completed!!!!!! We have to stay off the grass for 4 weeks 2. Fencing Exterior - Continuing the fencing to enclose the north end of our campus <ol style="list-style-type: none"> a. Waiting on the County to begin wash project 3. The New Administration BLDG <ol style="list-style-type: none"> a. B Building is making great progress. In line with being completed at the end of May 4. North Elementary Playground <ol style="list-style-type: none"> a. Started and likely finished by the time of the board meeting
AAE Upcoming Dates	<ol style="list-style-type: none"> 1. 6/4 Kindergarten Promotion 2. 6/5 5th Grade Promotion 3. 6/6 8th Grade Promotion 4. 6/6 Last Day of School 5. 6/7 AAE Graduation at 6:00 p.m.
NSLA Upcoming Dates	<ol style="list-style-type: none"> 1. June 3- NSLA Family Voices Part 2 2. June 4- 5th Grade Celebration at 9:30 am 3. June 5- 8th Grade Promotion at 6:00 pm 4. June 5-6 6th Grade End of the Year Field Trip 5. June 6- Kinder Promotion at 8:30 and 9:30 6. June 6- Last day of School
LCER Upcoming Dates	9/28/24 - Lews Center Foundation Gala

AAE Data

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Secondary Attendance	96.4%	95.62%	95.63%	93.63%	94.66%	95.18%	93.92%	95.01%	93.97%	94.13%
Elementary Attendance	96.01%	94.77%	94.70%	94.08%	93.85%	94.30%	93.07%	94.45%	94.23%	94.83%
Secondary Enrollment	812	810	807	806	803	810	804	804	797	797
Elementary Enrollment	683	682	681	679	679	681	677	677	673	673
Total Enrollment	1495	1492	1488	1485	1482	1491	1481	1481	1470	1470
ALC's	0	9	11	24	7	4	34	17	31	39
Suspensions	2	2	3	6	3	4	5	0	2	2
Walk Thrus (Progressive)	111	177	201	278	306	351	409	417	481	500

NSLA Data

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Secondary Attendance	94.08%	93.85%	92.79%	91.08%	92.61%	91.84%	90.04%	92.75%	92.02%	92.83%
Elementary Attendance	94.31%	92.93%	92.97%	91.23%	91.27%	91.69%	91.87%	93.48%	91.05%	93.47%
Secondary Enrollment	555	558	562	559	545	546	539	533	528	525
Elementary Enrollment	652	652	655	654	649	646	642	643	643	640
Total Enrollment	1207	1210	1217	1213	1194	1192	1181	1176	1171	1165
Suspensions	8	14	8	7	5	14	6	7	6	11
In School Susp	1	3	3	3	0	2	0	0	0	
ALC										

2023-2024 GRANT TRACKING SHEET							
Grant	Purpose/Description	Amount	Due Date	Date Submitted	Awarded?	Award Date	Grant Manager
US Fish and Wildlife	Rehabilitation of Tui Chub and Habitat	\$15,000.00	postponed				Lisa Lamb
ROSES Solar Patrol Eclipse Proposal	Awarded through JPL (\$15k directly to LCER)	\$148,000.00	NA		Yes		Velusamy Thangasamy
San Manuel GivingTuesday Grant (\$100k)	For VAPA Programs like Mariachi, Folklorico, and Aztec Dance	\$100,000.00	10/22/23	10/22/23	Yes	11/27/23	Victor Uribe
Time Domain Studies of Supermassive Black Holes	National Science Foundation, partnered through CalTech						Dr. Tony Readhead
Mojave Environmental Education	Grants for 4th Grade CA Science	\$4,380.75			yes		
American Academy of Dermatology	Shade Structures for NSLA	\$8,000.00	12/15/23	12/15/23			

The High Desert Partnership in Academic Excellence Foundation, Inc.
Check/Voucher Register - Board Report - 10K
From 5/1/2024 Through 5/31/2024

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
5/1/2024	52009	American Express	11,696.17	Account #3796-546760-74005
5/1/2024	52037	Wells Fargo Vendor Fin Serv	10,608.27	Customer #3690900333
5/2/2024	52052	SBCSS	76,959.18	NSAA PERS contributions for April
5/2/2024		SBCSS	135,249.82	LCER/AEE - PERS contributions for April
5/2/2024		SBCSS	167,142.80	NSAA STRS contributions for April
5/2/2024		SBCSS	210,130.12	LCER/AEE - STRS contributions for April
5/2/2024	52053	SchoolsFirst Federal Credit	12,415.63	Employee TSA contributions - April 30, 2024
5/2/2024	52054	SISC	306,255.25	Health Coverage for April 2024
5/2/2024	52056	SBCSS	76,959.18	NSAA PERS contributions for April
5/2/2024		SBCSS	135,249.82	LCER/AEE - PERS contributions for April
5/2/2024	52057	SBCSS	167,142.80	NSAA STRS contributions for April
5/2/2024		SBCSS	210,130.12	LCER/AEE - STRS contributions for April
5/3/2024	52082	Top Notch Lunches	138,945.70	Breakfast, Lunch, Snack Program - April 2024
5/7/2024	52086	AMT Systems	98,792.68	Deposit for NSLA Audio, Video & Lighting
5/7/2024	52095	Global CTI Group Inc.	26,700.24	PO 2324-1802-AEE
5/7/2024	52102	Pizza Factory Apple Valley	12,202.00	Lunch Program, April 2024
5/8/2024	52121	Swun Math, LLC	20,000.00	PO 2324-1314-NSLA
5/9/2024	52128	US Bank	25,125.27	Account #4148-4400-7955-5648
5/15/2024	198		358,005.15	Group: 11mo Payroll; Pay Date: 5/15/2024
5/15/2024	199		353,302.93	Group: Payroll; Pay Date: 5/15/2024
5/15/2024	52180	Southern California Edison	10,155.96	Account #700281016926
5/15/2024	52186	Young, Minney & Corr, LLP	10,987.01	Legal Services
5/16/2024	52188	SchoolsFirst Federal Credit	12,415.63	Employee TSA contributions - May 15, 2021
5/20/2024	52192	Bazan Landscape Services	17,675.00	PO 2324-1446-AEE and 2324-1446-AEE
5/20/2024		Bazan Landscape Services	145,986.50	PO 2324-1446-AEE
5/20/2024	52193	Carpet Corral	20,185.00	PO 2324-1864-AEE, Deposit for Materials
5/20/2024	52218	NCS Pearson, Inc.	11,318.95	PO 2324-1851-NSLA
5/23/2024	25597	Lewis Center for Ed Research	450,000.00	Bank Transfer from Flagstar to US Bank
5/24/2024	52234	Bazan Landscape Services	15,498.50	PO 2324-1446-AEE, Baseball Field
5/24/2024	52236	CDW Government, Inc.	12,774.30	PO 2324-1854-NSLA
5/24/2024	52239	Data Recognition Corp.	23,365.55	PO 2223-1276-NSLA
5/31/2024	200		365,609.18	Group: Payroll; Pay Date: 5/31/2024
5/31/2024	201		345,513.89	Group: 11mo Payroll; Pay Date: 5/31/2024
5/31/2024	52286	AVID Center	31,240.00	PO 2324-1790-NSLA
5/31/2024	52293	Conco Construction	89,323.61	PO 2324-1313-AEE, AEE Admin
5/31/2024	52307	SBCSS	54,933.00	Mental Health Services, NSLA, July 2023 to February 2024
5/31/2024		SBCSS	71,658.00	Mental Health Services, AEE, July 2023 to February 2024
5/31/2024	52315	Wells Fargo Vendor Fin Serv	<u>10,608.27</u>	Account #3690900333
Report Total			<u>4,252,261.48</u>	

All Funds - Budget Comparison 2022/23 to 2023/24

2022-2023					2023-2024				
Note - Revenue Reported is % of Budgeted Revenue Earned					Note - Revenue Reported is % of Budgeted Revenue Earned				
2022-2023					2023-2024				
Total Budget \$ - Revised	Current Period Actual thru May	Remaining Budget	Percent Remaining		Total Budget \$ - Original	Current Period Actual thru May	Remaining Budget	Percent Remaining	
Revenue					Revenue				
Revenue	35,931,281	32,937,008	2,994,273	8.33%	Revenue	46,022,881	32,072,492	13,950,389	30.31%
Expense					Expense				
Certificated Salaries	13,045,729	12,471,117	574,612	4.40%	Certificated Salaries	16,036,227	14,270,166	1,766,061	11.01%
Classified Salaries	5,240,507	4,513,373	727,134	13.88%	Classified Salaries	6,630,642	5,674,398	956,244	14.42%
Benefits	7,428,885	6,687,261	741,624	9.98%	Benefits	9,074,174	7,534,547	1,539,627	16.97%
Books and Supplies	2,383,593	3,083,851	(700,258)	-29.38%	Books and Supplies	3,750,636	3,449,890	300,746	8.02%
Services & Other	6,153,419	6,031,422	121,997	1.98%	Services & Other	8,480,569	6,314,280	2,166,289	25.54%
Capital Outlay	364,850	440,728	(75,878)	-20.80%	Capital Outlay	1,185,000	2,038,889	(853,889)	-72.06%
Other Outgo	0	35,358	(35,358)	N/A	Other Outgo	0	67,666	(67,666)	N/A
Share of LCER	0	0	0	N/A	Share of LCER	0	0	0	N/A
Total Expense	34,616,983	33,263,110	1,353,873	3.91%	Total Expense	45,157,248	39,349,837	5,807,411	12.86%
Add (Subtract) to Reserves	1,314,298	(326,103)	1,640,401		Add (Subtract) to Reserves	865,633	(7,277,344)	8,142,977	
Total Revenue	35,931,281	32,937,008	2,994,273	91.67%	Total Revenue	46,022,881	32,072,492	13,950,389	69.69%
Total Expense	34,616,983	33,263,110	1,353,873	96.09%	Total Expense	45,157,248	39,349,837	5,807,411	87.14%
Add (Subtract) to Reserves	1,314,298	-326,103	1,640,401		Add (Subtract) to Reserves	865,633	-7,277,344	8,142,977	

AAE - Budget Comparison 2021/22 to 2022/23

2022-2023					2023-2024				
Note - Revenue Reported is % of Budgeted Revenue Earned					Note - Revenue Reported is % of Budgeted Revenue Earned				
2022-2023					2023-2024				
Total Budget \$ - Revised	Current Period Actual thru May	Remaining Budget	Percent Remaining		Total Budget \$ - Original	Current Period Actual thru May	Remaining Budget	Percent Remaining	
Revenue					Revenue				
Revenue	17,718,586	17,058,556	660,030	3.73%	Revenue	21,546,156	16,005,612	5,540,544	25.71%
Expense					Expense				
Certificated Salaries	6,710,492	6,413,715	296,777	4.42%	Certificated Salaries	7,814,721	7,103,933	710,788	9.10%
Classified Salaries	2,030,721	1,643,250	387,471	19.08%	Classified Salaries	2,129,781	1,993,092	136,689	6.42%
Benefits	3,504,536	3,135,341	369,195	10.53%	Benefits	3,888,061	3,386,243	501,818	12.91%
Books and Supplies	1,162,144	1,348,414	(186,270)	-16.03%	Books and Supplies	1,414,361	1,648,095	(233,734)	-16.53%
Services & Other	1,714,171	1,747,285	(33,114)	-1.93%	Services & Other	2,462,212	1,932,825	529,387	21.50%
Capital Outlay	300,000	282,552	17,448	5.82%	Capital Outlay	900,000	1,611,682	(711,682)	-79.08%
Other Outgo	0	29,854	(29,854)	N/A	Other Outgo	0	50,601	(50,601)	N/A
Share of LCER	2,348,646	2,152,926	195,721	8.33%	Share of LCER	2,797,290	2,564,183	233,108	8.33%
Total Expense	17,770,710	16,753,338	1,017,372	5.72%	Total Expense	21,406,426	20,290,653	1,115,773	5.21%
Add (Subtract) to Reserves	(52,124)	305,217	(357,341)		Add (Subtract) to Reserves	139,730	(4,285,041)	4,424,771	
Total Revenue	17,718,586	17,058,556	660,030	96.27%	Total Revenue	21,546,156	16,005,612	5,540,544	74.29%
Total Expense	17,770,710	16,753,338	1,017,372	94.28%	Total Expense	21,406,426	20,290,653	1,115,773	94.79%
Add (Subtract) to Reserves	-52,124	305,217	-357,341		Add (Subtract) to Reserves	139,730	-4,285,041	4,424,771	

NSLA - Budget Comparison 2021/22 to 2022/23

2022-2023					2023-2024				
Note - Revenue Reported is % of Budgeted Revenue Earned					Note - Revenue Reported is % of Budgeted Revenue Earned				
2022-2023					2023-2024				
Total Budget \$ - Revised	Current Period Actual thru May	Remaining Budget	Percent Remaining		Total Budget \$ - Original	Current Period Actual thru May	Remaining Budget	Percent Remaining	
Revenue					Revenue				
Revenue	17,587,872	17,713,616	(125,744)	-0.71%	Revenue	24,279,735	15,913,077	8,366,658	34.46%
Expense					Expense				
Certificated Salaries	5,625,666	5,269,669	355,997	6.33%	Certificated Salaries	7,257,142	6,324,203	932,939	12.86%
Classified Salaries	1,749,107	1,302,731	446,376	25.52%	Classified Salaries	2,225,732	1,860,746	364,986	16.40%
Benefits	2,939,984	2,426,709	513,275	17.46%	Benefits	3,622,851	2,900,868	721,983	19.93%
Books and Supplies	1,166,824	1,536,723	(369,899)	-31.70%	Books and Supplies	2,158,775	1,664,398	494,377	22.90%
Services & Other	3,993,243	3,806,867	186,376	4.67%	Services & Other	5,491,254	3,854,096	1,637,158	29.81%
Capital Outlay	40,000	142,225	(102,225)	-255.56%	Capital Outlay	265,000	425,103	(160,103)	-60.42%
Other Outgo	0	5,504	0	N/A	Other Outgo	0	17,065	(17,065)	N/A
Share of LCER	2,015,575	1,847,610	167,965	8.33%	Share of LCER	2,624,019	2,405,351	218,668	8.33%
Total Expense	17,530,399	16,338,038	1,192,361	6.83%	Total Expense	23,644,773	19,451,829	4,192,944	17.73%
Add (Subtract) to Reserves	57,473	1,375,578	(1,323,608)		Add (Subtract) to Reserves	634,962	(3,538,752)	4,173,714	
Total Revenue	17,587,872	17,713,616	-125,744	100.71%	Total Revenue	24,279,735	15,913,077	8,366,658	65.54%
Total Expense	17,530,399	16,338,038	1,192,361	93.20%	Total Expense	23,644,773	19,451,829	4,192,944	82.27%
Add (Subtract) to Reserves	57,473	1,375,578	-1,323,608		Add (Subtract) to Reserves	634,962	-3,538,752	4,173,714	

LCER - Budget Comparison 2021/22 to 2022/23

2022-2023					2023-2024				
Note - Revenue Reported is % of Budgeted Revenue Earned					Note - Revenue Reported is % of Budgeted Revenue Earned				
2022-2023					2023-2024				
Total Budget \$ - Revised	Current Period Actual thru May	Remaining Budget	Percent Remaining		Total Budget \$ - Original	Current Period Actual thru May	Remaining Budget	Percent Remaining	
Revenue					Revenue				
Revenue	624,823	115,194	509,629	81.56%	Revenue	196,990	153,802	43,188	21.92%
Expense					Expense				
Certificated Salaries	709,571	787,733	(78,162)	-11.02%	Certificated Salaries	964,364	842,030	122,334	12.69%
Classified Salaries	1,460,679	1,567,392	(106,713)	-7.31%	Classified Salaries	2,275,129	1,820,559	454,570	19.98%
Benefits	984,365	1,125,211	(140,846)	-14.31%	Benefits	1,563,262	1,247,437	315,825	20.20%
Books and Supplies	54,625	198,714	(144,089)	-263.78%	Books and Supplies	177,500	137,397	40,103	22.59%
Services & Other	446,005	477,270	(31,265)	-7.01%	Services & Other	527,103	527,360	(257)	-0.05%
Capital Outlay	24,850	15,951	8,899	35.81%	Capital Outlay	20,000	2,104	17,896	89.48%
Other Outgo	0	0	0	N/A	Other Outgo	0	0	0	N/A
Share of LCER	(4,364,221)	(4,000,536)	(363,685)		Share of LCER	(5,421,309)	(4,969,533)	(451,776)	8.33%
Total Expense	(684,126)	171,734	(855,860)	125.10%	Total Expense	106,049	(392,646)	498,695	470.25%
Add (Subtract) to Reserves	1,308,949	(56,540)	1,365,489		Add (Subtract) to Reserves	90,941	546,448	(455,507)	
Total Revenue	624,823	115,194	509,629	18.44%	Total Revenue	196,990	153,802	43,188	78.08%
Total Expense	-684,126	171,734	-855,860	-25.10%	Total Expense	106,049	-392,646	498,695	-370.25%
Add (Subtract) to Reserves	1,308,949	-56,540	1,365,489		Add (Subtract) to Reserves	90,941	546,448	-455,507	



\$8,345,000

California Enterprise Development Authority
Charter School Revenue Bonds
(Academy for Academic Excellence Project)
Tax-Exempt Series 2020A

CUSIP

7/1/2040: 13069AAA6
7/1/2050: 13069AAB4
7/1/2055: 13069AAC2

\$1,020,000

California Enterprise Development Authority
Charter School Revenue Bonds
(Academy for Academic Excellence Project)
Taxable Series 2020B

CUSIP

7/1/2028: 13069AAD0

Quarterly Report – March 31, 2024



1. Unaudited Financial Statements and Other Financial Information

Unaudited financial statements and other financial information, including a statement of revenues and expenses and a statement of revenues and expenses and a balance sheet, each in comparative form, to the extent practicable, with the financial figures from the corresponding period in the preceding Fiscal Year.

The unaudited financial statements and other financial information are provided in Appendix I.

2. Student Enrollment

The student enrollment number for the most recently completed quarter.

The student enrollment number is provided in Appendix II.

3. Capital Improvements Report

For each Quarterly Report, commencing with the report for the quarter ending March 31, 2020, through and including the month in which the Capital Improvements (as defined in the Limited Offering Memorandum) are completed, the Borrower, or upon delivery to the Dissemination Agent, the Dissemination Agent, shall provide to EMMA a report indicating the percentage of the Capital Improvements completed as of the end of the previous month, the then-contemplated timeline for completion of the Capital Improvements, and a description of any changes in anticipated timing or cost from the construction report for the prior month.

The capital improvements were completed on May 27, 2021.

4. Charter School Contract Changes

A description of any Charter School Contract renewal application submitted and expected timeline for a decision on such application, if any, and a description of a decision on any Charter School Contract renewal application received, if any, during such quarter.

None.

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5. Budget (For quarter ending June 30)

The Quarterly Report for each quarter ending June 30 shall include a copy of the proposed annual operating budget for the School for the succeeding Fiscal Year as submitted to the California Department of Education.

Not applicable for the current reporting period.

6. Notice of Charter Non-Compliance

Unless previously disseminated, the next Quarterly Report to be disseminated shall contain a copy or complete description of any notice, report or communication with respect to charter non-compliance that would allow the Lessee's charter authorizer to begin any process or proceedings toward charter revocation or which indicate an intent not to renew any such charter.

Not applicable.

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Appendix I
Unaudited Financial Statements



Academy for Academic Excellence
Statement of Financial Position
As Of March 31, 2024



	July 1, 2023	March 31, 2024
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 10,534,493	\$ 11,960,814
Cash held in Trust	\$ -	-
Accounts Receivable	3,623,915	421,739
Intracompany Receivable	-	-
Laptop Lease Receivable	-	-
Laptop Inventory	-	-
Prepaid Expenses	70,817	69,231
Total Current Assets	<u>14,229,226</u>	<u>12,451,784</u>
Non-Current Asset		
Lease Payment Receivable - Long Term	-	-
Right of Use, Operating Lease	157,555	157,555
Right of Use, Finance Lease	8,461,552	8,461,552
Unamortized Debt Issuance Costs	-	-
Total Non-Current Assets	<u>8,619,107</u>	<u>8,619,107</u>
Capital Assets		
Non-depreciable Assets	271,800	271,800
Depreciable Assets	1,093,088	1,093,088
Accumulated Depreciation	(172,501)	(223,102)
Total Capital Assets	<u>1,192,387</u>	<u>1,141,786</u>
TOTAL ASSETS	<u>24,040,720</u>	<u>22,212,677</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Current Liabilities		
Current Portion of Long Term Liabilities	-	-
Accrued Payroll and Payroll Expenses	41,917	(224,232)
Line of Credit	-	-
Accounts Payable	375,185	563,166
Deferred Revenue	178,586	-
Due to Government Grantor	183,149	241,224
Operating lease liability, current portion	34,100	34,100
Finance lease liability, current portion	125,000	125,000
Due to Student Groups	-	-
Total Current Liabilities	<u>937,936</u>	<u>739,258</u>
Non-Current Liabilities		
Operating Lease Liability, Net Current portion	-	-
Finance lease liability, net of current portion	-	-
Long Term Liabilities		
Interest Rate Swap Agreement	-	-
Voluntary Retirement & OPEB, Less Current Portion	-	-
Laptop Capital Lease Payments Less Current Portion	-	-
Copier lease liability, Less Current Portion	123,455	123,455
Finance lease liability, net of current portion	8,895,000	8,895,000
Total Long-Term Liabilities	<u>9,018,455</u>	<u>9,018,455</u>
TOTAL LIABILITIES	<u>9,956,391</u>	<u>9,757,713</u>
NET ASSETS		
Unrestricted	14,084,329	12,454,964
Temporarily Restricted	-	(0)
Permanently Restricted	-	-
TOTAL NET ASSETS	<u>14,084,329</u>	<u>12,454,964</u>
TOTAL LIABILITIES AND NET ASSETS	<u>24,040,720</u>	<u>22,212,677</u>



Academy for Academic Excellence

Statement of Activities

For the 3rd Qtr March 31, 2024



	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUES, GAINS, AND OTHER SUPPORT				
Federal Special Education		\$ -		\$ -
National School Lunch		\$ 180,981		180,981
Other Federal Revenues	112,988	460,943		573,931
State General Purpose Apportionment	6,719,267			6,719,267
District In-Lieu Property Tax	965,381			965,381
Education Protection Account	2,256,902			2,256,902
Lottery	145,183	20,943		166,126
State Special Education		878,181		878,181
One Time Funding	41,389			41,389
Other State Revenues	(69,450)	162,158		92,709
Donations	444	-		444
Donations - In-Kind		-		-
Student Activities	-			-
Class Fees	-			-
Food Services	-	330,265		330,265
Other Local Revenues	97,542	-		97,542
Interest Earned	39,045	-	-	39,045
Transfers	-			-
Net Assets Released From Restrictions:				
	-	-		-
Other Federal Restricted Funds	460,943	(460,943)		-
Lottery	20,943	(20,943)		-
Other State Funds	162,158	(162,158)		-
Special Education	878,181	(878,181)		-
Food Services	511,246	(511,246)		-
Restricted Cash Donations	-	-		-
Restricted In-Kind Donations	-	-		-
REVENUES, GAINS, AND OTHER SUPPORT	12,342,162	(0)	-	12,342,162
EXPENSES				
Certificated Salaries	5,667,883			5,667,883
Classified Salaries	1,578,589			1,578,589
Benefits	2,701,141			2,701,141
Total Salaries and Benefits	9,947,613			9,947,613
Books and Supplies	1,332,894			1,332,894
Services, Other Operating Expenses	1,593,793			1,593,793
Management Fee	315			315
Free Use of Facilities - Apple Valley School District	-			-
Capital Outlay	1,046,312			1,046,312
Debt Service	-			-
Amortization of Bond Cost	-			-
Depreciation	50,601			50,601
Total Expenditures	13,971,527	-	-	13,971,527
Net Change in Assets from Operations	(1,629,365)	(0)	-	(1,629,365)
Net Assets Beginning of Year as originally stated	14,084,329	-	-	14,084,329
Unrealized gain/(loss) on Interest Rate Swap	-	-	-	-
Net Assets Beginning of Year, as restated	14,084,329	-	-	14,084,329
Net Assets End of Year	12,454,964	(0)	-	12,454,964



Academy for Academic Excellence

As of 1/1/2024 - 3/31/2024



		Current Period	YTD Actual	Total Budget	Remaining Budget	PY Actual
Revenue						
Revenue						
Revenue	4000	536,174,384.00	12,303,117.18	21,591,467.00	9,288,349.82	13,912,498.92
Revenue - Interest	4100	17,353.56	39,044.67	0.00	(39,044.67)	20,329.80
Transfers Received	4990	0.00	0.00	(627,218.00)	(627,218.00)	0.00
Total Revenue		<u>536,191,737.56</u>	<u>12,342,161.85</u>	<u>20,964,249.00</u>	<u>8,622,087.15</u>	<u>13,932,828.72</u>
Total Revenue		<u>536,191,737.56</u>	<u>12,342,161.85</u>	<u>20,964,249.00</u>	<u>8,622,087.15</u>	<u>13,932,828.72</u>
Expenditures						
Cert Salaries						
Foundation Bonus	5000	49,302.00	49,302.00	0.00	(49,302.00)	0.00
Certificated Salaries	5100	1,917,446.54	5,204,372.84	7,323,299.00	2,118,926.16	4,679,358.27
Cert - Hourly	5102	10,146.40	28,675.80	53,234.00	24,558.20	33,454.40
Cert - Subs	5103	86,186.28	224,464.04	292,500.00	68,035.96	214,576.60
Cert - Supplemental	5104	17,447.50	66,003.84	85,000.00	18,996.16	101,776.03
Cert - Stipend	5105	40,801.62	94,284.66	130,375.00	36,090.34	95,628.55
Cert - OT	5106	<u>24.38</u>	<u>780.01</u>	<u>1,500.00</u>	<u>719.99</u>	<u>721.26</u>
Total Cert Salaries		2,121,354.72	5,667,883.19	7,885,908.00	2,218,024.81	5,125,515.11
Class Salaries						
Classified Salaries	5110	167,433.61	532,122.25	614,119.00	81,996.75	494,848.86
Class - Hourly	5112	318,173.64	905,620.70	1,326,911.00	421,290.30	712,515.07
Class - Subs	5113	49,411.03	107,427.59	80,000.00	(27,427.59)	38,426.46
Class - Supplemental	5114	3,642.11	10,568.53	25,000.00	14,431.47	13,887.58
Class - Stipend	5115	2,590.09	12,458.28	65,750.00	53,291.72	28,609.49
Class - OT	5116	<u>3,771.33</u>	<u>10,391.61</u>	<u>18,000.00</u>	<u>7,608.39</u>	<u>7,267.02</u>
Total Class Salaries		545,021.81	1,578,588.96	2,129,780.00	551,191.04	1,295,554.48
Benefits						
Employee Benefits	5200	352,447.69	941,334.68	1,340,068.00	398,733.32	912,203.20
STRS	5201	366,990.13	995,590.74	1,415,076.00	419,485.26	892,156.83
PERS	5202	160,003.74	468,965.57	684,041.00	215,075.43	383,251.72
Apple Retirement	5203	2,985.92	7,110.66	7,500.00	389.34	7,471.86
SS Classified	5204	38,340.82	111,427.91	134,453.00	23,025.09	94,093.34
Medicare	5205	36,688.21	101,056.36	145,828.00	44,771.64	90,205.64
SUI Classified	5208	1,309.15	3,599.43	5,026.00	1,426.57	32,133.96
Workers Comp	5209	<u>25,959.59</u>	<u>72,055.18</u>	<u>140,798.00</u>	<u>68,742.82</u>	<u>89,829.57</u>
Total Benefits		984,725.25	2,701,140.53	3,872,790.00	1,171,649.47	2,501,346.12
Supplies						
Approved Text Books	5300	290.00	191,009.39	200,000.00	8,990.61	216,813.70
Classroom Books	5301	550.04	10,191.71	16,000.00	5,808.29	12,886.34
Class Supplies	5320	56,879.01	120,161.27	185,700.00	65,538.73	47,051.98
Other Supplies	5322	17,283.06	70,515.74	109,234.00	38,718.26	89,530.26
Equipment (under 5K)	5325	8,045.18	13,242.18	21,000.00	7,757.82	7,300.62
Reimbursables	5327	28,157.41	57,163.73	35,000.00	(22,163.73)	32,908.43
Food	5360	103,808.50	366,592.82	522,500.00	155,907.18	346,982.48
Office Supplies	5530	3,787.62	19,459.52	28,050.00	8,590.48	25,888.77
Postage	5540	0.00	63.88	500.00	436.12	117.83
Computers	6210	8,171.87	351,232.39	475,000.00	123,767.61	218,954.53
Software	6220	17,164.34	121,854.64	120,000.00	(1,854.64)	108,443.31
Furniture	6230	3,711.61	4,069.29	126,000.00	121,930.71	28,228.22
Books, Media, Library	6240	<u>1,291.23</u>	<u>7,337.01</u>	<u>7,500.00</u>	<u>162.99</u>	<u>1,914.63</u>
Total Supplies		249,139.87 ⁵⁴³	1,332,893.57	1,846,484.00	513,590.43	1,137,021.10



Academy for Academic Excellence

As of 1/1/2024 - 3/31/2024



		Current Period	YTD Actual	Total Budget	Remaining Budget	PY Actual
Services						
Employee Admin	5220	606.00	2,459.03	2,000.00	(459.03)	2,433.50
Testing	5331	1,238.97	5,268.44	35,115.00	29,846.56	7,980.25
Fundraising	5335	867.09	931.61	0.00	(931.61)	0.00
Referees	5340	5,100.00	14,100.00	14,400.00	300.00	9,000.00
Field Trip	5350	31,873.55	59,338.31	35,000.00	(24,338.31)	13,703.00
Travel	5400	1,301.89	3,146.39	8,419.00	5,272.61	1,673.61
Training and Conferences	5410	10,319.49	33,777.10	39,500.00	5,722.90	66,892.34
Other Services	5412	3,246.97	12,379.22	6,000.00	(6,379.22)	3,694.19
Dues and Memberships	5420	7,123.34	28,715.74	24,825.00	(3,890.74)	22,363.67
AVUSD Fees	5421	0.00	0.00	17,895.00	17,895.00	0.00
S B Co Fees	5422	0.00	2,475.00	10,000.00	7,525.00	3,960.00
LCER Management Fee	5423	0.00	315.00	2,161,205.00	2,160,890.00	315.00
Banking fees	5425	1.06	1.06			0.00
Insurance	5430	48,496.70	145,489.40	165,000.00	19,510.60	195,841.10
Legal Fees	5440	441.00	72,132.46	20,000.00	(52,132.46)	2,207.13
Consulting	5441	20,967.50	23,344.50	254,500.00	231,155.50	12,255.24
Consulting/Sub Agreements	5442	0.00	53,625.00	0.00	(53,625.00)	0.00
Trash-Sewer	5460	16,919.51	50,398.17	40,000.00	(10,398.17)	13,483.94
Gardening	5470	612.64	12,130.20	11,000.00	(1,130.20)	2,942.97
Janitorial	5480	12,507.30	56,025.67	75,000.00	18,974.33	50,209.80
Pest Control	5490	474.00	542.20	0.00	(542.20)	0.00
Security	5500	4,589.70	(252,601.43)	35,000.00	287,601.43	7,637.32
Telephone	5510	9,747.43	58,904.03	75,580.00	16,675.97	71,398.85
Utilities	5520	81,347.16	216,677.91	275,000.00	58,322.09	285,287.19
Copier	5531	12,996.55	52,200.51	48,256.00	(3,944.51)	9,194.26
Emergency-First Aid	5532	0.00	236.56	10,000.00	9,763.44	2,775.14
Bank Fees	5533	0.00	1,500.00	0.00	(1,500.00)	1,500.00
Rental - Leases	5550	96,913.36	648,255.40	583,625.00	(64,630.40)	437,961.05
Advertising - Marketing	5561	1,200.00	1,200.00	7,500.00	6,300.00	0.00
Public Relations	5562	565.70	715.70	7,500.00	6,784.30	2,688.93
Special Events	5563	7,160.18	9,371.00	15,000.00	5,629.00	27,270.40
Facilities - Maintenance	6010	76,949.49	142,493.86	150,000.00	7,506.14	83,506.97
Bus	6115	33,544.53	96,399.00	138,500.00	42,101.00	60,138.28
Equipment Repairs	6205	19,115.34	42,160.76	83,000.00	40,839.24	20,990.04
Total Services		506,226.45	1,594,107.80	4,348,820.00	2,754,713.26	1,419,304.17
Capital Exp						
Construction	5600	0.00	9,800.00	0.00	(9,800.00)	(448.55)
Sites - Improvements of Site	6000	252,024.08	807,511.10	900,000.00	92,488.90	103,641.36
Building -Improvements of Bldg	6100	134,238.62	197,968.02	250,000.00	52,031.98	99,390.00
Capital Equipment (over 5 K)	6200	0.00	30,832.60	0.00	(30,832.60)	31,404.09
Total Capital Exp		386,262.70	1,046,111.72	1,150,000.00	103,888.28	233,986.90
Debt Service						
Depreciation	6900	16,867.02	50,601.06	0.00	(50,601.06)	29,854.43
Total Debt Service		16,867.02	50,601.06	0.00	(50,601.06)	29,854.43
Total Expenditures		4,809,597.82	13,971,326.83	21,233,782.00	7,262,456.23	11,742,582.31
Revenue and Expense		531,382,139.74	(1,629,164.98)	(269,533.00)	1,359,630.92	2,190,246.41



Academy for Academic Excellence

Statement of Cash Flows

For the 3rd Qtr March 31, 2024



CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets \$ (1,629,365)

Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities

Depreciation and Amortization 50,601

Unrealized loss/(gain) on interest rate swap -

(Increase) Decrease in operating assets:

Accounts Receivable 3,202,176

Stores Inventory -

Prepaid Expense 1,587

Intercompany receivables

Increase (Decrease) in operating liabilities:

Current portion of loans payable

Accrued Payroll and Payroll Expenses (266,148)

Accounts Payable 187,981

Deferred Revenue (178,586)

Due to Government Grantor 58,075

Due to Student Groups -

Net Cash Provided by Operating Activities 1,426,321

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of Equipment, Furniture and Building Improvements -

Net Cash Used by Investing Activities -

CASH FLOWS FROM FINANCING ACTIVITIES

Proceeds from Line of Credit -

Additional Bond Issuance Cost -

Additional Apple Lease -

Payments on Outstanding Loans -

Net Cash Used by Financing Activities -

Net Increase in Cash 1,426,321

BEGINNING CASH 10,534,493

ENDING CASH 11,960,814

Days Cash on Hand 235.43

Appendix II

Student Enrollment



Academy for Academic Excellence

Enrollment

As of 3/31/2024



Grade Level	As of 6/30/2021	As of 9/30/2021	As of 12/31/2021	As of 3/31/2022	As of 6/30/2022	As of 9/30/2022	As of 12/31/2022	As of 3/31/2023	As of 6/30/2023	As of 9/30/2023	As of 12/31/2023	As of 3/31/2024
TK	25	25	25	25	25	44	43	43	43	48	47	47
K	96	99	98	97	95	100	99	99	99	100	99	99
1	96	100	100	98	98	98	100	99	98	100	100	99
2	97	100	100	98	97	100	99	99	99	98	97	98
3	111	112	111	106	105	112	112	112	112	112	111	110
4	111	112	111	109	109	112	111	111	111	112	112	110
5	112	112	111	111	110	112	112	111	111	112	111	112
6	124	124	122	124	124	124	124	122	122	122	120	121
7	123	124	123	116	116	124	122	121	121	125	124	123
8	124	123	118	118	118	123	124	123	122	123	121	122
9	119	114	112	109	109	114	114	113	111	112	108	110
10	111	115	112	109	109	109	107	104	104	105	103	104
11	103	103	102	98	97	116	114	112	112	104	104	104
12	92	99	94	97	95	96	94	94	94	119	118	115
Total	1444	1462	1439	1415	1407	1484	1475	1463	1459	1492	1475	1474



\$40,895,000

California Enterprise Development Authority
Charter School Revenue Bonds
(Norton Science and Language Academy Project)
Tax-Exempt Series 2020
CUSIP: 13069A AG3

\$5,500,000

California Enterprise Development Authority
Charter School Revenue Bonds
(Norton Science and Language Academy Project)
Tax-Exempt Series 2021
CUSIP: 13069A AQ1

Quarterly Report – March 31, 2024



1. Unaudited Financial Statements and Other Financial Information

Unaudited financial statements and other financial information, including a statement of revenues and expenses and a statement of revenues and expenses and a balance sheet, each in comparative form, to the extent practicable, with the financial figures from the corresponding period in the preceding Fiscal Year.

The unaudited financial statements and other financial information are provided in Appendix I.

2. Student Enrollment

The student enrollment number for the most recently completed quarter.

The student enrollment for the fiscal quarter ending March 31, 2024, is provided in Appendix II.

3. Budget (Required for June 30 Report)

The Quarterly Report for each quarter ending June 30 shall include a copy of the proposed annual operating budget for the School for the succeeding Fiscal Year as submitted to the California Department of Education.

Not applicable for the current reporting period.

4. Quarterly Report Certificate

A Quarterly Report Certificate in the form as Exhibit B.

The Quarterly Report Certificates are provided in Appendix III.

5. Notice of Charter Non-Compliance

Unless previously disseminated, the next Quarterly Report to be disseminated shall contain a copy or complete description of any notice, report or communication with respect to charter non-compliance that would allow the Lessee's charter authorizer to begin any process or proceedings toward charter revocation or which indicate an intent not to renew any such charter.

None.

Appendix I

Unaudited Financial Statements and Other Financial Information



Academy for Academic Excellence
Statement of Financial Position
As Of March 31, 2024



	July 1, 2023	March 31, 2024
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 9,825,328	\$ 11,397,711
Cash held in Trust	\$ -	-
Accounts Receivable	3,533,334	508,446
Intracompany Receivable	-	-
Laptop Lease Receivable	-	-
Laptop Inventory	-	-
Prepaid Expenses	70,092	68,807
Total Current Assets	<u>13,428,754</u>	<u>11,974,964</u>
Non-Current Asset		
Lease Payment Receivable - Long Term	-	-
Right of Use, Operating Lease	157,555	157,555
Right of Use, Finance Lease	42,957,586	42,957,586
Unamortized Debt Issuance Costs	-	-
Total Non-Current Assets	<u>43,115,141</u>	<u>43,115,141</u>
Capital Assets		
Non-depreciable Assets	42,802	42,802
Depreciable Assets	351,742	351,742
Accumulated Depreciation	(118,996)	(136,062)
Total Capital Assets	<u>275,548</u>	<u>258,482</u>
TOTAL ASSETS	<u>56,819,443</u>	<u>55,348,588</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Current Liabilities		
Current Portion of Long Term Liabilities	-	-
Accrued Payroll and Payroll Expenses	35,730	(155,651)
Line of Credit	-	-
Accounts Payable	291,654	413,972
Deferred Revenue	438,220	232,211
Due to Government Grantor	302,274	302,274
Operating lease liability, current portion	34,100	34,100
Finance lease liability, current portion	320,000	320,000
Due to Student Groups	-	-
Total Current Liabilities	<u>1,421,978</u>	<u>1,146,906</u>
Non-Current Liabilities		
Operating Lease Liability, Net Current portion		
Finance lease liability, net of current portion		
Long Term Liabilities		
Interest Rate Swap Agreement	-	-
Voluntary Retirement & OPEB, Less Current Portion	-	-
Laptop Capital Lease Payments Less Current Portion	-	-
Loans Payable, Less Current Portion	123,455	123,455
Finance lease liability, net of current portion	45,770,000	45,770,000
Total Long-Term Liabilities	<u>45,893,455</u>	<u>45,893,455</u>
TOTAL LIABILITIES	<u>47,315,433</u>	<u>47,040,361</u>
NET ASSETS		
Unrestricted	9,504,009	8,308,227
Temporarily Restricted	-	0
Permanently Restricted	-	-
TOTAL NET ASSETS	<u>9,504,009</u>	<u>8,308,227</u>
TOTAL LIABILITIES AND NET ASSETS	<u>56,819,443</u>	<u>55,348,588</u>



Academy for Academic Excellence

Statement of Activities

For the 3rd Qtr March 31, 2024



	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUES, GAINS, AND OTHER SUPPORT				
Federal Special Education		\$ -		\$ -
National School Lunch		\$ 366,500		366,500
Other Federal Revenues	-	816,203		816,203
State General Purpose Apportionment	7,627,224			7,627,224
District In-Lieu Property Tax	-			-
Education Protection Account	1,593,520			1,593,520
Lottery	106,580	27,781		134,361
State Special Education		685,664		685,664
One Time Funding	24,173			24,173
Other State Revenues	442,130	593,657		1,035,787
Donations	102	-		102
Donations - In-Kind		-		-
Student Activities	-			-
Class Fees	-			-
Food Services	-	153,134		153,134
Other Local Revenues	114,066	-		114,066
Interest Earned	39,045	-	-	39,045
Transfers	-			-
Net Assets Released From Restrictions:				
	-	-		-
Other Federal Restricted Funds	816,203	(816,203)		-
Lottery	27,781	(27,781)		-
Other State Funds	593,657	(593,657)		-
Special Education	685,664	(685,664)		-
Food Services	519,634	(519,634)		-
Restricted Cash Donations	-	-		-
Restricted In-Kind Donations	-	-		-
REVENUES, GAINS, AND OTHER SUPPORT	12,589,778	0	-	12,589,778
EXPENSES				
Certificated Salaries	5,023,899			5,023,899
Classified Salaries	1,469,763			1,469,763
Benefits	2,311,401			2,311,401
Total Salaries and Benefits	8,805,063			8,805,063
Books and Supplies	1,326,654			1,326,654
Services, Other Operating Expenses	3,298,236			3,298,236
Management Fee	350			350
Free Use of Facilities - Apple Valley School District	-			-
Capital Outlay	338,193			338,193
Debt Service	-			-
Amortization of Bond Cost	-			-
Depreciation	17,065			17,065
Total Expenditures	13,785,561	-	-	13,785,561
Net Change in Assets from Operations	(1,195,783)	0	-	(1,195,783)
Net Assets Beginning of Year as originally stated	9,504,009	-	-	9,504,009
Unrealized gain/(loss) on Interest Rate Swap	-	-	-	-
Net Assets Beginning of Year, as restated	9,504,009	-	-	9,504,009
Net Assets End of Year	8,308,227	0	-	8,308,227



Norton Science & Language Academy

As of 1/1/2024 - 3/31/2024



		Current Period	YTD Actual	Total Budget	Remaining Budget	PY Actual
Revenue						
Revenue						
Revenue	4000	6,139,561.83	12,550,733.75	24,279,735.00	11,729,001.25	13,649,105.97
Revenue - Interest	4100	17,353.56	39,044.68	44,000.00	4,955.32	20,329.76
Transfers Received	4990	0.00	0.00	545,855.00	545,855.00	0.00
Total Revenue		<u>6,156,915.39</u>	<u>12,589,778.43</u>	<u>23,777,880.00</u>	<u>11,188,101.57</u>	<u>13,669,435.73</u>
Total Revenue		<u>6,156,915.39</u>	<u>12,589,778.43</u>	<u>23,777,880.00</u>	<u>11,188,101.57</u>	<u>13,669,435.73</u>
Expenditures						
Cert Salaries						
Foundation Bonus	5000	100.00	100.00	0.00	100.00	0.00
Certificated Salaries	5100	1,682,318.01	4,563,279.45	6,648,852.00	2,085,572.55	3,797,929.78
Cert - Hourly	5102	11,059.55	15,765.15	75,000.00	59,234.85	0.00
Cert - Subs	5103	108,720.48	271,255.89	350,000.00	78,744.11	257,625.31
Cert - Supplemental	5104	24,354.97	93,887.18	91,740.00	2,147.18	94,533.75
Cert - Stipend	5105	23,990.14	64,451.30	76,550.00	12,098.70	45,311.23
Cert - OT	5106	6,650.95	15,159.74	15,000.00	159.74	9,220.04
Total Cert Salaries		1,857,194.10	5,023,898.71	7,257,142.00	2,233,243.29	4,204,620.11
Class Salaries						
Classified Salaries	5110	126,280.29	415,259.55	478,032.00	62,772.45	353,559.50
Class - Hourly	5112	294,595.20	829,176.77	1,580,442.00	751,265.23	518,719.32
Class - Subs	5113	61,034.87	129,866.31	100,000.00	29,866.31	58,491.35
Class - Supplemental	5114	29,831.08	66,607.74	54,332.00	12,275.74	50,561.65
Class - Stipend	5115	3,345.62	4,030.98	46,750.00	42,719.02	2,922.50
Class - OT	5116	12,256.58	24,822.03	26,021.00	1,198.97	15,276.51
Total Class Salaries		527,343.64	1,469,763.38	2,285,577.00	815,813.62	999,530.83
Benefits						
Employee Benefits	5200	258,846.07	696,358.55	1,205,565.00	509,206.45	637,841.29
STRS	5201	316,890.85	858,607.82	1,339,243.00	480,635.18	740,384.06
PERS	5202	168,256.10	478,158.56	679,276.00	201,117.44	298,636.41
Apple Retirement	5203	2,312.77	4,815.75	0.00	4,815.75	3,335.72
SS Classified	5204	40,639.17	114,166.16	159,467.00	45,300.84	75,677.22
Medicare	5205	33,684.34	91,556.18	139,185.00	47,628.82	73,675.95
SUI Classified	5208	1,192.50	3,254.13	4,797.00	1,542.87	26,026.00
Workers Comp	5209	23,384.66	64,483.47	95,318.00	30,834.53	72,853.22
Total Benefits		845,206.46	2,311,400.62	3,622,851.00	1,311,450.38	1,928,429.87
Supplies						
Approved Text Books	5300	23,977.90	207,747.99	213,335.00	5,587.01	182,285.20
Classroom Books	5301	720.05	31,477.18	50,000.00	18,522.82	13,574.69
Class Supplies	5320	10,442.31	47,202.71	150,000.00	102,797.29	75,281.65
Other Supplies	5322	51,873.25	161,048.49	241,940.00	80,891.51	108,148.28
Equipment (under 5K)	5325	9,618.20	22,575.07	19,000.00	3,575.07	0.00
Reimbursables	5327	7,305.18	7,770.24	0.00	7,770.24	7,083.61
Food	5360	106,750.06	375,775.65	719,500.00	343,724.35	344,502.82
Office Supplies	5530	13,186.24	24,041.73	43,000.00	18,958.27	15,748.32
Postage	5540	671.09	3,310.89	5,000.00	1,689.11	0.00
Computers	6210	135,295.23	284,376.48	230,000.00	54,376.48	158,942.64
Software	6220	17,668.34	132,060.09	125,000.00	7,060.09	78,340.34
Furniture	6230	11,121.78	24,544.40	350,000.00	325,455.60	223,586.81
Books, Media, Library	6240	3,684.00	4,722.96	12,000.00	7,277.04	0.00
Total Supplies		362,702.07	1,326,653.88	2,158,775.00	832,121.12	1,207,494.36



Norton Science & Language Academy

As of 1/1/2024 - 3/31/2024



		Current Period	YTD Actual	Total Budget	Remaining Budget	PY Actual
Services						
Employee Admin	5220	549.50	1,831.00	1,500.00	331.00	2,318.42
Testing	5331	1,238.97	5,892.14	23,275.00	17,382.86	8,002.55
Referees	5340	1,500.00	8,845.00	7,500.00	1,345.00	2,943.00
Field Trip	5350	59,037.23	112,185.68	139,500.00	27,314.32	13,505.50
Travel	5400	938.31	2,255.31	5,413.00	3,157.69	2,037.00
Training and Conferences	5410	47,070.00	110,763.50	85,000.00	25,763.50	107,311.48
Other Services	5412	9,350.95	31,458.10	50,000.00	18,541.90	2,679.00
Dues and Memberships	5420	4,043.00	14,284.51	13,329.00	955.51	34,299.84
S B Co Fees	5422	0.00	2,150.00	174,161.00	172,011.00	112,915.94
LCER Management Fee	5423	0.00	350.00	2,078,164.00	2,077,814.00	350.00
Banking fees	5425	0.00	0.00	2,200.00	2,200.00	0.00
Insurance	5430	48,496.70	145,489.40	165,000.00	19,510.60	202,562.10
Legal Fees	5440	588.00	30,146.00	50,000.00	19,854.00	3,959.00
Consulting	5441	68,187.50	90,155.98	1,150,000.00	1,059,844.02	55,859.77
Consulting/Sub Agreements	5442	0.00	11,052.00	50,000.00	38,948.00	0.00
Trash-Sewer	5460	11,369.10	48,758.79	50,000.00	1,241.21	39,843.60
Gardening	5470	1,755.85	10,764.77	10,000.00	764.77	8,559.13
Janitorial	5480	16,252.97	72,539.58	100,000.00	27,460.42	44,023.63
Pest Control	5490	677.36	1,963.30	2,300.00	336.70	1,128.60
Security	5500	0.00	2,150.06	55,000.00	57,150.06	5,868.60
Telephone	5510	5,136.53	25,057.69	48,300.00	23,242.31	43,529.40
Utilities	5520	5,211.98	7,189.46	200,000.00	192,810.54	13,493.06
Copier	5531	12,957.77	42,083.09	48,256.00	6,172.91	8,309.40
Emergency-First Aid	5532	550.87	8,434.94	16,000.00	7,565.06	5,120.93
Bank Fees	5533	0.00	2,500.00	0.00	2,500.00	2,500.00
Rental - Leases	5550	785,501.54	2,336,702.16	3,081,875.00	745,172.84	2,239,622.23
Advertising - Marketing	5561	0.00	732.88	7,500.00	6,767.12	168.10
Public Relations	5562	2,003.60	7,211.99	6,000.00	1,211.99	7,103.56
Special Events	5563	946.00	2,541.99	5,000.00	2,458.01	2,410.68
Facilities - Maintenance	6010	13,114.67	45,411.17	100,000.00	54,588.83	42,038.39
Bus	6115	62,599.81	84,827.47	79,000.00	5,827.47	5,774.65
Equipment Repairs	6205	19,070.00	37,158.42	76,000.00	38,841.58	19,632.03
Total Services		1,178,148.21	3,298,586.26	7,880,273.00	4,581,686.74	3,037,869.59
Capital Exp						
Construction	5600	0.00	62,254.86	65,000.00	2,745.14	0.00
Sites - Improvements of Site	6000	107,614.67	151,173.38	50,000.00	101,173.38	135,806.06
Building -Improvements of Bldg	6100	4,400.00	110,934.27	125,000.00	14,065.73	57,137.02
Capital Equipment (over 5 K)	6200	0.00	13,830.45	25,000.00	11,169.55	22,189.15
Total Capital Exp		112,014.67	338,192.96	265,000.00	73,192.96	215,132.23
Debt Service						
Depreciation	6900	5,688.47	17,065.41	0.00	17,065.41	16,511.25
Total Debt Service		5,688.47	17,065.41	0.00	17,065.41	16,511.25
Total Expenditures		4,888,297.62	13,785,561.22	23,469,618.00	9,684,056.78	11,609,588.24
Revenue and Expense						
		<u>1,268,617.77</u>	<u>1,195,782.79</u>	<u>308,262.00</u>	<u>1,504,044.79</u>	<u>2,059,847.49</u>



Academy for Academic Excellence

Statement of Cash Flows

For the 3rd Qtr March 31, 2024



CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets	\$ (1,195,783)
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities	
Depreciation and Amortization	17,065
Unrealized loss/(gain) on interest rate swap	-
(Increase) Decrease in operating assets:	
Accounts Receivable	3,024,888
Stores Inventory	-
Prepaid Expense	1,285
Intercompany receivables	
Increase (Decrease) in operating liabilities:	
Current portion of loans payable	
Accrued Payroll and Payroll Expenses	(191,381)
Accounts Payable	122,317
Deferred Revenue	(206,009)
Due to Government Grantor	-
Due to Student Groups	-
Net Cash Provided by Operating Activities	1,572,383

CASH FLOWS FROM INVESTING ACTIVITIES

Purchase of Equipment, Furniture and Building Improvements	-
Net Cash Used by Investing Activities	-

CASH FLOWS FROM FINANCING ACTIVITIES

Proceeds from Line of Credit	-
Additional Bond Issuance Cost	-
Additional Apple Lease	-
Payments on Outstanding Loans	-
Net Cash Used by Financing Activities	-

Net Increase in Cash 1,572,383

BEGINNING CASH 9,825,328

ENDING CASH 11,397,711

Days Cash on Hand 227.37

Appendix II

Student Enrollment



Norton Science & Language Academy

Enrollment
As of 3/31/2024



<u>Grade Level</u>	<u>Count</u>
TK	48
K	100
1	99
2	98
3	99
4	99
5	98
6	126
7	118
8	120
9	73
10	39
11	51
Total	<u>1168</u>

Appendix III
Quarterly Report Certificates

EXHIBIT B

QUARTERLY REPORT CERTIFICATE

Name of Issuer: California Enterprise Development Authority

Name of Issue: Charter School Revenue Bonds (Norton Science and Language Academy Project) Tax-Exempt, Series 2020

Name of Borrower: 230 South Waterman Avenue LLC

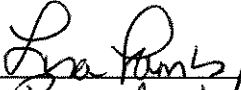
Name of Lessee: The High Desert "Partnership in Academic Excellence" Foundation, Incorporated

Date of Issuance: June 16, 2020

Pursuant to the Continuing Disclosure Agreement, dated as of June 1, 2020, between the Lessee, the Borrower, and the Dissemination Agent, the undersigned representative of the Lessee and the Borrower does hereby certify that the enclosed unaudited financial statements of the Lessee and the Borrower for the quarter ended March, 2024, complies with the requirements of Section 3 of the Continuing Disclosure Agreement.

230 SOUTH WATERMAN AVENUE LLC, a
California limited liability company

By: The High Desert "Partnership in Academic Excellence" Foundation, Incorporated, a
California nonprofit public benefit
corporation, its sole member

By: 
Its: President / CEO

**THE HIGH DESERT "PARTNERSHIP IN
ACADEMIC EXCELLENCE" FOUNDATION,
INCORPORATED**, a California nonprofit public
benefit corporation

By: Patricia Caldwell, Ph.D.
Its: Board Chair

EXHIBIT B

QUARTERLY REPORT CERTIFICATE

Name of Issuer: California Enterprise Development Authority

Name of Issue: Charter School Revenue Bonds (Norton Science and Language Academy Project) Tax-Exempt, Series 2021

Name of Borrower: 230 South Waterman Avenue LLC

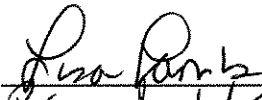
Name of Lessee: The High Desert "Partnership in Academic Excellence" Foundation, Incorporated

Date of Issuance: December 21, 2021

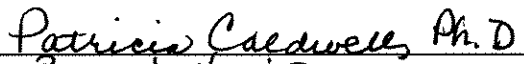
Pursuant to the Continuing Disclosure Agreement, dated as of December 1, 2021, between the Lessee, the Borrower, and the Dissemination Agent, the undersigned representative of the Lessee and the Borrower does hereby certify that the enclosed unaudited financial statements of the Lessee and the Borrower for the quarter ended March, 2024, complies with the requirements of Section 3 of the Continuing Disclosure Agreement.

230 SOUTH WATERMAN AVENUE LLC, a
California limited liability company

By: The High Desert "Partnership in Academic Excellence" Foundation, Incorporated, a
California nonprofit public benefit
corporation, its sole member

By: 
Its: President/CEO

**THE HIGH DESERT "PARTNERSHIP IN
ACADEMIC EXCELLENCE" FOUNDATION,
INCORPORATED**, a California nonprofit public
benefit corporation

By: 
Its: Board chair

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	David Gruber
Authorized Representative's Signature	
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	05/22/2024

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:
Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	David Gruber
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	05/22/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/12/2023
Authorized Representative's Full Name	David Gruber
Authorized Representative's Title	Chief Business Officer

2024–25 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:
Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies occur at this time.

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp>.

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	David Gruber
Authorized Representative's Signature	
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	05/22/2024

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:
Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	David Gruber
Authorized Representative's Title	Chief Business Officer
Authorized Representative's Signature Date	05/22/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/12/2023
Authorized Representative's Full Name	David Gruber
Authorized Representative's Title	Chief Business Officer

2024–25 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	335
Estimated English learner student program allocation	\$43,634

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$27,500
Program and other authorized activities	\$250
English Proficiency and Academic Achievement	\$15,596
Parent, family, and community engagement	\$288
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$43,634

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:
Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies occur at this time.

LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
April 1 - April 30 , 2024

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance			\$4,865.45
Revenue			
HiDAS Club Dues	\$50.00		
Social Raffle Tickets	\$1,035.05		
Bud Biggs Scholarship Donations	\$197.12		
Destination Imagination Donations	\$270.83		
Online donation to AAE Staff Scholarship	\$9.92		
Online donations to Unrestricted	\$159.92		
Interest	\$ 0.04		
<i>Total</i>	\$1,722.88		
Expenditure			
Unrestricted	\$ 112.31		
Visa - HiDAS Club	\$ 94.59		
<i>Total</i>	\$ 206.90		
Ending Balance		<i>Total</i>	\$6,381.43

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance			
Restricted Funds - AAE Capital Campaign		\$ 77,843.03	
Restricted Funds - NSLA Capital Campaign		\$ 1,239.54	
Restricted Funds - Davis Endowment		\$ 13,646.24	
Restricted Funds - Global Exchange Programs		\$ 10,545.20	
Restricted Funds - HiDAS Endowment		\$ 63,052.94	
Restricted Funds - Scholarships		\$ 30,888.86	
Unrestricted Funds		\$ 119,914.12	
		\$ 317,129.93	
Revenue			
Interest	\$ 194.96		
<i>Total</i>	\$ 194.96		
Expenditure			
<i>Total</i>	\$ -		
Ending Balance			
Restricted Funds - AAE Capital Campaign		\$ 77,891.77	
Restricted Funds - NSLA Capital Campaign		\$ 1,239.54	
Restricted Funds - Davis Endowment		\$ 13,654.04	
Restricted Funds - Global Exchange Programs		\$ 10,553.00	
Restricted Funds - HiDAS Endowment		\$ 63,091.93	
Restricted Funds - Scholarships		\$ 30,904.45	
Unrestricted Funds		\$ 119,990.15	
		\$ 317,324.89	
		<i>Total</i>	\$ 317,324.89
Total Checking and Savings			\$323,706.32

Foundation Savings - 4100005285

2023-24

As of 4/30/24

Description	Beginning Balance	Debit	Credit	Interest	Ending Balance
AAE Capital Campaign	\$77,184.71	\$779.61	\$1,119.46	367.21	\$ 77,891.77
NSLA Capital Campaign	\$1,766.94	\$527.40		0.00	\$ 1,239.54
Davis Scholarship Endowment	\$13,595.29			58.75	\$ 13,654.04
Global Exchange Programs	\$13,058.15	\$2,863.90	\$300.00	58.75	\$ 10,553.00
HiDAS Endowment	\$62,798.17			293.76	\$ 63,091.94
Scholarships	\$25,417.75		\$5,369.20	117.50	\$ 30,904.45
Unrestricted	\$119,310.19	\$3,019.01	\$3,126.13	572.84	\$ 119,990.15
TOTAL					\$ 317,324.89

Restricted Scholarship Funds					
AAE Staff Scholarship	\$0.00		\$99.20		\$99.20
Bud Biggs Memorial Scholarship	(\$7.82)				-\$7.82
Mike Mangold Scholarship	\$2,250.00				\$2,250.00
Rick Piercy Scholarship	\$0.00		\$5,270.00		\$5,270.00
Sandra Perea Scholarship	\$4,535.00				\$4,535.00
Total Unrestricted Scholarship Funds					\$18,758.07

Restricted AAE Capital Campaign Funds					
High Desert Turtle and Tortoise Club	\$2,500.00				\$2,500.00
AAE Gym Weight Room	\$2,150.00				\$2,150.00
Watertower, Gristmill, Shade Structures	\$25,060.39				\$25,060.39
Total Unrestricted AAE Capital Campaign					\$48,181.38

**LCER Board Meetings
Attendance Log 2024**

	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Steve Levin	Present	Present	Present	Present	Present							100%
Sharon Page	Present	Present	Present	Present	Present							100%
David Rib	Present	Present	Present	Present	Present							100%
Marisol Sanchez	Present	Present	Present	Absent	Present							80%
Pat Caldwell	Present	Absent	Present	Present	Present							80%
Yolanda Carlos	Present	Present	Absent	Present	Present							80%
Pat Schlosser	Present	Present	Absent	Present	Absent							60%
Jessica Rodriguez	Present	Absent	Present	Absent	Present							60%
Omari Onyango	Present	Present	Absent	Absent	Absent							40%

	Special Meetings		
	April 5	May 28	
Pat Caldwell	Absent	Present	
Yolanda Carlos	Present	Present	
Steve Levin	Present	Absent	
Omari Onyango	Present	Absent	
Sharon Page	Present	Present	
David Rib	Present	Present	
Jessica Rodriguez	Present	Present	
Marisol Sanchez	Present	Present	
Pat Schlosser	Present	Absent	

LCER Board Give and Get
Fiscal Year 2023/2024 - As of 4/30/24

Member	Give	Get	In-kind	Total
Pat Caldwell	\$ 360	\$ 500		\$ 860
Yolanda Carlos	\$ 155			\$ 155
Omari Onyango	\$ 512			\$ 512
Sharon Page	\$ 600			\$ 600
Jessica Rodriguez	\$ 100			\$ 100
Marisol Sanchez	\$ 5,729	\$ 1,200		\$ 6,929
David Rib		\$ 2,500		\$ 2,500
Pat Schlosser				\$ -
Total	\$ 7,456	\$ 4,200	\$ -	\$ 11,656

Lewis Center Foundation Board Give and Get
Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total
				\$ -
Buck Goodspeed	\$ 712			\$ 712
Vianey Gonzalez		\$ 2,850		\$ 2,850
Ambar Martinez	\$ 512			\$ 512
Jessica Rodriguez	\$ 100			\$ 100
Marisol Sanchez	\$ 5,729	\$ 1,200		\$ 6,929
Genesis Varags				\$ -
Total	\$ 7,053	\$ 4,050	\$ -	\$ 11,103

Total Combined Boards	\$ 8,780	\$ 7,050	\$ -	\$ 15,730
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