



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

Regular Board Meeting Agenda

01/26/2026 - 04:30 PM

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

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

Additional Locations: 1936 De Anza Dr. Colton, CA; 4110 Berryman Ave. Los Angeles, CA;

AGENDA

[Join Meeting or](#)

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

1. OPENING ITEMS

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

2. APPROVAL OF MINUTES

- .01 Approval of the Minutes of the Regular Board Meeting Held December 15, 2025 - (pg. 3)

3. RECOGNITIONS / SPECIAL PRESENTATIONS

- .01 LCER Ambassador's Student Update
- .02 AAE SFJROTC Unit Evaluation Brief and Recognitions
- .03 NSLA Principal's School Update
- .04 AAE Principal's School Update
- .05 AAE and NSLA California School Dashboard Presentation

4. PUBLIC COMMENTS

Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words per person and 15 minutes per topic shall be observed. If more than one person wishes to speak on the same topic, subsequent speakers should limit their remarks to new information only. If you are attending virtually and wish to send in a public comment to be read at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.

5. CONSENT ITEMS

- .01 Approve AAE SFJROTC Leadership Camp – (pg. 7)

6. DISCUSSION/ACTION ITEMS

- .01 Lewis Center Foundation Board Update – Marisol Sanchez, Foundation Board Chairman
- .02 Approve AAE and NSLA 1st Interim Reports – (pg. 12)
- .03 Approve AAE and NSLA School Accountability Report Cards (SARC) – (pg. 46)
- .04 Approve Updated Strategic Plan Adopted on January 26, 2026 – (pg. 98)

7. INFORMATION INCLUDED IN PACKET

- .01 President/CEO Report – (pg. 105)
- .02 Grant Tracking Report – (pg. 114)
- .03 LCER Financial Reports

- Checks Over \$10K – (pg. 115)
- Budget Comparisons – (pg. 116)
- AAE and NSLA Consolidated Application and Reporting System (CARS) Semi Annual Reports – (pg. 117)
- Lewis Center Foundation Financial Reports – (pg. 148)

.04 LCER Board Attendance Log – (pg. 151)

.05 LCER Board/Lewis Center Foundation Give & Get – (pg. 152)

8. BOARD POLICIES / ADMINISTRATIVE REGULATIONS

.01 Discussion and Approval of Revision to Board Policy BP 9110 Board Bylaws - Terms and Officers - (pg. 153)

.02 Discussion of Proposed Revisions to Board Policy BP 3515.7 Video Surveillance Security System – (pg. 155)

9. FUTURE AGENDA ITEMS

10. BOARD/STAFF COMMENTS

11. ADJOURN



MINUTES

1. OPENING ITEMS

- .01 Call to Order and Pledge of Allegiance – Chairman Carlos called the meeting to order at 4:31 p.m.
- .02 Roll Call - LCER Board Members Present: Chairman Yolanda Carlos, Michael Razo, Jessica Rodriguez, Marisol Sanchez, Pat Schlosser, Lucy Tello. LCER Board Members Absent: Dr. Steven Levin.
- .03 Adoption of the Agenda - A motion to adopt the agenda as presented was made by Pat Schlosser, seconded by Marisol Sanchez. The motion passed by a roll call vote of 6-0.

2. APPROVAL OF MINUTES

- .01 Approval of the Minutes of the Regular Board Meeting Held November 3, 2025 - On a motion by Jessica Rodriguez, seconded by Pat Schlosser, vote 6-0, the LCER Board of Directors approved agenda item 2.01 by roll call vote.

3. RECOGNITIONS / SPECIAL PRESENTATIONS

- .01 LCER Ambassador's Student Update – NSLA Student Ambassador Tiffany Good, Fernanda Hernandez, and Max Goodly updated the board on events including the participation in Redlands and YMCA parades. Other events included ASB prep rally, free dress week, and FASFA workshops. Elementary Winter performances took place and Mouse O'Grams are on sale. Military recruiters came to provide information on their programs. Pizza for Poetry and Poetry Out Loud took place. Christmas Break begins December 19. AAE Student Ambassadors Ellianna De La Rosa and Elena Acuna updated the board on student activities including soccer games held last week again NSLA. Other events included Mock Trial, Student/Staff Bake Off and participation in the Victorville Holiday Parade. ROTC had their yearly unit evaluation conducted by MSgt Toledo and received a 100% score, and Dining-In took place. Multiple music performances were held. Student Ward Halwani received a full scholarship to Duke University and was celebrated. Chairman Carlos thanked them for the update.
- .02 World Savvy Workforce in the Age of AI Conference Highlights and Outcomes – Ambassadors Max Goodly, Tiffany Good, Sahara Dawson, Landon Applegate, Lilyan Fundell provided to the Board an overview of their experience at the conference and how student voices made an impact to leaders who participated in the conversation. Outcomes from the conference and desired results were shared. Critical conversations are being implemented into more schools and they are looking for more involvement to implement and share their knowledge. Chairman Carlos was refreshed to hear that students are on the cutting edge of humanizing AI and commended all of the students with the knowledge that they are gaining.
- .03 Secondary Math Course Pathway Updates – Mrs. Goulet, Mr. Klopping, and Mr. Richards from AAE presented to the board their presentation that included reevaluating the current integrated math pathway. A pros and cons summary was provided along with CAASPP/SAT performance data. A recommendation for LCER to transition was explained. When looking at math in PLC groups, math teachers were asking questions about the pathway that needed to be explored. The goal is that teachers from both schools working collaboratively and it is research based. Mrs. Sanchez asked for clarification which grade levels it will impact. Mr. Richards responded and explained how it impacts high school, 11th grade CAASPP, and other testing. Pat Schlosser provided comments and concerns. Mr. Richards further explained the benefits. Mr. Klopping explained the challenges with the current curriculum. Mrs. Rodriguez commented that she was happy to hear this conversation came from various meetings, and team collaboration. Chairman Carlos agreed. Mrs. Agosto added information that students were scoring better on CAASPP when students were using the traditional model.
- .04 NSLA 2025-26 Williams First Quarterly Reports – Mrs. Agosto updated the Board on the Williams reports and it's findings. Chairman Carlos congratulated NSLA.
- .05 NSLA Principal's School Update – Mrs. Agosto provided information to the board on attendance data and performance data. They are taking the data back and discussing next steps. They are taking professional

development training on a three year commitment to Riverside Office of Education on how to focus on data and honor it. Staff feedback was to look at the mission statement and know that it is relevant and being met. Chairman Carlos thanked Mrs. Agosto.

- .06 AAE Principal's School Update – Mr. Richards discussed the PLC process and how it is guiding them to work together collaboratively. They have also looked at their mission statement which doesn't include elementary perspective. He would like it to speak to all grade levels, parents, and students. Data was shared on attendance and academics. Family Voices brought a lot of positive feedback as well as challenges and concerns that the team is looking to improve. Mr. Richards reported on student activities the ROTC's Unit Evaluation. Finals week is taking place and students are dismissed at 12:30 Tuesday through Thursday. Attendance Recovery continued to be a focus. Chairman Carlos thanked Mr. Richards.
- .07 Board Recognition: Appreciation for Outgoing Board Member Jessica Rodriguez Completing Her Term – Dr. Lamb presented Mrs. Rodriguez with flowers and a Certificate of Appreciation. The Board and Executive Team shared their appreciation and sentiments. They thanked Mrs. Rodriguez for her leadership, wisdom, and dedication. Mrs. Rodriguez responded with appreciation.

4. PUBLIC COMMENTS – None.

5. CONSENT ITEMS

- .01 Approve Senior Class 2026 Disneyland Grad Nite Field Trip – On a motion by Marisol Sanchez, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved the consent agenda.

6. DISCUSSION/ACTION ITEMS

- .01 Lewis Center Foundation Board Update – Marisol Sanchez, Foundation Board Chairman
- LCER Social at Escape Craft Brewery in Redlands on December 18th, 5pm-7pm
- Mrs. Sanchez provided additional updates on the Golf Tournament planning Foundation Board and Committee recruitment
- .02 Discuss and Approve Nominating Committee Recommendation of Amber Hom as a Member of the LCER Board of Directors – The Board shared that Mrs. Nom is highly qualified, an Apple Valley resident, and would make a great addition to the Board. Dr. Lamb she has experience with Mitsubishi Cement and St. Mary's. The HR Director was included in the interview process. Mitsubishi Cement has been a committed community member and has been invested when serving for the board in the past. Mitsubishi Cement has been the largest donor in Lewis Center history.
- On a motion by Pat Schlosser, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved action item 6.02.
- .03 Discuss and Approve Nominating Committee Recommendation of Slate of LCER Board Officers for 2026
- Yolanda Carlos, Chairman
 - Marisol Sanchez, Vice Chairman
 - Dr. Steve Levin, Secretary
 - Michael Razo, Treasurer
- On a motion by Jessica Rodriguez, seconded by Pat Schlosser, vote 6-0, the LCER Board of Directors approved action item 6.03.
- .04 Discuss and Approve Private Security Service Agreement with Norton Science and Language Academy and District and Charter Patrol Private Security – Mr. Gruber provided context for the need of additional resources and San Bernardino City Unified School District services that are no longer provided. The Executive Team toured other campuses that utilized DCPatrol and observed. Zee McKnight from DCPatrol was present and answered questions to his services and training his staff obtains. Mr. Razo asked for comparables on equitable services through San Bernardino County versus DCPatrol. Mr. Gruber answered that services will be onsite, which far exceeds what the city was previously providing since they were an on-call service. Mr. Gruber explained the budget details and contract effective date of January 12, 2026 if approved. Mrs. Tello included perspective as an NSLA parent and her concerns. Mrs. Agosto added that in her observations, she saw the personability given and relationship building they had with students. They are not to be an oppositional figure. Mr. Gruber stated that all current CSOs will remain on campus, this will be an add on service and the training resource will bring site support to the next level. Mrs. Sanchez asked for clarification if the COI requires a

change when armed security is provided. Mr. Gruber answered that it is the same amount of coverage and provided more detail. Privacy implications through Ed Code or School Policies on use of body cams, body cam footage and usage, and student records including ownership of footage were discussed. Introduction of services to the community was discussed. The Board suggested postponing action until student records access and process is clear. The Board asked to omit use of body cam usage at this time and motion to approve the contract with that omission.

On a motion by Pat Schlosser, seconded by Jessica Rodriguez, vote 6-0, the LCER Board of Directors approved Action Item 6.04.

- .05 Discuss Updated Strategic Plan – Dr. Lamb shared proposed updates to the LCER Strategic Plan. The strategic goal of the Board and Executive Team is to ensure student success by serving the whole student through effective academic, behavioral, and social-emotional programs. Each objective shared serve to support student achievement. Three Objectives and their strategies were reviewed. The Board appreciated the information and thanked Dr. Lamb. She will update the board report with the new information, and it will be available for the next meeting. The Executive Team will be meeting on January 9.

7. INFORMATION INCLUDED IN PACKET

- .01 President/CEO Report
- .02 Grant Tracking Report
- .03 LCER Financial Reports
 - Checks Over \$10K
 - Budget Comparisons
 - Lewis Center Foundation Financial Reports
- .04 AAE and NSLA Quarterly Financial Reports (Phan 12/31)
- .05 LCER Board Attendance Log
- .06 LCER Board/Lewis Center Foundation Give & Get

8. BOARD POLICIES / ADMINISTRATIVE REGULATIONS

- .01 Approval of Revision to Board Policy BP 4400 – Personnel, Hiring Practices
- .02 Approval of Revision to Administrative Regulation AR 4400 – Personnel, Hiring Practices
- .03 Approval of Revision to Board Policy BP 6163.4 – Instruction, Student Use of Technology
- .04 Approval to Retire Administrative Regulation AR 6163.4 – Instruction, Student Use of Technology

On a motion by Pat Schlosser, seconded by Marisol Sanchez, vote 6-0, the LCER Board of Directors approved Board Policies/Administrative Regulations Agenda Items 8.01-8.04.

9. FUTURE AGENDA ITEMS

- AB1230 – Changes in Pupil Discipline on Expulsions
- Student Board Members – They are not required at this time, but the Board would like to discuss. Dr. Lamb will share a presentation and the board would be interested to learn more.

10. BOARD/STAFF COMMENTS –

Mr. Schlosser thanked the team for answering all of his questions and their patience. Mrs. Rodriguez gave one last thanks and shared her appreciation. Dr. Lamb thanked the Lewis Center Foundation for the staff appreciation socks. All staff reflection and comments were shared. At NSLA, things shared were belonging, inclusion, affirmation and positive impacts on culture. Foundational skills are growing. CKH had positive feedback. At AAE, Academic rigor and student approach to studies was strong including high level of instruction.

11. CLOSED SESSION

- .01 Conference with Legal Counsel, Existing Litigation: Parents on Behalf of Student v. Academy for Academic Excellence. OAH Case Number 2025081142

Government Code § 54956.9(a)

The Board convened into closed session at 7:01 p.m.

12. REPORT OF CLOSED SESSION ITEMS

The Board reconvened into open session at 7:22 p.m. Chairman Carlos reported that the board unanimously approved the settlement agreement regarding item 12.01. A copy of the redacted settlement agreement regarding OAH Case Number 2025081142 is available for review upon request.

13. ADJOURN

Chairman Carlos adjourned the meeting at 7:22 p.m.

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

Date of meeting: _____

Title: AAE SFJROTC Leadership Camp

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

Background: Cadets will learn advanced skills that they can carry with them and use in their everyday lives. At the Marine Corps Logistics Base in Baretow, marines are willing to help teach lessons and are always there in case of an emergency. We can ensure that the cadets will come out of this camp better than they came in. Our Leadership Camp (also known as Operation Rose Garden) will be held on March 23rd-27th, 2026.

Fiscal Implications (if any): N/A

Impact on Mission, Vision, or Goals (if any): If this training camp is not held at the Marine Corps Logistics Base for these five days, cadets will miss necessary skills. They will not be able to learn CPR, First Aid, basic martial arts, weapon SRT drills, map/land navigation, fire safety, fire drills, and more training we plan to teach, therefore, this camp is essential.

Recommendation: Please review/approve this off-campus trip.

Submitted by: MSgt Padua



LEWIS CENTER FOR EDUCATIONAL RESEARCH
FIELD TRIP REQUEST FORM

Office Use Only

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

Date Submitted: 12/18/2025

Requested by: MSgt Padua

Phone: 951 950 4715

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: March 23-27, 2026

Destination: Marine Corps Logistics Base, Breston

Number of: Students 130 Staff 10

Grade Level(s): 9th-12th

Estimated Number of Volunteers** 8-10

School Departure Time: 0800 March 23, 2026

Destination Arrival Time: 0900 March 23, 2026

Destination Departure Time: 1100 March 27, 2026

School Return Time: 1200 March 27, 2026

Specific Learning Objectives of Trip: Cadets will learn essential skills, such as CPR, First Aid, weapon SRT drills, basic martial arts, map/land navigation, and even more. These cadets can carry these skills with them outside of ROTC and in their everyday lives.

Funding Source (check all that apply)

☐ ASB/Club Funds

Name of Club: _____

☐ Grade Level Funds

What Grade Level: _____

☐ Fundraising/Donations

☒ Budget Code: SFTRUC

Transportation (check all that apply)

☐ Private Vehicle*** ☐ Public Transportation ☐ Plane ☐ Train ☐ Boat ☐ Other: _____

☒ Bus Number of buses 2 If bus, Student Activities Coordinator has been informed bus is needed ☐

Lodging (check all that apply)

☐ On Campus ☐ Hotel ☐ AirBnB ☒ Other: Barracks on Base

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: 12-18-25

* 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

DAY 1: March 23rd, 2026	DAY 2: March 24th, 2026
<ul style="list-style-type: none"> ● Staff Arrival + Setup / Prebrief <ul style="list-style-type: none"> ○ 0345 - 0445 ● Cadet Arrival <ul style="list-style-type: none"> ○ 0445 - 0500 ● Introductions / Bag Checks / Medical Check-in <ul style="list-style-type: none"> ○ 0500 - 0530 ● PT + Training <ul style="list-style-type: none"> ○ 0530 - 0730 ● Standby / Wait for Buses <ul style="list-style-type: none"> ○ 0730 - 0745 ● Board Buses <ul style="list-style-type: none"> ○ 0745 - 0800 ● Drive to MCLB <ul style="list-style-type: none"> ○ 0800 - 0900 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0900 - 1200 ● Lunch <ul style="list-style-type: none"> ○ 1200 - 1230 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1230 - 1700 ● Dinner <ul style="list-style-type: none"> ○ 1700 - 1730 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1730 - 1900 ● Cadet Hygiene / Iron Hour <ul style="list-style-type: none"> ○ 1900 - 2000 ● Iron Hygiene + Iron Lights-Out <ul style="list-style-type: none"> ○ 2000 - 2100 ● Staff Debrief <ul style="list-style-type: none"> ○ 2100 - 2130 ● Staff Hygiene + Lights-Out <ul style="list-style-type: none"> ○ 2130 - 2200 	<ul style="list-style-type: none"> ● Staff Wake Up + Hygiene <ul style="list-style-type: none"> ○ 0330 - 0400 ● Staff Prebrief + Setup <ul style="list-style-type: none"> ○ 0400 - 0450 ● Iron Wake Up + Hygiene <ul style="list-style-type: none"> ○ 0500 - 0520 ● Iron Hour <ul style="list-style-type: none"> ○ 0520 - 0600 ● Cadet Wake Up + Hygiene <ul style="list-style-type: none"> ○ 0600 - 0630 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0630 - 0800 ● Breakfast <ul style="list-style-type: none"> ○ 0800 - 0830 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0830 - 1200 ● Lunch <ul style="list-style-type: none"> ○ 1200 - 1230 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1230 - 1700 ● Dinner <ul style="list-style-type: none"> ○ 1700 - 1730 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1730 - 1900 ● Cadet Hygiene / Iron Hour <ul style="list-style-type: none"> ○ 1900 - 2000 ● Iron Hygiene + Iron Lights-Out <ul style="list-style-type: none"> ○ 2000 - 2100 ● Staff Debrief <ul style="list-style-type: none"> ○ 2100 - 2130 ● Staff Hygiene + Lights-Out <ul style="list-style-type: none"> ○ 2130 - 2200

DAY 3: March 25th, 2026	DAY 4: March 26th, 2026
<ul style="list-style-type: none"> ● Staff Wake Up + Hygiene <ul style="list-style-type: none"> ○ 0330 - 0400 ● Staff Prebrief + Setup <ul style="list-style-type: none"> ○ 0400 - 0450 ● Iron Wake Up + Hygiene <ul style="list-style-type: none"> ○ 0500 - 0520 ● Iron Hour <ul style="list-style-type: none"> ○ 0520 - 0600 ● Cadet Wake Up + Hygiene <ul style="list-style-type: none"> ○ 0600 - 0630 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0630 - 0800 ● Breakfast <ul style="list-style-type: none"> ○ 0800 - 0830 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0830 - 1200 ● Lunch <ul style="list-style-type: none"> ○ 1200 - 1230 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1230 - 1700 ● Dinner <ul style="list-style-type: none"> ○ 1700 - 1730 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1730 - 1900 ● Cadet Hygiene / Iron Hour <ul style="list-style-type: none"> ○ 1900 - 2000 ● Iron Hygiene + Iron Lights-Out <ul style="list-style-type: none"> ○ 2000 - 2100 ● Staff Debrief <ul style="list-style-type: none"> ○ 2100 - 2130 ● Staff Hygiene + Lights-Out <ul style="list-style-type: none"> ○ 2130 - 2200 	<ul style="list-style-type: none"> ● Staff Wake Up + Hygiene <ul style="list-style-type: none"> ○ 0330 - 0400 ● Staff Prebrief + Setup <ul style="list-style-type: none"> ○ 0400 - 0450 ● Iron Wake Up + Hygiene <ul style="list-style-type: none"> ○ 0500 - 0520 ● Iron Hour <ul style="list-style-type: none"> ○ 0520 - 0600 ● Cadet Wake Up + Hygiene <ul style="list-style-type: none"> ○ 0600 - 0630 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0630 - 0800 ● Breakfast <ul style="list-style-type: none"> ○ 0800 - 0830 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 0830 - 1200 ● Lunch <ul style="list-style-type: none"> ○ 1200 - 1230 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1230 - 1700 ● Dinner <ul style="list-style-type: none"> ○ 1700 - 1730 ● Training Lessons / Activities <ul style="list-style-type: none"> ○ 1730 - 1900 ● Cadet Hygiene / Iron Hour <ul style="list-style-type: none"> ○ 1900 - 2000 ● Iron Hygiene + Iron Lights-Out <ul style="list-style-type: none"> ○ 2000 - 2100 ● Staff Debrief <ul style="list-style-type: none"> ○ 2100 - 2130 ● Staff Hygiene + Lights-Out <ul style="list-style-type: none"> ○ 2130 - 2200

DAY 5: March 27th, 2026

- Staff Wake Up + Hygiene
 - 0330 - 0400
- Staff Prebrief + Setup
 - 0400 - 0450
- Iron Wake Up + Hygiene
 - 0500 - 0520
- Iron Hour
 - 0520 - 0600
- Cadet Wake Up + Hygiene
 - 0600 - 0630
- Training Lessons / Activities
 - 0630 - 0800
- Breakfast
 - 0800 - 0830
- Bonding Activities + Photos
 - 0830 - 1030
- Standby / Prepare for Buses
 - 1030 - 1045
- Board Buses
 - 1045 - 1100
- Drive to AAE
 - 1100 - 1200
- Cadet Dismissal
 - 1200

Charter School Attendance		CHARTER NAME: Academy for Academic Excellence CHARTER #: 968														
Fiscal Year 2025-26 First Interim Report Projected ADA as of October 31, 2025																
Form Revised 7/31/2025																
Charter Authorizer: Apple Valley Unified School District		Line	2024-25		2025-26 Adopted Budget			2025-26 First Interim			2026-27 First Interim			2027-28 First Interim		
			Actual ADA P-2	Funded ADA * P-2	Projected ADA P-2	Funded ADA * P-2	% Change over Prior Year	Projected ADA P-2	Funded ADA * P-2	% Change over Prior Period	Projected ADA P-2	Funded ADA * P-2	% Change over Prior Year	Projected ADA P-2	Funded ADA * P-2	% Change over Prior Year
Non Classroom Funding Determination Rate*		100%														
TK/K-3:																
Regular ADA		A-1	427.87		428.26		0.09%	428.26		0.00%	428.13		-0.03%	427.71		-0.10%
Classroom-based ADA included in A-1		A-2	427.87		428.26		0.09%	428.26		0.00%	428.13		-0.03%	427.71		-0.10%
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	427.87	-	428.26	-	0.09%	428.26		0.00%	428.13		-0.03%	427.71		-0.10%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)		A-10	427.87	427.87	428.26	428.26	0.09%	428.26	428.26	0.00%	428.13	428.13	-0.03%	427.71	427.71	-0.10%
Non classroom-based ADA Totals (Difference of A-9 and A-10)		A-11	-	-	-	-		-	-		-	-		-	-	
ADA for Students in Transitional Kindergarten (Lines A-1, A-3, A-5, and A-7, TK/K-3 Column, First Year ADA Only)		B-1	44.02		44.23		0.48%	44.23		0.00%	44.35		0.27%	44.34		-0.02%
Grades 4-6																
Regular ADA		A-1	331.79		332.00		0.06%	332.00		0.00%	332.04		0.01%	331.90		-0.04%
Classroom-based ADA included in A-1		A-2	331.79		332.00		0.06%	332.00		0.00%	332.04		0.01%	331.90		-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	331.79	-	332.00	-	0.06%	332.00		0.00%	332.04		0.01%	331.90		-0.04%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)		A-10	331.79	331.79	332.00	332.00	0.06%	332.00	332.00	0.00%	332.04	332.04	0.01%	331.90	331.90	-0.04%
Non classroom-based ADA Totals (Difference of A-9 and A-10)		A-11	-	-	-	-		-	-		-	-		-	-	
Grades 7-8																
Regular ADA		A-1	235.37		237.83		1.05%	237.83		0.00%	237.88		0.02%	237.70		-0.08%
Classroom-based ADA included in A-1		A-2	235.37		237.83		1.05%	237.83		0.00%	237.88		0.02%	237.70		-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	235.37	-	237.83	-	1.05%	237.83		0.00%	237.88		0.02%	237.70		-0.08%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)		A-10	235.37	235.37	237.83	237.83	1.05%	237.83	237.83	0.00%	237.88	237.88	0.02%	237.70	237.70	-0.08%
Non classroom-based ADA Totals (Difference of A-9 and A-10)		A-11	-	-	-	-		-	-		-	-		-	-	

Charter School Attendance		CHARTER NAME: Academy for Academic Excellence CHARTER #: 968													
		Fiscal Year 2025-26 First Interim Report Projected ADA as of October 31, 2025													
Form Revised 7/31/2025															
Charter Authorizer: Apple Valley Unified School District		2024-25		2025-26 Adopted Budget			2025-26 First Interim			2026-27 First Interim			2027-28 First Interim		
		Actual ADA	Funded ADA *	Projected ADA	Funded ADA *	% Change over	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 Period	P-2		Prior Year	P-2		Prior Year
Line															
Grades 9-12															
Regular ADA	A-1	416.21		418.57		0.57%	418.57		0.00%	426.18		1.82%	427.13		0.22%
Classroom-based ADA included in A-1	A-2	416.21		418.57		0.57%	418.57		0.00%	426.18		1.82%	427.13		0.22%
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	416.21	-	418.57	-	0.57%	418.57		0.00%	426.18		1.82%	427.13		0.22%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	416.21	416.21	418.57	418.57	0.57%	418.57	418.57	0.00%	426.18	426.18	1.82%	427.13	427.13	0.22%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
Totals															
Regular ADA	A-1	1,411.24		1,416.66		0.38%	1,416.66		0.00%	1,424.23		0.53%	1,424.44		0.01%
Classroom-based ADA included in A-1	A-2	1,411.24		1,416.66		0.38%	1,416.66		0.00%	1,424.23		0.53%	1,424.44		0.01%
Extended Year Special Ed	A-3	-		-			-			-			-		
Classroom-based ADA included in A-3	A-4	-		-			-			-			-		
Special Ed - NPS	A-5	-		-			-			-			-		
Classroom-based ADA included in A-5	A-6	-		-			-			-			-		
Extended Year Special Ed - NPS	A-7	-		-			-			-			-		
Classroom-based ADA included in A-7	A-8	-		-			-			-			-		
ADA Totals (A-1, A3, A5, A7)	A-9	1,411.24	-	1,416.66	-	0.38%	1,416.66		0.00%	1,424.23		0.53%	1,424.44		0.01%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	1,411.24	1,411.24	1,416.66	1,416.66	0.38%	1,416.66	1,416.66	0.00%	1,424.23	1,424.23	0.53%	1,424.44	1,424.44	0.01%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
Total Funded ADA		-	1,411.24	-	1,416.66			1,416.66			1,424.23			1,424.44	

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

Fiscal Year 2025-26 First Interim Report

Form Revised 7/31/2025

ASSUMPTIONS:			2025-26	2026-27	Change	2027-28	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:							
COLA (on Base)			2.30%	3.02%	0.72%	3.42%	0.40%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)			\$ 17,668,645	\$ 18,269,576	3.40%	\$ 18,901,323	3.46%
Lottery Allocation Amount Per ADA:							
Unrestricted			\$ 191	\$ 191	\$ -	\$ 191	\$ -
Restricted			\$ 82	\$ 82	\$ -	\$ 82	\$ -
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			1,416.66	1,424.23	7.57	1,424.44	0.21
Total Funded P-2 Attendance			1,416.66	1,424.23	7.57	1,424.44	0.21
Estimated Enrollment	PY CBEDS Certified Enrollment	1,489	1,499	1,507	8.00	1,508	1.00
Enrollment Growth Over Prior Year			0.67%	0.53%		0.07%	
ADA to Enrollment Ratio			2024-25 94.78%	94.51%	94.51%	94.46%	
Unduplicated Count	PY CBEDS Certified Unduplicated Count	547	554	557	3.00	558	1.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %)			2024-25 39.02%	38.09%	36.89%	36.97%	
Certificated Salaries and Benefits:							
Number of Teachers (FTE)			71.46	71.46	0.00	71.46	0.00
Number of Certificated Management FTEs			4.00	4.00	0.00	4.00	0.00
Number of Other Certificated FTEs			5.00	5.00	0.00	5.00	0.00
Classroom Staffing Ratio - Students per FTE			20.98	21.09	0.11	21.10	0.01
Teachers Increased/(Decreased) for projected Enrollment change over PY			1.00	0.00	-1.00	0.00	0.00
Average Teacher FTE Salary			\$ 92,011	\$ 94,771	3.00%	\$ 97,615	3.00%
Average Certificated Management FTE Salary			\$ 148,234	\$ 148,975	0.50%	\$ 149,720	0.50%
Average Other Certificated FTE Salary			\$ 114,116	\$ 116,969	2.50%	\$ 119,893	2.50%
Cert Step and Column Increase (Total Annual Cost)			\$ 376,000	\$ 390,000	3.72%	\$ 405,000	3.85%
Other Pay, Stipends, Extra Pay			\$ 144,109	\$ 150,000	4.09%	\$ 150,000	0.00%
Health and Welfare Cost per Employee			\$ 16,943	\$ 16,943	0.00%	\$ 16,943	0.00%
Retirement Cost per Cert Employee			\$ 18,496	\$ 19,199	3.80%	\$ 19,928	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			50.34	50.34	0.00	50.34	0.00
Number of Classified Mangement FTEs			1.00	1.00	0.00	1.00	0.00
Average Salary per Classified Non-Mgmt FTE			\$ 35,081	\$ 36,484	4.00%	\$ 37,944	4.00%
Average Salary per Classified Mgmt FTE			\$ 112,398	\$ 116,895	4.00%	\$ 121,571	4.00%
Class Step and Column Increase (Total Annual Cost)			\$ 72,280	\$ 75,171	4.00%	\$ 78,178	4.00%
Other Pay, Stipends, Extra Pay			\$ 120,000	\$ 120,000	0.00%	\$ 120,000	0.00%
Health and Welfare Cost per Class Employee			\$ 3,463	\$ 3,463	0.00%	\$ 3,463	0.00%
Retirement Cost per Class Employee			\$ 8,328	\$ 8,663	4.02%	\$ 9,018	4.10%
PERS Rate			26.81%	26.90%	0.09%	27.80%	0.90%

Fiscal Year 2025-26 First Interim Report

Form Revised 7/31/2025

ASSUMPTIONS:	2025-26	2026-27	Change	2027-28	Change
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.					
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	5.00%	5.00%	0.00%	5.00%	0.00%
Workers Comp	0.99300%	0.99300%	0.00%	0.99300%	0.00%
Facilities:					
Rent	\$ 579,150	\$ 578,075	-0.19%	\$ 576,775	-0.22%
Electricity	\$ 225,000	\$ 225,000	0.00%	\$ 225,000	0.00%
Heating (gas)	\$ 25,000	\$ 25,000	0.00%	\$ 25,000	0.00%
Other	\$ 150,000	\$ 150,000	0.00%	\$ 150,000	0.00%
Explain "Other" facility costs:					
The additional facilities costs are around Water, Trash and Sewer costs					
Administrative Service Agreements:					
0.11% Oversight Fees to Sponsor	\$ 19,126	\$ 19,777	3.40%	\$ 20,461	3.46%
Administive Service Contract	\$ 2,517,388	\$ 2,594,212	3.05%	\$ 2,673,186	3.04%
Other Contracted Costs					
List Noteworthy Assumptions for other 1st Interim line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)					

Fiscal Year 2025-26 First Interim Report
Unrestricted MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	12,617,765	2,274,251	10,406,966	-17.52%	10,818,394	3.95%	11,249,449	3.98%
EPA	8012	3,035,321	936,954	5,349,548	76.24%	5,541,760	3.59%	5,732,898	3.45%
State Aid - Prior Year	8019	-	-	-					
In Lieu Property Taxes	8096	1,912,131	408,183	1,912,131	0.00%	1,909,422	-0.14%	1,918,976	0.50%
Federal	8100-8299	150,000	34,478	150,000	0.00%	150,000	0.00%	150,000	0.00%
State									
Lottery - Unrestricted	8560	282,612	-	282,612	0.00%	284,122	0.53%	284,164	0.01%
Lottery - Prop 20 - Restricted	8560								
Other State Revenue	8300-8599	20,000	-	64,641	223.21%	65,975	2.06%	68,109	3.23%
Local									
Interest	8660	120,000	58,256	135,000	12.50%	135,600	0.44%	136,800	0.88%
AB602 Local Special Education Transfer	8792								
Other Local Revenues	8600-8799	-	(1,880)	60,000		-		-	
Total Revenues		\$ 18,137,829	\$ 3,710,241	\$ 18,360,898	1.23%	\$ 18,905,273	2.96%	\$ 19,540,396	3.36%
EXPENDITURES									
Certificated Salaries	1000-1999	6,814,980	1,908,871	6,857,708	0.63%	7,118,301	3.80%	7,366,926	3.49%
Classified Salaries	2000-2999	1,719,640	514,952	1,754,471	2.03%	1,811,550	3.25%	1,874,958	3.50%
Benefits	3000-3999	3,458,243	934,685	3,539,469	2.35%	3,602,010	1.77%	3,740,828	3.85%
Books & Supplies	4000-4999	295,822	204,337	518,434	75.25%	475,000	-8.38%	500,000	5.26%
Contracts & Services	5000-5999	1,555,944	607,538	1,575,944	1.29%	1,500,000	-4.82%	1,525,000	1.67%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	120,000	-	160,000	33.33%	160,000	0.00%	160,000	0.00%
Other Outgo	7100-7299	2,509,678	-	2,517,388	0.31%	2,594,212	3.05%	2,673,186	3.04%
Debt Service (see Debt Form)	7400-7499	579,150	125,822	579,150	0.00%	578,075	-0.19%	576,775	-0.22%
Total Expenditures		\$ 17,053,457	\$ 4,296,204	\$ 17,502,564	2.63%	\$ 17,839,148	1.92%	\$ 18,417,673	3.24%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES									
		\$ 1,084,372	\$ (585,962)	\$ 858,334	-20.85%	\$ 1,066,125	24.21%	\$ 1,122,723	5.31%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	(703,829)	-	(698,664)		(716,861)		(752,851)	
Other Uses	7600	-	-	-		-		-	
Net Sources & Uses		\$ (703,829)	\$ -	\$ (698,664)		\$ (716,861)		\$ (752,851)	
NET INCREASE (DECREASE) IN FUND BALANCE									
		\$ 380,543	\$ (585,962)	\$ 159,670	-58.04%	\$ 349,264	118.74%	\$ 369,872	5.90%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	11,442,022	11,442,022	11,442,022					
Adjustments for Unaudited Actuals	9792		452,861	452,861					
Beg Fund Balance at Unaudited Actuals			11,894,883	11,894,883					
Adjustments for Audit	9793								
Adjustments for Restatements	9795		(262,900)	(262,900)					
Beginning Fund Balance as per Audit Report +/- Restatements			11,631,983	11,631,983		11,791,653		12,140,918	
Ending Balance	9790	\$ 11,822,565	\$ 11,046,021	\$ 11,791,653	-0.26%	\$ 12,140,918	2.96%	\$ 12,510,790	3.05%

Fiscal Year 2025-26 First Interim Report
Unrestricted MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	9711	-							
Stores	9712	-							
Prepaid Expenditures	9713	-							
All Others	9719	-							
b. Restricted									
c. Committed									
Committed - Stabilization Arrangements	9750	-							
Committed - Other	9760	-							
d. Assignments									
e. Unassigned									
Reserve for Ecomonic Uncertainties	9789	-							
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	11,822,565	11,046,021	11,791,653	-0.26%	12,140,918	2.96%	12,510,790	3.05%
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		150,000	34,478	150,000	0.00%	150,000	0.00%	150,000	0.00%
3		-							
4		-							
5		-							
6		-							
7		-							
8		-							
9		-							
Total Federal Awards Budgeted:		\$ 150,000	\$ 34,478	\$ 150,000	\$0.00	\$ 150,000	0.00%	\$ 150,000	0.00%
Lottery Unrestricted Allocation per ADA				\$ 191.00		\$ 191.00		\$ 191.00	
Lottery Unrestricted Estimated Award				\$ 282,612		\$ 284,122	0.53%	\$ 284,164	0.01%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE									
1 Ex. Mandate Block Grant		-	-						
2 Mandated Block Grant		-	-	44,641		45,975	2.99%	48,109	4.64%
3 SMAA		20,000	-	20,000	0.00%	20,000	0.00%	20,000	0.00%
4 Assessment		-	-	-		-		-	
5		-							
6		-							
7		-							
8		-							
9		-							
10		-							
11		-							
12		-							
13		-							
14		-							
15		-							
16		-							
17		-							
18		-							
Total Other State Revenue Funds Budgeted:		\$ 20,000	\$ -	\$ 64,641	223.21%	\$ 65,975	2.06%	\$ 68,109	3.23%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"									
1 Ex. Services Reimbursed by District		-							
2 Refunds/Donations/Payments		-	5,649	25,000		-		-	
3 Reimbursables		-	(7,529)	35,000		-		-	
4		-							
5		-							
6		-							
Total Other Local Revenue Funds Budgeted:		\$ -	\$ (1,880)	\$ 60,000		\$ -		\$ -	

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011								
EPA	8012								
State Aid - Prior Year	8019								
In Lieu Property Taxes	8096								
Federal	8100-8299	856,296	2,615	871,962	1.83%	799,508	-8.31%	806,163	0.83%
State									
Lottery - Unrestricted	8560								
Lottery - Prop 20 - Restricted	8560	121,331	-	121,331	0.00%	121,979	0.53%	121,997	0.01%
Other State Revenue	8300-8599	1,491,601	147,097	1,966,103	31.81%	1,482,047	-24.62%	1,503,766	1.47%
Local									
Interest	8660	-	-	-		-		-	
AB602 Local Special Education Transfer	8792	1,142,922	212,960	1,083,246	-5.22%	1,115,960	3.02%	1,154,126	3.42%
Other Local Revenues	8600-8799	41,400	16,270	51,000	23.19%	55,000	7.84%	60,000	9.09%
Total Revenues		\$ 3,653,550	\$ 378,942	\$ 4,093,642	12.05%	\$ 3,574,494	-12.68%	\$ 3,646,052	2.00%
EXPENDITURES									
Certificated Salaries	1000-1999	1,402,547	375,068	1,354,596	-3.42%	1,296,071	-4.32%	1,345,321	3.80%
Classified Salaries	2000-2999	540,257	179,226	673,279	24.62%	576,995	-14.30%	600,074	4.00%
Benefits	3000-3999	679,366	180,022	732,508	7.82%	686,207	-6.32%	702,034	2.31%
Books & Supplies	4000-4999	1,021,663	287,745	1,159,113	13.45%	760,000	-34.43%	775,000	1.97%
Contracts & Services	5000-5999	686,404	130,346	1,264,776	84.26%	1,150,000	-9.07%	1,175,000	2.17%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	-	-	-		-		-	
Other Outgo	7100-7299	273,278	-	171,346	-37.30%	171,346	0.00%	171,346	0.00%
Debt Service (see Debt Form)	7400-7499	-	-	-		-		-	
Total Expenditures		\$ 4,603,515	\$ 1,152,406	\$ 5,355,618	16.34%	\$ 4,640,619	-13.35%	\$ 4,768,775	2.76%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (949,965)	\$ (773,464)	\$ (1,261,976)		\$ (1,066,125)		\$ (1,122,723)	
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	703,829	-	698,664	-0.73%	716,861	2.60%	752,851	5.02%
Other Uses	7600	-							
Net Sources & Uses		\$ 703,829	\$ -	\$ 698,664	-0.73%	\$ 716,861	2.60%	\$ 752,851	5.02%
NET INCREASE (DECREASE) IN FUND BALANCE		\$ (246,136)	\$ (773,464)	\$ (563,312)		\$ (349,264)		\$ (369,872)	
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	3,753,993	3,753,993	3,753,993					
Adjustments for Unaudited Actuals	9792		(907,734)	(907,734)					
Beg Fund Balance at Unaudited Actuals			2,846,259	2,846,259					
Adjustments for Audit	9793		-	-					
Adjustments for Restatements	9795	-	-	-					
Beginning Fund Balance as per Audit Report +/- Restatements			2,846,259	2,846,259		2,282,947		1,933,683	
Ending Balance		\$ 3,507,857	\$ 2,072,795	\$ 2,282,947	-34.92%	\$ 1,933,683	-15.30%	\$ 1,563,811	-19.13%

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	9711								
Stores	9712								
Prepaid Expenditures	9713								
All Others	9719								
b. Restricted	9740	3,507,857	2,072,795	2,282,947	-34.92%	1,933,683	-15.30%	1,563,811	-19.13%
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								
If Restricted Fund Balances Exist, Identify Balance by Program:									
1 EX. AB602 - Special Education		-							
2 Child Nutrition		885,093	651,151	695,796		781,793		715,450	
3 Art & Music Block Grant		462,629	-	-		-		-	
4 Arts and Music in Schools - Prop 28		204,872	76,390	76,390		72,485		69,051	
5 ELOP		914,657	884,023	607,725		607,725		379,310	
6 Educator Effectiveness		207,002	174,825	174,825		-		-	
7 Learning Recovery Block Grant		827,275	275,594	275,594		60,868		-	
8 Ethnic Studies		6,329	10,812	10,812		10,812		-	
9 Student Support & Professional Development BG		-	-	441,805		400,000		400,000	
10		-							
11		-							
12		-							
13		-							
14		-							
15		-							
Ending Resticted Fund Balance		3,507,857	2,072,795	2,282,947		1,933,683		1,563,811	

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 7/31/2025

DESCRIPTION	Adopted Budget 2025-26	First Interim Actual thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
ASSUMPTIONS RESTRICTED PROGRAMS:								
LIST FEDERAL RESTRICTED REVENUES								
1 EX. Title I	-							
2 Title I	230,624	-	240,746	4.39%	182,884	-24.03%	182,884	0.00%
3 Title II	47,211	-	53,882		33,864		35,022	
4 Title IV	13,766	-	14,099		14,525		15,022	
5 Nutrition Services - Federal	371,460	2,615	370,000		375,000		380,000	
6 IDEA - Federal Special Education	193,235	-	193,235		193,235		193,235	
7	-							
8	-							
9	-							
10	-							
11	-							
12	-							
13	-							
14	-							
15	-							
16	-							
17	-							
18	-							
19	-							
20	-							
Total Federal Awards Budgeted:	\$ 856,296	\$ 2,615	\$ 871,962	\$0.02	\$ 799,508	-8.31%	\$ 806,163	\$0
Lottery Prop 20 Restricted Allocation per ADA	\$ 82.00		\$ 82.00		\$ 82.00		\$ 82.00	
Lottery Estimated Prop 20 Restricted Award	\$ 121,331		\$ 121,331	0.00%	\$ 121,979	0.53%	\$ 121,997	0.01%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"								
1 ELOP	479,966	72,070	379,310	-20.97%	379,310	0.00%	379,310	0.00%
2 Arts & Music in School - Prop 28	214,172	43,578	229,358	7.09%	229,358	0.00%	229,358	0.00%
3 Child Nutrition	680,368	8,694	735,000	8.03%	750,000	2.04%	767,500	2.33%
4 SPED Mental Health Services	117,095	22,755	119,762	2.28%	123,379	3.02%	127,598	3.42%
5 Student Support & Professional Development BG	-	-	441,805		-		-	
6 Learning Recovery Emergency	-	-	60,868		-		-	
7	-							
8	-							
9	-							
10	-							
11	-							
12	-							
13	-							
14	-							
15	-							
16	-							
17	-							
18	-							
Total Other State Revenue Funds Budgeted:	\$ 1,491,601	\$ 147,097	\$ 1,966,103	31.81%	\$ 1,482,047	-24.62%	\$ 1,503,766	\$0

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 7/31/2025

DESCRIPTION	Adopted Budget 2025-26	First Interim Actual thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"								
1 Child Nutrition-Local	41,400	16,270	51,000	23.19%	55,000	7.84%	60,000	9.09%
2	-							
3	-							
4	-							
5	-							
6	-							
Total Other Local Revenue Funds Budgeted:	\$ 41,400	\$ 16,270	\$ 51,000	23.19%	\$ 55,000	7.84%	\$ 60,000	\$0
SPECIAL EDUCATION DETAILS:								
What % of student population is Special Ed	10.59%	12.88%	12.88%	21.62%	12.88%	0.00%	12.88%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Desert Mountain SELPA							
AB602 Revenue	1,058,402	212,960	1,083,246	2.35%	1,115,960	3.02%	1,154,126	3.42%
Other Special Ed Revenue	353,341	-	312,997	-11.42%	316,614	1.16%	320,833	1.33%
Unrestricted Contribution to Special Ed	352,402	312,032	698,664	98.26%	716,861	2.60%	752,851	5.02%
Total Special Ed Funding	1,764,145	524,992	2,094,907	18.75%	2,149,435	2.60%	2,227,810	3.65%
Special Ed Expenditures	1,764,145	524,992	2,094,907	18.75%	2,149,435	2.60%	2,227,810	3.65%

Fiscal Year 2025-26 First Interim Report
Summary MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	12,617,765	2,274,251	10,406,966	-17.52%	10,818,394	3.95%	11,249,449	3.98%
EPA	8012	3,035,321	936,954	5,349,548	76.24%	5,541,760	3.59%	5,732,898	3.45%
State Aid - Prior Year	8019	-	-	-		-		-	
In Lieu Property Taxes	8096	1,912,131	408,183	1,912,131	0.00%	1,909,422	-0.14%	1,918,976	0.50%
Federal	8100-8299	1,006,296	37,093	1,021,962	1.56%	949,508	-7.09%	956,163	0.70%
State									
Lottery - Unrestricted	8560	282,612	-	282,612	0.00%	284,122	0.53%	284,164	0.01%
Lottery - Prop 20 - Restricted	8560	121,331	-	121,331	0.00%	121,979	0.53%	121,997	0.01%
Other State Revenue	8300-8599	1,511,601	147,097	2,030,744	34.34%	1,548,022	-23.77%	1,571,875	1.54%
Local									
Interest	8660	120,000	58,256	135,000	12.50%	135,600	0.44%	136,800	0.88%
AB602 Local Special Education Transfer	8792	1,142,922	212,960	1,083,246	-5.22%	1,115,960	3.02%	1,154,126	3.42%
Other Local Revenues	8600-8799	41,400	14,389	111,000	168.12%	55,000	-50.45%	60,000	9.09%
Total Revenues		\$ 21,791,379	\$ 4,089,183	\$ 22,454,540	3.04%	\$ 22,479,767	0.11%	\$ 23,186,448	3.14%
EXPENDITURES									
Certificated Salaries	1000-1999	8,217,527	2,283,939	8,212,304	-0.06%	8,414,372	2.46%	8,712,247	3.54%
Classified Salaries	2000-2999	2,259,897	694,177	2,427,750	7.43%	2,388,545	-1.61%	2,475,032	3.62%
Benefits	3000-3999	4,137,609	1,114,706	4,271,977	3.25%	4,288,217	0.38%	4,442,862	3.61%
Books & Supplies	4000-4999	1,317,485	492,082	1,677,547	27.33%	1,235,000	-26.38%	1,275,000	3.24%
Contracts & Services	5000-5999	2,242,348	737,884	2,840,720	26.69%	2,650,000	-6.71%	2,700,000	1.89%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	120,000	-	160,000	33.33%	160,000	0.00%	160,000	0.00%
Other Outgo	7100-7299	2,782,956	-	2,688,734	-3.39%	2,765,558	2.86%	2,844,532	2.86%
Debt Service (see Debt Form)	7400-7499	579,150	125,822	579,150	0.00%	578,075	-0.19%	576,775	-0.22%
Total Expenditures		\$ 21,656,972	\$ 5,448,609	\$ 22,858,182	5.55%	\$ 22,479,767	-1.66%	\$ 23,186,448	3.14%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES									
		\$ 134,407	\$ (1,359,426)	\$ (403,642)		\$ -		\$ -	
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	-	-	-		-		-	
Other Uses	7600	-	-	-		-		-	
Net Sources & Uses		\$ -	\$ -	\$ -		\$ -		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE									
		\$ 134,407	\$ (1,359,426)	\$ (403,642)		\$ -		\$ -	

Fiscal Year 2025-26 First Interim Report
Summary MYP

Form Revised 7/31/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	15,196,015	15,196,015	15,196,015	0.00%				
Adjustments for Unaudited Actuals	9792		(454,873)	(454,873)					
Beg Fund Balance at Unaudited Actuals			14,741,142	14,741,142					
Adjustments for Audit	9793		-	-					
Adjustments for Restatements	9795	-	(262,900)	(262,900)					
Beginning Fund Balance as per Audit Report +/- Restatements		-	14,478,242	14,478,242		14,074,600	-2.79%	14,074,601	0.00%
Ending Balance	9790	\$ 15,330,422	\$ 13,118,816	\$ 14,074,600	-8.19%	\$ 14,074,601	0.00%	\$ 14,074,601	0.00%
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	9711	-	-	-		-		-	
Stores	9712	-	-	-		-		-	
Prepaid Expenditures	9713	-	-	-		-		-	
All Others	9719	-	-	-		-		-	
b. Restricted	9740	3,507,857	2,072,795	2,282,947	-34.92%	1,933,683	-15.30%	1,563,811	-19.13%
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	11,822,565	11,046,021	11,791,653	-0.26%	12,140,918	2.96%	12,510,790	3.05%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		54.59%	202.73%	51.59%		54.01%		53.96%	

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%	3%
Met	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%	13.6%	0.0%	0.0%	0.0%
18.2%	67.6%	17.2%	18.0%	18.0%
Met	Met	Met	Met	Met

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

DEBT - Multiyear Commitments
Fiscal Year 2025-26 First Interim Report
CHARTER NAME: Academy for Academic Excellence

Form Revised 7/31/2025

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, 2025 Principal Balance	2025-26 Payment		2026-27 Payment		2027-28 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	30	8,765,000	135,000	436,150	140,000	430,075	145,000	423,775	
Capital Lease									
Capital Lease									
Inter-Agency Borrowing									
Other									
Total		8,765,000	135,000	436,150	140,000	430,075	145,000	423,775	
Other Commitments:									
Comments:									

CHARTER NAME: Academy for Academic Excellence
2025-26 First Interim Cash Flow

DATE PREPARED: 12/1/2025

Form Revised 7/31/2025

			July Actual	% Bud	August Actual	% Bud	September Actual	% Bud	October Actual	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud		
Beginning Cash Balance			July 1 Cash =	12,756,634	11,624,510		11,153,402		10,642,033		11,260,946	11,453,094		11,330,735				
			Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals															
REVENUE																		
LCFF Sources																		
LCFF	8011		-		598,487	5.75%	598,487	5.75%	1,077,277	10.35%	1,077,277	10.35%	1,077,277	10.35%	1,077,277	10.35%		
EPA	8012		-		-		-		936,954	17.51%	-		-		936,954	17.51%		
State Aid - Prior Year	8019		-		-		-		-		-		-		-			
In Lieu Property Taxes	8096		-		94,196	4.93%	188,392	9.85%	125,595	6.57%	125,596	6.57%	125,595	6.57%	125,595	6.57%		
Federal	8100-8299		13,356	1.31%	8,154	0.80%	10,518	1.03%	5,065	0.50%	9,643	0.94%	60,000	5.87%	275,000	26.91%		
State																		
Lottery - Unrestricted	8560		-		-		-		-		-		-		70,653	25.00%		
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		30,333	25.00%		
Other State Revenue	8300-8599		-		36,422	1.79%	45,116	2.22%	65,559	3.23%	401,149	19.75%	260,000	12.80%	75,000	3.69%		
Local																		
Interest	8660		16,437	12.18%	16,476	12.20%	15,361	11.38%	9,981	7.39%	8,782	6.50%	9,709	7.19%	9,709	7.19%		
AB602 Local Special Education Transfer	8792		-		-		212,960	19.66%	-		117,660	10.86%	70,182	6.48%	97,492	9.00%		
Other Local Revenues	8600-8799		(10,834)		7,750	6.98%	12,614	11.36%	4,860	4.38%	15,425	13.90%	8,495	7.65%	12,115	10.91%		
Total Revenues			\$ 18,959	0.08%	\$ 761,485	3.39%	\$ 1,083,448	4.83%	\$ 2,225,290	9.91%	\$ 1,755,531	7.82%	\$ 1,611,258	7.18%	\$ 2,710,128	12.07%		
EXPENDITURES																		
Certificated Salaries	1000-1999		116,896	1.42%	722,458	8.80%	735,168	8.95%	709,417	8.64%	723,481	8.81%	743,555	9.05%	743,555	9.05%		
Classified Salaries	2000-2999		75,588	3.11%	177,746	7.32%	238,612	9.83%	202,231	8.33%	222,149	9.15%	215,918	8.89%	215,918	8.89%		
Benefits	3000-3999		81,184	1.90%	331,657	7.76%	350,001	8.19%	351,864	8.24%	363,020	8.50%	399,179	9.34%	399,179	9.34%		
Books & Supplies	4000-4999		163,442	9.74%	175,371	10.45%	83,530	4.98%	69,289	4.13%	162,068	9.66%	120,000	7.15%	120,000	7.15%		
Contracts & Services	5000-5999		162,255	5.71%	235,063	8.27%	115,385	4.06%	225,629	7.94%	54,554	1.92%	260,000	9.15%	260,000	9.15%		
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-			
Depreciation Expense (Accrual Basis Only)	6900		-		-		-		-		-		80,000	50.00%	-			
Other Outgo	7100-7299		-		-		-		-		-		-		-			
Debt Service (see Debt Form)	7400-7499		-		29,464	5.09%	48,179	8.32%	48,179	8.32%	48,179	8.32%	57,879	9.99%	57,879	9.99%		
Total Expenditures			\$ 599,366	2.62%	\$ 1,671,759	7.31%	\$ 1,570,875	6.87%	\$ 1,606,609	7.03%	\$ 1,573,451	6.88%	\$ 1,876,531	8.21%	\$ 1,796,531	7.86%		
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	3,455,565	-		-		-		-		-		-		-			
Accounts Receivable	9210	1,182,554	126,793	10.72%	488,138	41.28%	25,031	2.12%	88,382	7.47%	-		231,065	19.54%	22,502	1.90%		
Prepaid Expenditures	9330	98,217	-		-		-		-		98,217	100.00%	-		-			
Other Non Current Assets		8,021,546	-		-		-		-		-		-		-			
Accounts Payable	9510	2,182,432	678,511	31.09%	48,972	2.24%	48,972	2.24%	88,150	4.04%	88,150	4.04%	88,150	4.04%	612,627	28.07%		
Line of Credit Payments	9640	-	-		-		-		-		-		-		-			
Deferred Revenue	9650	-	-		-		-		-		-		-		-			
Other Non Current Liabilities		8,853,842	-		-		-		-		-		-		-			
TOTAL BALANCE SHEET			\$ 1,721,608		\$ (551,718)		\$ 439,166		\$ (23,941)		\$ 232		\$ 10,067		\$ 142,915		\$ (590,125)	
OTHER ADJUSTMENTS (LIST)																		
TOTAL OTHER ADJUSTMENTS			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
NET REVENUES LESS EXPENDITURES					\$ (1,132,124)		\$ (471,108)		\$ (511,369)		\$ 618,913		\$ 192,148		\$ (122,359)		\$ 323,472	
ENDING CASH BALANCE					\$ 11,624,510		\$ 11,153,402		\$ 10,642,033		\$ 11,260,946		\$ 11,453,094		\$ 11,330,735		\$ 11,654,207	

CHARTER NAME: Academy for Academic Excellence

DATE PREPARED: 12/1/2025

2025-26 First Interim Cash Flow

Form Revised 7/31/2025

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		11,654,207		10,332,185		9,889,685		12,025,782		11,422,641		8,002,620			
REVENUE															
LCFF Sources															
LCFF	8011	217,749	2.09%	936,627	9.00%	936,627	9.00%	936,627	9.00%	936,627	9.00%	936,627	10,406,966	10,406,966	-
EPA	8012	-		-		2,138,253	39.97%	-		-		1,337,387	5,349,548	5,349,548	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	125,595	6.57%	125,595	6.57%	125,595	6.57%	125,595	6.57%	125,595	6.57%	499,190	1,912,131	1,912,131	-
Federal	8100-8299	25,000	2.45%	25,000	2.45%	200,000	19.57%	25,000	2.45%	25,000	2.45%	340,227	1,021,962	1,021,962	-
State															
Lottery - Unrestricted	8560	-		-		70,653	25.00%	-		-		141,306	282,612	282,612	-
Lottery - Prop 20 - Restricted	8560	-		-		30,333	25.00%	-		-		60,665	121,331	121,331	-
Other State Revenue	8300-8599	75,000	3.69%	75,000	3.69%	400,000	19.70%	75,000	3.69%	75,000	3.69%	447,497	2,030,744	2,030,744	-
Local															
Interest	8660	9,709	7.19%	9,709	7.19%	9,709	7.19%	9,709	7.19%	9,709	7.19%	-	135,000	135,000	-
AB602 Local Special Education Transfer	8792	97,492	9.00%	97,492	9.00%	97,492	9.00%	97,492	9.00%	97,492	9.00%	97,492	1,083,246	1,083,246	-
Other Local Revenues	8600-8799	12,115	10.91%	12,115	10.91%	12,115	10.91%	12,115	10.91%	12,115	10.91%	-	111,000	111,000	-
Total Revenues		\$ 562,659	2.51%	\$ 1,281,538	5.71%	\$ 4,020,777	17.91%	\$ 1,281,538	5.71%	\$ 1,281,538	5.71%	\$ 3,860,391	\$ 22,454,540	\$ 22,454,540	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	743,555	9.05%	743,555	9.05%	743,555	9.05%	743,555	9.05%	743,555	9.05%	-	8,212,304	8,212,304	-
Classified Salaries	2000-2999	215,918	8.89%	215,918	8.89%	215,917	8.89%	215,917	8.89%	215,917	8.89%	-	2,427,750	2,427,750	-
Benefits	3000-3999	399,179	9.34%	399,179	9.34%	399,178	9.34%	399,178	9.34%	399,178	9.34%	-	4,271,977	4,271,977	-
Books & Supplies	4000-4999	120,000	7.15%	120,000	7.15%	120,000	7.15%	120,000	7.15%	120,000	7.15%	183,847	1,677,547	1,677,547	-
Contracts & Services	5000-5999	260,000	9.15%	260,000	9.15%	260,000	9.15%	260,000	9.15%	260,000	9.15%	227,833	2,840,720	2,840,720	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-		-		-		-		-		-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	-		40,000	25.00%	-		-		40,000	25.00%	-	160,000	160,000	-
Other Outgo	7100-7299	-		-		-		-		2,688,734	100.00%	-	2,688,734	2,688,734	-
Debt Service (see Debt Form)	7400-7499	57,879	9.99%	57,879	9.99%	57,879	9.99%	57,879	9.99%	57,875	9.99%	-	579,150	579,150	-
Total Expenditures		\$ 1,796,531	7.86%	\$ 1,836,531	8.03%	\$ 1,796,529	7.86%	\$ 1,796,529	7.86%	\$ 4,525,259	19.80%	\$ 411,680	\$ 22,858,182	\$ 22,858,182	\$ -
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	-		-		-		-		-		-	-	3,455,565	
Accounts Receivable	9210	-		200,643	16.97%	-		-		-			1,182,554	-	
Prepaid Expenditures	9330	-		-		-		-		-			98,217	-	
Other Non Current Assets		-		-		-		-		-			-	8,021,546	
Accounts Payable	9510	88,150	4.04%	88,150	4.04%	88,150	4.04%	88,150	4.04%	176,300	8.08%		2,182,432	-	
Line of Credit Payments	9640	-		-		-		-		-			-	-	
Deferred Revenue	9650	-		-		-		-		-			-	-	
Other Non Current Liabilities		-		-		-		-		-			-	8,853,842	
TOTAL BALANCE SHEET		\$ (88,150)		\$ 112,493		\$ (88,150)		\$ (88,150)		\$ (176,300)		\$ -	\$ (901,661)	\$ 2,623,270	
OTHER ADJUSTMENTS (LIST)														Remaining Balance	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -			\$ -	\$ -	
NET REVENUES LESS EXPENDITURES		\$ (1,322,022)		\$ (442,500)		\$ 2,136,098		\$ (603,141)		\$ (3,420,021)		\$ 3,448,711	\$ (1,305,303)		
ENDING CASH BALANCE		\$ 10,332,185		\$ 9,889,685		\$ 12,025,782		\$ 11,422,641		\$ 8,002,620		\$ 14,074,600.41			

Ending Fund Balance \$ 14,074,600

Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance \$ 0

DATE PREPARED: 12/1/2025

2026-27 First Interim Cash Flow

Form Revised 7/31/2025

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance			July 1 Cash =													
			8,002,620		9,151,401		8,863,061		7,878,721		9,075,206		8,817,112		9,228,423	
REVENUE																
LCFF Sources																
LCFF	8011		-		540,922	5.00%	540,922	5.00%	973,655	9.00%	973,655	9.00%	973,655	9.00%	973,655	9.00%
EPA	8012		-		-		-		1,385,440	25.00%	-		-		1,385,440	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		95,471	5.00%	95,471	5.00%	171,848	9.00%	171,848	9.00%	171,848	9.00%	171,848	9.00%
Federal	8100-8299		15,000	1.58%	8,500	0.90%	12,500	1.32%	10,000	1.05%	75,000	7.90%	75,000	7.90%	75,000	7.90%
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		71,031	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		30,495	25.00%
Other State Revenue	8300-8599		-		35,000	2.26%	50,000	3.23%	65,000	4.20%	120,000	7.75%	120,000	7.75%	120,000	7.75%
Local																
Interest	8660		11,300	8.33%	11,300	8.33%	11,300	8.33%	11,300	8.33%	11,300	8.33%	11,300	8.33%	11,300	8.33%
AB602 Local Special Education Transfer	8792		-		55,800	5.00%	55,800	5.00%	100,436	9.00%	100,436	9.00%	100,436	9.00%	100,436	9.00%
Other Local Revenues	8600-8799		-		5,000	9.09%	5,000	9.09%	5,000	9.09%	5,000	9.09%	5,000	9.09%	5,000	9.09%
Total Revenues			\$ 26,300	0.12%	\$ 751,993	3.35%	\$ 770,993	3.43%	\$ 2,722,679	12.11%	\$ 1,457,239	6.48%	\$ 1,457,239	6.48%	\$ 2,944,204	13.10%
EXPENDITURES																
Certificated Salaries	1000-1999		110,824	1.32%	764,868	9.09%	764,868	9.09%	764,868	9.09%	764,868	9.09%	764,868	9.09%	764,868	9.09%
Classified Salaries	2000-2999		78,775	3.30%	211,170	8.84%	211,170	8.84%	211,170	8.84%	211,170	8.84%	211,170	8.84%	211,170	8.84%
Benefits	3000-3999		84,914	1.98%	386,122	9.00%	386,122	9.00%	386,122	9.00%	386,122	9.00%	386,122	9.00%	386,122	9.00%
Books & Supplies	4000-4999		110,000	8.91%	75,000	6.07%	75,000	6.07%	75,000	6.07%	75,000	6.07%	75,000	6.07%	75,000	6.07%
Contracts & Services	5000-5999		320,000	12.08%	230,000	8.68%	230,000	8.68%	230,000	8.68%	230,000	8.68%	230,000	8.68%	230,000	8.68%
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-	
Depreciation Expense (Accrual Basis Only)	6900		-		-		40,000	25.00%	-		-		40,000	25.00%	-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		48,173	8.33%	48,173	8.33%	48,173	8.33%	48,173	8.33%	48,173	8.33%	48,173	8.33%	48,173	8.33%
Total Expenditures			\$ 752,686	3.35%	\$ 1,715,333	7.63%	\$ 1,755,333	7.81%	\$ 1,715,333	7.63%	\$ 1,715,333	7.63%	\$ 1,755,333	7.81%	\$ 1,715,333	7.63%
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	3,455,565	-		-		-		-		-		-		-	
Accounts Receivable	9210	3,860,391	2,286,847	59.24%	675,000	17.49%	-		189,139	4.90%	-		709,405	18.38%	-	
Prepaid Expenditures	9330	-	-		-		-		-		-		-		-	
Other Non Current Assets		8,021,546	-		-		-		-		-		-		-	
Accounts Payable	9510	411,680	411,680	100.00%	-		-		-		-		-		-	
Line of Credit Payments	9640	-	-		-		-		-		-		-		-	
Deferred Revenue	9650	-	-		-		-		-		-		-		-	
Other Non Current Liabilities		8,853,842	-		-		-		-		-		-		-	
TOTAL BALANCE SHEET			\$ 6,071,981		\$ 1,875,167		\$ 675,000		\$ 189,139		\$ -		\$ 709,405		\$ -	
OTHER ADJUSTMENTS (LIST)																
TOTAL OTHER ADJUSTMENTS			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
NET REVENUES LESS EXPENDITURES			\$ 1,148,781		\$ (288,340)		\$ (984,340)		\$ 1,196,485		\$ (258,094)		\$ 411,311		\$ 1,228,871	
ENDING CASH BALANCE			\$ 9,151,401		\$ 8,863,061		\$ 7,878,721		\$ 9,075,206		\$ 8,817,112		\$ 9,228,423		\$ 10,457,295	

DATE PREPARED: 12/1/2025

Form Revised 7/31/2025

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		10,457,295		10,199,201		9,901,107		11,129,978		10,871,884		7,808,232			
REVENUE															
LCFF Sources															
LCFF	8011	973,655	9.00%	973,655	9.00%	973,655	9.00%	973,655	9.00%	973,655	9.00%	973,655	10,818,394	10,818,394	-
EPA	8012	-		-		1,385,440	25.00%	-		-		1,385,440	5,541,760	5,541,760	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	171,848	9.00%	171,848	9.00%	171,848	9.00%	171,848	9.00%	171,848	9.00%	171,848	1,909,422	1,909,422	-
Federal	8100-8299	75,000	7.90%	75,000	7.90%	75,000	7.90%	75,000	7.90%	75,000	7.90%	303,508	949,508	949,508	-
State															
Lottery - Unrestricted	8560	-		-		71,031	25.00%	-		-		142,061	284,122	284,122	-
Lottery - Prop 20 - Restricted	8560	-		-		30,495	25.00%	-		-		60,990	121,979	121,979	-
Other State Revenue	8300-8599	120,000	7.75%	120,000	7.75%	120,000	7.75%	120,000	7.75%	120,000	7.75%	438,022	1,548,022	1,548,022	-
Local															
Interest	8660	11,300	8.33%	11,300	8.33%	11,300	8.33%	11,300	8.33%	11,300	8.33%	-	135,600	135,600	-
AB602 Local Special Education Transfer	8792	100,436	9.00%	100,436	9.00%	100,436	9.00%	100,436	9.00%	100,436	9.00%	100,436	1,115,960	1,115,960	-
Other Local Revenues	8600-8799	5,000	9.09%	5,000	9.09%	5,000	9.09%	5,000	9.09%	5,000	9.09%	-	55,000	55,000	-
Total Revenues		\$ 1,457,239	6.48%	\$ 1,457,239	6.48%	\$ 2,944,204	13.10%	\$ 1,457,239	6.48%	\$ 1,457,239	6.48%	\$ 3,575,960	\$ 22,479,767	\$ 22,479,767	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	764,868	9.09%	764,868	9.09%	764,868	9.09%	764,868	9.09%	764,868	9.09%	(110,000)	8,414,372	8,414,372	-
Classified Salaries	2000-2999	211,170	8.84%	211,170	8.84%	211,170	8.84%	211,170	8.84%	211,170	8.84%	(13,100)	2,388,545	2,388,545	-
Benefits	3000-3999	386,122	9.00%	386,122	9.00%	386,122	9.00%	386,122	9.00%	386,122	9.00%	(44,039)	4,288,217	4,288,217	-
Books & Supplies	4000-4999	75,000	6.07%	75,000	6.07%	75,000	6.07%	75,000	6.07%	75,000	6.07%	300,000	1,235,000	1,235,000	-
Contracts & Services	5000-5999	230,000	8.68%	230,000	8.68%	230,000	8.68%	230,000	8.68%	230,000	8.68%	(200,000)	2,650,000	2,650,000	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-		-		-		-		-		-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	-		40,000	25.00%	-		-		40,000	25.00%	-	160,000	160,000	-
Other Outgo	7100-7299	-		-		-		-		2,765,558	100.00%	-	2,765,558	2,765,558	-
Debt Service (see Debt Form)	7400-7499	48,173	8.33%	48,173	8.33%	48,173	8.33%	48,173	8.33%	48,173	8.33%	-	578,075	578,075	-
Total Expenditures		\$ 1,715,333	7.63%	\$ 1,755,333	7.81%	\$ 1,715,333	7.63%	\$ 1,715,333	7.63%	\$ 4,520,891	20.11%	\$ (67,139)	\$ 22,479,767	\$ 22,479,767	\$ -
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	-		-		-		-		-			-	3,455,565	
Accounts Receivable	9210	-		-		-		-		-			3,860,391	-	
Prepaid Expenditures	9330	-		-		-		-		-			-	-	
Other Non Current Assets		-		-		-		-		-			-	8,021,546	
Accounts Payable	9510												411,680	-	
Line of Credit Payments	9640	-		-		-		-		-			-	-	
Deferred Revenue	9650	-		-		-		-		-			-	-	
Other Non Current Liabilities		-		-		-		-		-			-	8,853,842	
TOTAL BALANCE SHEET		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 3,448,711	\$ 2,623,270	
OTHER ADJUSTMENTS (LIST)															
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -			\$ -	\$ -	
NET REVENUES LESS EXPENDITURES		\$ (258,094)		\$ (298,094)		\$ 1,228,871		\$ (258,094)		\$ (3,063,652)		\$ 3,643,099	\$ 3,448,712		
ENDING CASH BALANCE		\$ 10,199,201		\$ 9,901,107		\$ 11,129,978		\$ 10,871,884		\$ 7,808,232		\$ 14,074,600.91			

Ending Fund Balance \$ 14,074,601
Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance \$ 0

Charter School Attendance		CHARTER NAME: Norton Science & Language Academy CHARTER #: 903														
Fiscal Year 2025-26 First Interim Report Projected ADA as of October 31, 2025																
Charter Authorizer: San Bernardino County Superintendent of Schools		Line	2024-25		2025-26 Adopted Budget			2025-26 First Interim			2026-27 First Interim			2027-28 First Interim		
			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 Period	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	411.12		412.83		0.42%	413.72		0.22%	414.65		0.22%	414.83		0.04%	
Classroom-based ADA included in A-1	A-2	411.12		412.83		0.42%	413.72		0.22%	414.65		0.22%	414.83		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	411.12	-	412.83	-	0.42%	413.72		0.22%	414.65		0.22%	414.83		0.04%	
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	411.12	411.12	412.83	412.83	0.42%	413.72	413.72	0.22%	414.65	414.65	0.22%	414.83	414.83	0.04%	
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	43.58		44.23		1.49%	43.01		-2.76%	43.10		0.21%	43.12		0.05%	
Grades 4-6																
Regular ADA	A-1	302.46		308.59		2.03%	297.93		-3.45%	299.98		0.69%	299.28		-0.23%	
Classroom-based ADA included in A-1	A-2	302.46		308.59		2.03%	297.93		-3.45%	299.98		0.69%	299.28		-0.23%	
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	302.46	-	308.59	-	2.03%	297.93		-3.45%	299.98		0.69%	299.28		-0.23%	
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	302.46	302.46	308.59	308.59	2.03%	297.93	297.93	-3.45%	299.98	299.98	0.69%	299.28	299.28	-0.23%	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-		
Grades 7-8																
Regular ADA	A-1	232.24		232.15		-0.04%	220.37		-5.07%	227.09		3.05%	225.91		-0.52%	
Classroom-based ADA included in A-1	A-2	232.24		232.15		-0.04%	220.37		-5.07%	227.09		3.05%	225.91		-0.52%	
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	232.24	-	232.15	-	-0.04%	220.37		-5.07%	227.09		3.05%	225.91		-0.52%	
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	232.24	232.24	232.15	232.15	-0.04%	220.37	220.37	-5.07%	227.09	227.09	3.05%	225.91	225.91	-0.52%	
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-		

Charter School Attendance		CHARTER NAME: Norton Science & Language Academy CHARTER #: 903													
		Fiscal Year 2025-26 First Interim Report Projected ADA as of October 31, 2025													
Charter Authorizer: San Bernardino County Superintendent of Schools		2024-25		2025-26 Adopted Budget			2025-26 First Interim			2026-27 First Interim			2027-28 First Interim		
		Actual ADA	Funded ADA *	Projected ADA	Funded ADA *	% Change over Prior Year	Projected ADA	Funded ADA *	% Change over Prior Period	Projected ADA	Funded ADA *	% Change over Prior Year	Projected ADA	Funded ADA *	% Change over Prior Year
		P-2		P-2			P-2			P-2			P-2		
		Line													
Grades 9-12															
Regular ADA	A-1	220.87		259.20		17.35%	225.60		-12.96%	251.92		11.67%	262.26		4.10%
Classroom-based ADA included in A-1	A-2	220.87		259.20		17.35%	225.60		-12.96%	251.92		11.67%	262.26		4.10%
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	220.87	-	259.20	-	17.35%	225.60		-12.96%	251.92		11.67%	262.26		4.10%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	220.87	220.87	259.20	259.20	17.35%	225.60	225.60	-12.96%	251.92	251.92	11.67%	262.26	262.26	4.10%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
Totals															
Regular ADA	A-1	1,166.69		1,212.77		3.95%	1,157.62		-4.55%	1,193.64		3.11%	1,202.28		0.72%
Classroom-based ADA included in A-1	A-2	1,166.69		1,212.77		3.95%	1,157.62		-4.55%	1,193.64		3.11%	1,202.28		0.72%
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	1,166.69	-	1,212.77	-	3.95%	1,157.62		-4.55%	1,193.64		3.11%	1,202.28		0.72%
Classroom-based ADA Totals (A-2, A-4, A-6, A-8)	A-10	1,166.69	1,166.69	1,212.77	1,212.77	3.95%	1,157.62	1,157.62	-4.55%	1,193.64	1,193.64	3.11%	1,202.28	1,202.28	0.72%
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	-	-	-	-		-	-		-	-		-	-	
Total Funded ADA		-	1,166.69	-	1,212.77			1,157.62			1,193.64			1,202.28	

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

Fiscal Year 2025-26 First Interim Report

Form Revised 4/18/2025

ASSUMPTIONS:				2025-26	2026-27	Change	2027-28	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:								
COLA (on Base)				2.30%	3.02%	0.72%	3.42%	0.40%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)				\$ 17,543,471	\$ 18,622,131	6.15%	\$ 19,420,749	4.29%
Lottery Allocation Amount Per ADA:								
Unrestricted				\$ 191	\$ 191	\$ -	\$ 191	\$ -
Restricted				\$ 82	\$ 82	\$ -	\$ 82	\$ -
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				1,157.62	1,193.64	36.02	1,202.28	8.64
Total Funded P-2 Attendance				1,157.62	1,193.64	36.02	1,202.28	8.64
Estimated Enrollment	PY CBEDS Certified Enrollment	1,247	1,256	1,290	34.00	1,300	10.00	
Enrollment Growth Over Prior Year				0.72%	2.71%		0.78%	
ADA to Enrollment Ratio 2024-25 93.56%				92.17%	92.53%		92.48%	
Unduplicated Count	PY CBEDS Certified Unduplicated Count	1,001	1,008	1,036	28.00	1,044	8.00	
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %) 2024-25 80.99%				80.73%	80.28%		80.29%	
Certificated Salaries and Benefits:								
Number of Teachers (FTE)				69.00	70.00	1.00	72.00	2.00
Number of Certificated Management FTEs				3.00	4.00	1.00	4.00	0.00
Number of Other Certificated FTEs				5.00	5.00	0.00	5.00	0.00
Classroom Staffing Ratio - Students per FTE				18.20	18.43	0.23	18.06	-0.37
Teachers Increased/(Decreased) for projected Enrollment change over PY				1.00	1.00	0.00	2.00	1.00
Average Teacher FTE Salary				\$ 97,980	\$ 101,409	3.50%	\$ 104,959	3.50%
Average Certificated Management FTE Salary				\$ 159,492	\$ 161,344	1.16%	\$ 163,270	1.19%
Average Other Certificated FTE Salary				\$ 122,935	\$ 127,059	3.35%	\$ 131,365	3.39%
Cert Step and Column Increase (Total Annual Cost)				\$ 305,000	\$ 315,675	3.50%	\$ 326,724	3.50%
Other Pay, Stipends, Extra Pay				\$ 244,830	\$ 244,830	0.00%	\$ 244,830	0.00%
Health and Welfare Cost per Employee				\$ 15,355	\$ 15,355	0.00%	\$ 15,355	0.00%
Retirement Cost per Cert Employee				\$ 19,481	\$ 20,123	3.30%	\$ 20,780	3.26%
STRS Rate				19.10%	19.10%	0.00%	19.10%	0.00%
Optional - Additional information/explanation of Certificated S&B Assumptions above (calculation methodology, inclusions/exclusions, etc...):								
Explain any year over year changes (+/- positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):								
Norton is continuing to grow to full capacity. Current year, we added 3 additional teaching positions with the expectation that we will hire 1 additional teachers for 2026-27 and an additional 2 teachers to support our growth in High School								
Classified Salaries and Benefits:								
Number of Classified (Non-Mgmt) FTEs				44.46	44.46	0.00	44.46	0.00
Number of Classified Mangement FTEs				1.00	1.00	0.00	1.00	0.00
Average Salary per Classified Non-Mgmt FTE				\$ 40,106	\$ 41,710	4.00%	\$ 43,781	4.97%
Average Salary per Classified Mgmt FTE				\$ 112,398	\$ 116,895	4.00%	\$ 121,571	4.00%
Class Step and Column Increase (Total Annual Cost)				\$ 75,000	\$ 78,000	4.00%	\$ 81,120	4.00%
Other Pay, Stipends, Extra Pay				\$ 78,000	\$ 78,000	0.00%	\$ 78,000	0.00%
Health and Welfare Cost per Class Employee				\$ 2,742	\$ 2,742	0.00%	\$ 2,742	0.00%
Retirement Cost per Class Employee				\$ 11,515	\$ 12,019	4.38%	\$ 12,955	7.79%
PERS Rate				26.81%	26.90%	0.09%	27.80%	0.90%

Fiscal Year 2025-26 First Interim Report

Form Revised 4/18/2025

ASSUMPTIONS:	2025-26	2026-27	Change	2027-28	Change
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...):					
Salary increases are projected based on the step and column advancement for all positions.					
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	\$ 3,080,625	\$ 3,077,813	-0.09%	\$ 3,078,750	0.03%
Electricity	\$ 187,500	\$ 187,500	0.00%	\$ 187,500	0.00%
Heating (gas)	\$ 12,500	\$ 12,500	0.00%	\$ 12,500	0.00%
Other	\$ 50,000	\$ 50,000	0.00%	\$ 50,000	0.00%
Explain "Other" facility costs:					
Administrative Service Agreements:					
1.00% Oversight Fees to Sponsor	\$ 173,069	\$ 186,221	7.60%	\$ 194,207	4.29%
Administrative Service Contract	\$ 1,942,528	\$ 2,046,518	5.35%	\$ 2,123,984	3.79%
Other Contracted Costs					
List Noteworthy Assumptions for other 1st Interim line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)					

Fiscal Year 2025-26 First Interim Report
Unrestricted MYP

Form Revised 4/18/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	15,918,448	4,110,966	13,464,668	-15.41%	14,289,400	6.13%	14,907,403	4.32%
EPA	8012	2,424,559	717,219	4,078,803	68.23%	4,332,731	6.23%	4,513,346	4.17%
State Aid - Prior Year	8019	-	(66,252)	(236,612)					
In Lieu Property Taxes	8096	-	-	-		-		-	
Federal	8100-8299	-	-	-		-		-	
State									
Lottery - Unrestricted	8560	241,938	-	230,936	-4.55%	238,121	3.11%	239,845	0.72%
Lottery - Prop 20 - Restricted	8560								
Other State Revenue	8300-8599	1,737,051	-	1,736,788	-0.02%	1,740,662	0.22%	1,746,191	0.32%
Local									
Interest	8660	120,000	58,256	135,000	12.50%	135,000	0.00%	135,000	0.00%
AB602 Local Special Education Transfer	8792								
Other Local Revenues	8600-8799	-	12,602	18,500		-		-	
Total Revenues		\$ 20,441,996	\$ 4,832,791	\$ 19,428,083	-4.96%	\$ 20,735,914	6.73%	\$ 21,541,785	3.89%
EXPENDITURES									
Certificated Salaries	1000-1999	7,075,586	1,843,697	6,847,784	-3.22%	7,157,185	4.52%	7,531,900	5.24%
Classified Salaries	2000-2999	1,454,589	442,514	1,381,872	-5.00%	1,484,094	7.40%	1,546,426	4.20%
Benefits	3000-3999	3,175,869	834,939	3,048,986	-4.00%	3,137,503	2.90%	3,275,795	4.41%
Books & Supplies	4000-4999	260,786	134,225	364,957	39.95%	300,000	-17.80%	325,000	8.33%
Contracts & Services	5000-5999	1,400,215	414,272	1,442,220	3.00%	1,475,000	2.27%	1,500,000	1.69%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	75,000	-	75,000	0.00%	75,000	0.00%	75,000	0.00%
Other Outgo	7100-7299	2,558,538	-	2,452,379	-4.15%	2,602,847	6.14%	2,718,584	4.45%
Debt Service (see Debt Form)	7400-7499	3,080,625	1,041,234	3,080,625	0.00%	3,077,813	-0.09%	3,078,750	0.03%
Total Expenditures		\$ 19,081,208	\$ 4,710,881	\$ 18,693,823	-2.03%	\$ 19,309,442	3.29%	\$ 20,051,455	3.84%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 1,360,788	\$ 121,910	\$ 734,260	-46.04%	\$ 1,426,472	94.27%	\$ 1,490,330	4.48%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	(1,085,643)	(480,606)	(1,053,569)		(1,093,969)		(1,148,882)	
Other Uses	7600	-	-	-		-		-	
Net Sources & Uses		\$ (1,085,643)	\$ (480,606)	\$ (1,053,569)		\$ (1,093,969)		\$ (1,148,882)	
NET INCREASE (DECREASE) IN FUND BALANCE									
		\$ 275,145	\$ (358,696)	\$ (319,309)		\$ 332,503		\$ 341,448	2.69%
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	7,490,536	7,490,536	7,490,536					
Adjustments for Unaudited Actuals	9792		159,969	159,969					
Beg Fund Balance at Unaudited Actuals			7,650,505	7,650,505					
Adjustments for Audit	9793								
Adjustments for Restatements	9795		(267,679)	(267,679)					
Beginning Fund Balance as per Audit Report +/- Restatements			7,382,826	7,382,826		7,063,517		7,396,020	
Ending Balance	9790	\$ 7,765,681	\$ 7,024,130	\$ 7,063,517	-9.04%	\$ 7,396,020	4.71%	\$ 7,737,468	4.62%

Fiscal Year 2025-26 First Interim Report
Unrestricted MYP

Form Revised 4/18/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
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	7,765,681	7,024,130	7,063,517	-9.04%	7,396,020	4.71%	7,737,468	4.62%
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				\$ 191.00		\$ 191.00		\$ 191.00	
Lottery Unrestricted Estimated Award				\$ 230,936		\$ 238,121	3.11%	\$ 239,845	0.72%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN OTHER STATE									
1 Ex. Mandate Block Grant		-	-						
2 SB740	1,675,000	-	1,675,000	0.00%	1,675,000	0.00%	1,675,000	0.00%	
3 Mandated Block Grant	32,051	-	31,788	-0.82%	33,162	4.32%	36,191	9.13%	
4 SMAA	30,000	-	30,000	0.00%	32,500	8.33%	35,000	7.69%	
5	-								
6	-								
7	-								
8	-								
9	-								
10	-								
11	-								
12	-								
13	-								
14	-								
15	-								
16	-								
17	-								
18	-								
Total Other State Revenue Funds Budgeted:		\$ 1,737,051	\$ -	\$ 1,736,788	-0.02%	\$ 1,740,662	0.22%	\$ 1,746,191	0.32%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"									
1 Ex. Services Reimbursed by District		-							
2 Donations		-	12,602	18,500		-		-	
3		-							
4		-							
5		-							
6		-							
Total Other Local Revenue Funds Budgeted:		\$ -	\$ 12,602	\$ 18,500		\$ -		\$ -	

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 4/18/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011								
EPA	8012								
State Aid - Prior Year	8019								
In Lieu Property Taxes	8096								
Federal	8100-8299	1,842,567	22,788	2,366,417	28.43%	1,945,571	-17.78%	1,473,452	-24.27%
State									
Lottery - Unrestricted	8560								
Lottery - Prop 20 - Restricted	8560	103,869	-	99,145	-4.55%	102,230	3.11%	102,970	0.72%
Other State Revenue	8300-8599	2,163,899	379,859	2,657,784	22.82%	2,208,904	-16.89%	2,208,904	0.00%
Local									
Interest	8660	-	-	-		-		-	
AB602 Local Special Education Transfer	8792	704,610	-	685,556	-2.70%	685,556	0.00%	685,556	0.00%
Other Local Revenues	8600-8799	27,000	-	27,000	0.00%	27,000	0.00%	27,000	0.00%
Total Revenues		\$ 4,841,945	\$ 402,646	\$ 5,835,902	20.53%	\$ 4,969,261	-14.85%	\$ 4,497,882	-9.49%
EXPENDITURES									
Certificated Salaries	1000-1999	1,369,467	392,271	1,634,303	19.34%	1,591,272	-2.63%	1,639,010	3.00%
Classified Salaries	2000-2999	610,381	190,059	723,647	18.56%	630,717	-12.84%	651,216	3.25%
Benefits	3000-3999	710,382	210,507	833,078	17.27%	774,872	-6.99%	798,337	3.03%
Books & Supplies	4000-4999	1,092,498	357,957	1,465,278	34.12%	931,794	-36.41%	750,000	-19.51%
Contracts & Services	5000-5999	2,138,176	404,123	2,440,577	14.14%	1,982,895	-18.75%	1,656,521	-16.46%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	-	-	-		-		-	
Other Outgo	7100-7299	254,584	-	151,680	-40.42%	151,680	0.00%	151,680	0.00%
Debt Service (see Debt Form)	7400-7499	-	-	-		-		-	
Total Expenditures		\$ 6,175,488	\$ 1,554,916	\$ 7,248,563	17.38%	\$ 6,063,230	-16.35%	\$ 5,646,764	-6.87%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ (1,333,543)	\$ (1,152,270)	\$ (1,412,661)		\$ (1,093,969)		\$ (1,148,882)	
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	1,085,643	480,606	1,053,569	-2.95%	1,093,969	3.83%	1,148,882	5.02%
Other Uses	7600	-	-	-		-		-	
Net Sources & Uses		\$ 1,085,643	\$ 480,606	\$ 1,053,569	-2.95%	\$ 1,093,969	3.83%	\$ 1,148,882	5.02%
NET INCREASE (DECREASE) IN FUND BALANCE		\$ (247,900)	\$ (671,664)	\$ (359,092)		\$ 0		\$ 0	
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	2,857,384	2,857,384	2,857,384					
Adjustments for Unaudited Actuals	9792		(1,256,182)	(1,256,182)					
Beg Fund Balance at Unaudited Actuals			1,601,202	1,601,202					
Adjustments for Audit	9793								
Adjustments for Restatements	9795	-							
Beginning Fund Balance as per Audit Report +/- Restatements			1,601,202	1,601,202		1,242,110		1,242,110	
Ending Balance		\$ 2,609,484	\$ 929,538	\$ 1,242,110	-52.40%	\$ 1,242,110	0.00%	\$ 1,242,110	0.00%

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 4/18/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	9711								
Stores	9712								
Prepaid Expenditures	9713								
All Others	9719								
b. Restricted	9740	2,609,484	929,538	1,242,110	-52.40%	1,242,110	0.00%	1,242,110	0.00%
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								
If Restricted Fund Balances Exist, Identify Balance by Program:									
1	EX. AB602 - Special Education	-							
2	Child Nutrition	587,249	277,492	802,447		802,447		802,447	
3	Educator Effectiveness	102,721	-	-		-		-	
4	Expanded Learning Opportunity Program	1,579,848	574,928	-		-		-	
5	Learning Recovery Block Grant	83,928	-	-		-		-	
6	Arts & Music Block Grant	254,278	-	-		-		-	
7	Ethnic Studies	1,460	1,460	1,460		1,460		1,460	
8	Art & Music in Schools (Prop 28)	-	75,658	75,658		75,658		75,658	
9	Student Support and Professional Development BG	-	-	362,545		362,545		362,545	
10		-							
11		-							
12		-							
13		-							
14		-							
15		-							
Ending Resticted Fund Balance		2,609,484	929,538	1,242,110		1,242,110		1,242,110	

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 4/18/2025

DESCRIPTION	Adopted Budget 2025-26	First Interim Actual thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
ASSUMPTIONS RESTRICTED PROGRAMS:								
LIST FEDERAL RESTRICTED REVENUES								
1 EX. Title I	-							
2 Title I	353,990	-	561,194	58.53%	400,107	-28.70%	400,107	0.00%
3 Title II	44,751	-	100,079		50,440		50,440	
4 Title III	49,756	-	89,464		45,105		45,105	
5 Title IV	21,723	-	72,794		26,644		26,644	
6 IDEA-SPED	261,436	-	261,436		261,436		261,436	
7 Child Nutrition	689,720	11,613	689,720		689,720		689,720	
8 Comprehensive Support & Improvement	421,191	11,175	591,730		472,119		-	
9	-							
10	-							
11	-							
12	-							
13	-							
14	-							
15	-							
16	-							
17	-							
18	-							
19	-							
20	-							
Total Federal Awards Budgeted:	\$ 1,842,567	\$ 22,788	\$ 2,366,417	\$0.28	\$ 1,945,571	-17.78%	\$ 1,473,452	(\$0)
Lottery Prop 20 Restricted Allocation per ADA	\$ 82.00		\$ 82.00		\$ 82.00		\$ 82.00	
Lottery Estimated Prop 20 Restricted Award	\$ 103,869		\$ 99,145	-4.55%	\$ 102,230	3.11%	\$ 102,970	0.72%
LIST RESTRICTED STATE FUNDS BUDGETED IN "Other State Revenue"								
1 ELOP	1,579,848	300,089	1,579,414	-0.03%	1,579,414	0.00%	1,579,414	0.00%
2 Arts & Music in Schools (Prop 28)	196,637	44,767	235,619	19.82%	235,619	0.00%	235,619	0.00%
3 Child Nutrition	295,594	16,330	295,594	0.00%	295,594	0.00%	295,594	0.00%
4 SPED Mental Health Services	91,820	18,673	98,277	7.03%	98,277	0.00%	98,277	0.00%
5 Learning Recovery Emergency Block Grant	-	-	86,335		-		-	
6 Student Support and Professional Development BG	-	-	362,545		-		-	
7	-							
8	-							
9	-							
10	-							
11	-							
12	-							
13	-							
14	-							
15	-							
16	-							
17	-							
18	-							
Total Other State Revenue Funds Budgeted:	\$ 2,163,899	\$ 379,859	\$ 2,657,784	22.82%	\$ 2,208,904	-16.89%	\$ 2,208,904	\$0

Fiscal Year 2025-26 First Interim Report
Restricted MYP

Form Revised 4/18/2025

DESCRIPTION	Adopted Budget 2025-26	First Interim Actual thru October 31 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
LIST OTHER RESTRICTED LOCAL REVENUES BUDGETED in "Other Local Revenues"								
1 Child Nutrition-A La Carte	27,000	-	27,000	0.00%	27,000	0.00%	27,000	0.00%
2	-							
3	-							
4	-							
5	-							
6	-							
Total Other Local Revenue Funds Budgeted:	\$ 27,000	\$ -	\$ 27,000	0.00%	\$ 27,000	0.00%	\$ 27,000	\$0
SPECIAL EDUCATION DETAILS:								
What % of student population is Special Ed	15.78%	16.96%	16.96%	7.48%	16.96%	0.00%	16.96%	0.00%
For SELPA services, is the Charter under School District, or a member LEA?	Desert Mountain SELPA							
AB602 Revenue	642,890	-	685,556	6.64%	685,556	0.00%	685,556	0.00%
Other Special Ed Revenue	346,584	18,673	359,713	3.79%	359,713	0.00%	359,713	0.00%
Unrestricted Contribution to Special Ed	778,160	480,606	1,053,569	35.39%	1,093,969	3.83%	1,148,882	5.02%
Total Special Ed Funding	1,767,634	499,279	2,098,838	18.74%	2,139,238	1.92%	2,194,151	2.57%
Special Ed Expenditures	1,767,634	499,606	2,098,838	18.74%	2,139,238	1.92%	2,194,151	2.57%

Fiscal Year 2025-26 First Interim Report
Summary MYP

Form Revised 4/18/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
REVENUES									
LCFF Sources									
LCFF	8011	15,918,448	4,110,966	13,464,668	-15.41%	14,289,400	6.13%	14,907,403	4.32%
EPA	8012	2,424,559	717,219	4,078,803	68.23%	4,332,731	6.23%	4,513,346	4.17%
State Aid - Prior Year	8019	-	(66,252)	(236,612)		-		-	
In Lieu Property Taxes	8096	-	-	-		-		-	
Federal	8100-8299	1,842,567	22,788	2,366,417	28.43%	1,945,571	-17.78%	1,473,452	-24.27%
State									
Lottery - Unrestricted	8560	241,938	-	230,936	-4.55%	238,121	3.11%	239,845	0.72%
Lottery - Prop 20 - Restricted	8560	103,869	-	99,145	-4.55%	102,230	3.11%	102,970	0.72%
Other State Revenue	8300-8599	3,900,950	379,859	4,394,572	12.65%	3,949,566	-10.13%	3,955,095	0.14%
Local									
Interest	8660	120,000	58,256	135,000	12.50%	135,000	0.00%	135,000	0.00%
AB602 Local Special Education Transfer	8792	704,610	-	685,556	-2.70%	685,556	0.00%	685,556	0.00%
Other Local Revenues	8600-8799	27,000	12,602	45,500	68.52%	27,000	-40.66%	27,000	0.00%
Total Revenues		\$ 25,283,940	\$ 5,235,437	\$ 25,263,985	-0.08%	\$ 25,705,176	1.75%	\$ 26,039,667	1.30%
EXPENDITURES									
Certificated Salaries	1000-1999	8,445,053	2,235,968	8,482,087	0.44%	8,748,457	3.14%	9,170,910	4.83%
Classified Salaries	2000-2999	2,064,970	632,572	2,105,519	1.96%	2,114,811	0.44%	2,197,642	3.92%
Benefits	3000-3999	3,886,251	1,045,446	3,882,064	-0.11%	3,912,375	0.78%	4,074,132	4.13%
Books & Supplies	4000-4999	1,353,284	492,182	1,830,235	35.24%	1,231,794	-32.70%	1,075,000	-12.73%
Contracts & Services	5000-5999	3,538,391	818,395	3,882,797	9.73%	3,457,895	-10.94%	3,156,521	-8.72%
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-	-	-		-		-	
Depreciation Expense (Accrual Basis Only)	6900	75,000	-	75,000	0.00%	75,000	0.00%	75,000	0.00%
Other Outgo	7100-7299	2,813,122	-	2,604,059	-7.43%	2,754,527	5.78%	2,870,264	4.20%
Debt Service (see Debt Form)	7400-7499	3,080,625	1,041,234	3,080,625	0.00%	3,077,813	-0.09%	3,078,750	0.03%
Total Expenditures		\$ 25,256,696	\$ 6,265,797	\$ 25,942,386	2.71%	\$ 25,372,672	-2.20%	\$ 25,698,219	1.28%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES									
		\$ 27,244	\$ (1,030,360)	\$ (678,401)		\$ 332,504		\$ 341,448	2.69%
OTHER SOURCES & USES									
Other Sources/Contributions to Restricted Programs	8900	-	-	-		-		-	
Other Uses	7600	-	-	-		-		-	
Net Sources & Uses		\$ -	\$ -	\$ -		\$ -		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE									
		\$ 27,244	\$ (1,030,360)	\$ (678,401)		\$ 332,504		\$ 341,448	2.69%

Fiscal Year 2025-26 First Interim Report
Summary MYP

Form Revised 4/18/2025

DESCRIPTION		Adopted Budget 2025-26	First Interim Actual thru October 31, 2025	First Interim Projected Budget 2025-26	Percent Change	First Interim Projected Budget 2026-27	Percent Change	First Interim Projected Budget 2027-28	Percent Change
FUND BALANCE, RESERVES									
Beginning Balance at Adopted Budget	9791	10,347,920	10,347,920	10,347,920	0.00%				
Adjustments for Unaudited Actuals	9792		(1,096,213)	(1,096,213)					
Beg Fund Balance at Unaudited Actuals			9,251,707	9,251,707					
Adjustments for Audit	9793		-	-					
Adjustments for Restatements	9795	-	(267,679)	(267,679)					
Beginning Fund Balance as per Audit Report +/- Restatements		-	8,984,028	8,984,028		8,305,627	-7.55%	8,638,130	4.00%
Ending Balance	9790	\$ 10,375,165	\$ 7,953,668	\$ 8,305,627	-19.95%	\$ 8,638,130	4.00%	\$ 8,979,578	3.95%
Components of Ending Fund Balance (Budget):									
a. Nonspendable									
Revolving Cash	9711	-	-	-		-		-	
Stores	9712	-	-	-		-		-	
Prepaid Expenditures	9713	-	-	-		-		-	
All Others	9719	-	-	-		-		-	
b. Restricted	9740	2,609,484	929,538	1,242,110	-52.40%	1,242,110	0.00%	1,242,110	0.00%
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	7,765,681	7,024,130	7,063,517	-9.04%	7,396,020	4.71%	7,737,468	4.62%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		30.75%	112.10%	27.23%		29.15%		30.11%	

Reserve Standard (unless different standard identified in MOU)	3%	3%	3%	3%	3%
If MOU contains a Reserve Standard other than above, enter here					
Reserve Standard Met/Not Met	Met	Met	Met	Met	Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage	0.0%	7.6%	1.7%	0.0%	0.0%
Unrestricted Deficit Spending Standard	10.2%	37.4%	9.1%	9.7%	10.0%
Unrestricted Deficit Spending Standard Met/Not Met	Met	Met	Met	Met	Met

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

DEBT - Multiyear Commitments

Fiscal Year 2025-26 First Interim Report

CHARTER NAME: Norton Science & Language Academy

Form Revised 4/18/2025

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, 2025 Principal Balance	2025-26 Payment		2026-27 Payment		2027-28 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	33	39,930,000	365,000	2,495,625	385,000	2,472,813	410,000	2,448,750	
Capital Lease	37	5,500,000	-	220,000	-	220,000	-	220,000	
Capital Lease									
Inter-Agency Borrowing									
Other									
Total		45,430,000	365,000	2,715,625	385,000	2,692,813	410,000	2,668,750	
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

2025-26 First Interim Cash Flow

DATE PREPARED: 11/17/2025

Form Revised 4/18/2025

			July Actual	% Bud	August Actual	% Bud	September Actual	% Bud	October Actual	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud		
Beginning Cash Balance			July 1 Cash =	13,389,621	11,719,861		10,537,641		9,496,746		9,985,305	10,612,048		11,426,934				
			Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals - Actuals															
REVENUE																		
LCFF Sources																		
LCFF	8011		-		734,101	5.45%	734,101	5.45%	2,642,764	19.63%	-		1,321,382	9.81%	1,321,382	9.81%		
EPA	8012		-		-		-		717,219	17.58%	-		-		717,219	17.58%		
State Aid - Prior Year	8019		-		(11,831)		(11,831)		(42,590)		-		(21,295)		(21,295)			
In Lieu Property Taxes	8096		-		-		-		-		-		-		-			
Federal	8100-8299		-		-		-		22,788	0.96%	500,000	21.13%	-		250,000	10.56%		
State																		
Lottery - Unrestricted	8560		-		-		-		-		-		-		57,734	25.00%		
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		24,786	25.00%		
Other State Revenue	8300-8599		-		95,666	2.18%	111,996	2.55%	172,197	3.92%	644,106	14.66%	1,172,197	26.67%	272,197	6.19%		
Local																		
Interest	8660		16,437	12.18%	16,476	12.20%	15,361	11.38%	9,981	7.39%	9,593	7.11%	9,593	7.11%	9,593	7.11%		
AB602 Local Special Education Transfer	8792		-		-		-		-		77,982	11.38%	77,982	11.38%	77,982	11.38%		
Other Local Revenues	8600-8799		825	1.81%	11,101	24.40%	225	0.49%	450	0.99%	3,500	7.69%	3,000	6.59%	4,000	8.79%		
Total Revenues			\$ 17,262	0.07%	\$ 845,514	3.35%	\$ 849,852	3.36%	\$ 3,522,809	13.94%	\$ 1,235,181	4.89%	\$ 2,562,859	10.14%	\$ 2,713,598	10.74%		
EXPENDITURES																		
Certificated Salaries	1000-1999		101,550	1.20%	716,670	8.45%	707,642	8.34%	710,107	8.37%	780,765	9.20%	780,765	9.20%	780,765	9.20%		
Classified Salaries	2000-2999		80,688	3.83%	163,149	7.75%	216,815	10.30%	171,920	8.17%	184,119	8.74%	184,118	8.74%	184,118	8.74%		
Benefits	3000-3999		70,389	1.81%	311,814	8.03%	331,337	8.54%	331,905	8.55%	354,577	9.13%	354,577	9.13%	354,577	9.13%		
Books & Supplies	4000-4999		79,033	4.32%	254,525	13.91%	54,664	2.99%	102,665	5.61%	154,079	8.42%	154,079	8.42%	154,079	8.42%		
Contracts & Services	5000-5999		66,116	1.70%	175,724	4.53%	357,298	9.20%	220,551	5.68%	349,208	8.99%	349,208	8.99%	349,208	8.99%		
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-			
Depreciation Expense (Accrual Basis Only)	6900		-		-		-		-		-		37,500	50.00%	-			
Other Outgo	7100-7299		-		-		-		-		-		-		-			
Debt Service (see Debt Form)	7400-7499		-		517,797	16.81%	261,719	8.50%	261,719	8.50%	254,924	8.28%	254,924	8.28%	254,924	8.28%		
Total Expenditures			\$ 397,776	1.53%	\$ 2,139,679	8.25%	\$ 1,929,475	7.44%	\$ 1,798,867	6.93%	\$ 2,077,673	8.01%	\$ 2,115,172	8.15%	\$ 2,077,672	8.01%		
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	955,597																
Accounts Receivable	9210	962,677	223,912	23.26%	111,945	11.63%	38,729	4.02%	(1,235,383)		1,469,234	152.62%	274,644	28.53%	36,418	3.78%		
Prepaid Expenditures	9330	92,555	-		-		-		-		-		92,555	100.00%	-			
Other Non Current Assets		40,615,578																
Accounts Payable	9510	1,344,612	1,344,612	100.00%														
Line of Credit Payments	9640	-																
Deferred Revenue	9650	168,547	168,547	100.00%														
Other Non Current Liabilities		45,518,842																
TOTAL BALANCE SHEET		\$ (4,405,594)	\$ (1,289,247)		\$ 111,945		\$ 38,729		\$ (1,235,383)		\$ 1,469,234		\$ 367,199		\$ 36,418			
OTHER ADJUSTMENTS (LIST)																		
TOTAL OTHER ADJUSTMENTS		\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -			
NET REVENUES LESS EXPENDITURES			\$ (1,669,760)		\$ (1,182,220)		\$ (1,040,894)		\$ 488,559		\$ 626,742		\$ 814,886		\$ 672,345			
ENDING CASH BALANCE			\$ 11,719,861		\$ 10,537,641		\$ 9,496,746		\$ 9,985,305		\$ 10,612,048		\$ 11,426,934		\$ 12,099,278			

CHARTER NAME: Norton Science & Language Academy
2025-26 First Interim Cash Flow

DATE PREPARED: 11/17/2025

Form Revised 4/18/2025

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		12,099,278		11,310,100		11,019,874		12,545,320		12,222,946		9,249,263			
REVENUE															
LCFF Sources															
LCFF	8011	651,838	4.84%	1,211,820	9.00%	1,211,820	9.00%	1,211,820	9.00%	1,211,820	9.00%	1,211,820	13,464,668	13,464,668	-
EPA	8012	-		-		1,624,664	39.83%	-		-		1,019,701	4,078,803	4,078,803	-
State Aid - Prior Year	8019	(21,295)		(21,295)		(21,295)		(21,295)		(21,295)		(21,295)	(236,612)	(236,612)	-
In Lieu Property Taxes	8096	-		-		-		-		-		-	-	-	-
Federal	8100-8299	250,000	10.56%	250,000	10.56%	250,000	10.56%	200,000	8.45%	175,000	7.40%	468,629	2,366,417	2,366,417	-
State															
Lottery - Unrestricted	8560	-		-		57,734	25.00%	-		-		115,468	230,936	230,936	-
Lottery - Prop 20 - Restricted	8560	-		-		24,786	25.00%	-		-		49,573	99,145	99,145	-
Other State Revenue	8300-8599	272,197	6.19%	272,197	6.19%	362,833	8.26%	272,197	6.19%	272,197	6.19%	474,592	4,394,572	4,394,572	-
Local															
Interest	8660	9,593	7.11%	9,593	7.11%	9,593	7.11%	9,593	7.11%	9,593	7.11%	-	135,000	135,000	-
AB602 Local Special Education Transfer	8792	77,982	11.38%	77,982	11.38%	77,982	11.38%	77,982	11.38%	77,982	11.38%	61,700	685,556	685,556	-
Other Local Revenues	8600-8799	5,000	10.99%	5,899	12.96%	5,000	10.99%	5,000	10.99%	1,500	3.30%	(0)	45,500	45,500	-
Total Revenues		\$ 1,245,315	4.93%	\$ 1,806,196	7.15%	\$ 3,603,117	14.26%	\$ 1,755,297	6.95%	\$ 1,726,797	6.84%	\$ 3,380,188	\$ 25,263,985	\$ 25,263,985	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	780,765	9.20%	780,765	9.20%	780,765	9.20%	780,764	9.20%	780,764	9.20%	-	8,482,087	8,482,087	-
Classified Salaries	2000-2999	184,118	8.74%	184,118	8.74%	184,118	8.74%	184,118	8.74%	184,118	8.74%	-	2,105,519	2,105,519	-
Benefits	3000-3999	354,577	9.13%	354,577	9.13%	354,577	9.13%	354,577	9.13%	354,578	9.13%	-	3,882,064	3,882,064	-
Books & Supplies	4000-4999	154,079	8.42%	154,079	8.42%	154,079	8.42%	154,079	8.42%	154,079	8.42%	106,714	1,830,235	1,830,235	-
Contracts & Services	5000-5999	349,208	8.99%	349,208	8.99%	349,208	8.99%	349,208	8.99%	349,208	8.99%	269,443	3,882,797	3,882,797	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-		-		-		-		-		-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	-		18,750	25.00%	-		-		18,750	25.00%	-	75,000	75,000	-
Other Outgo	7100-7299	-		-		-		-		2,604,059	100.00%	-	2,604,059	2,604,059	-
Debt Service (see Debt Form)	7400-7499	254,924	8.28%	254,924	8.28%	254,924	8.28%	254,924	8.28%	254,924	8.28%	-	3,080,625	3,080,625	-
Total Expenditures		\$ 2,077,672	8.01%	\$ 2,096,422	8.08%	\$ 2,077,672	8.01%	\$ 2,077,671	8.01%	\$ 4,700,480	18.12%	\$ 376,157	\$ 25,942,386	\$ 25,942,386	\$ -
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												-	955,597	
Accounts Receivable	9210	43,178	4.49%										962,677	-	
Prepaid Expenditures	9330	-		-		-		-		-			92,555	-	
Other Non Current Assets													-	40,615,578	
Accounts Payable	9510												1,344,612	-	
Line of Credit Payments	9640												-	-	
Deferred Revenue	9650												168,547	-	
Other Non Current Liabilities													-	45,518,842	
TOTAL BALANCE SHEET		\$ 43,178		\$ -		\$ -		\$ -		\$ -		\$ -	\$ (457,927)	\$ (3,947,667)	
OTHER ADJUSTMENTS (LIST)														Remaining Balance	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -			\$ -	\$ -	
NET REVENUES LESS EXPENDITURES		\$ (789,179)		\$ (290,226)		\$ 1,525,445		\$ (322,374)		\$ (2,973,683)		\$ 3,004,031	\$ (1,136,328)		
ENDING CASH BALANCE		\$ 11,310,100		\$ 11,019,874		\$ 12,545,320		\$ 12,222,946		\$ 9,249,263		\$ 8,305,626.46			

Ending Fund Balance \$ 8,305,627
Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance \$ (0) If not balancing, check to ensure Beg Cash (E6) + Tc

DATE PREPARED: 11/17/2025

2026-27 First Interim Cash Flow

Form Revised 4/18/2025

			July Estimated	% Bud	August Estimated	% Bud	September Estimated	% Bud	October Estimated	% Bud	November Estimated	% Bud	December Estimated	% Bud	January Estimated	% Bud
Beginning Cash Balance			9,249,263		10,165,935		9,366,478		8,978,272		9,794,067		9,898,608		10,527,378	
REVENUE																
LCFF Sources																
LCFF	8011		-		714,470	5.00%	714,470	5.00%	1,286,046	9.00%	1,286,046	9.00%	1,286,046	9.00%	1,286,046	9.00%
EPA	8012		-		-		-		1,083,182	25.00%	-		-		1,083,183	25.00%
State Aid - Prior Year	8019		-		-		-		-		-		-		-	
In Lieu Property Taxes	8096		-		-		-		-		-		-		-	
Federal	8100-8299		-		-		-		45,571	2.34%	500,000	25.70%	-		350,000	17.99%
State																
Lottery - Unrestricted	8560		-		-		-		-		-		-		59,530	25.00%
Lottery - Prop 20 - Restricted	8560		-		-		-		-		-		-		25,557	25.00%
Other State Revenue	8300-8599		-		120,000	3.04%	150,000	3.80%	200,000	5.06%	200,000	5.06%	1,244,478	31.51%	244,478	6.19%
Local																
Interest	8660		11,250	8.33%	11,250	8.33%	11,250	8.33%	11,250	8.33%	11,250	8.33%	11,250	8.33%	11,250	8.33%
AB602 Local Special Education Transfer	8792		-		34,278	5.00%	34,278	5.00%	61,700	9.00%	61,700	9.00%	61,700	9.00%	61,700	9.00%
Other Local Revenues	8600-8799		-		3,000	11.11%	3,000	11.11%	3,000	11.11%	3,000	11.11%	1,500	5.56%	2,250	8.33%
Total Revenues			\$ 11,250	0.04%	\$ 882,998	3.44%	\$ 912,998	3.55%	\$ 2,690,749	10.47%	\$ 2,061,996	8.02%	\$ 2,604,974	10.13%	\$ 3,123,994	12.15%
EXPENDITURES																
Certificated Salaries	1000-1999		109,354	1.25%	785,373	8.98%	785,373	8.98%	785,373	8.98%	785,373	8.98%	785,373	8.98%	785,373	8.98%
Classified Salaries	2000-2999		82,484	3.90%	184,757	8.74%	184,757	8.74%	184,757	8.74%	184,757	8.74%	184,757	8.74%	184,757	8.74%
Benefits	3000-3999		70,427	1.80%	349,268	8.93%	349,268	8.93%	349,268	8.93%	349,268	8.93%	349,268	8.93%	349,268	8.93%
Books & Supplies	4000-4999		137,965	11.20%	99,439	8.07%	99,439	8.07%	99,439	8.07%	99,439	8.07%	99,439	8.07%	99,439	8.07%
Contracts & Services	5000-5999		354,432	10.25%	282,133	8.16%	282,133	8.16%	282,133	8.16%	282,133	8.16%	282,133	8.16%	282,133	8.16%
Capital Outlay (Modified Accrual Basis Only)	6000-6599		-		-		-		-		-		-		-	
Depreciation Expense (Accrual Basis Only)	6900		-		-		18,750	25.00%	-		-		18,750	25.00%	-	
Other Outgo	7100-7299		-		-		-		-		-		-		-	
Debt Service (see Debt Form)	7400-7499		256,484	8.33%	256,484	8.33%	256,484	8.33%	256,484	8.33%	256,484	8.33%	256,484	8.33%	256,484	8.33%
Total Expenditures			\$ 1,011,146	3.99%	\$ 1,957,454	7.71%	\$ 1,976,204	7.79%	\$ 1,957,454	7.71%	\$ 1,957,454	7.71%	\$ 1,976,204	7.79%	\$ 1,957,454	7.71%
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	955,597														
Accounts Receivable	9210	3,380,188	2,292,726	67.83%	275,000	8.14%	675,000	19.97%	82,500	2.44%	-		-		-	
Prepaid Expenditures	9330	-														
Other Non Current Assets		40,615,578														
Accounts Payable	9510	376,157	376,157	100.00%												
Line of Credit Payments	9640	-														
Deferred Revenue	9650	-														
Other Non Current Liabilities		45,518,842														
TOTAL BALANCE SHEET		\$ (943,636)	\$ 1,916,569		\$ 275,000		\$ 675,000		\$ 82,500		\$ -		\$ -		\$ -	
OTHER ADJUSTMENTS (LIST)																
TOTAL OTHER ADJUSTMENTS		\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
NET REVENUES LESS EXPENDITURES			\$ 916,672		\$ (799,456)		\$ (388,206)		\$ 815,795		\$ 104,542		\$ 628,770		\$ 1,166,540	
ENDING CASH BALANCE			\$ 10,165,935		\$ 9,366,478		\$ 8,978,272		\$ 9,794,067		\$ 9,898,608		\$ 10,527,378		\$ 11,693,917	

DATE PREPARED: 11/17/2025

Form Revised 4/18/2025

		February Estimated	% Bud	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance		11,693,917		11,397,399		11,026,919		12,343,958		11,992,728		8,866,470			
REVENUE															
LCFF Sources															
LCFF	8011	1,286,046	9.00%	1,286,046	9.00%	1,286,046	9.00%	1,286,046	9.00%	1,286,046	9.00%	1,286,046	14,289,400	14,289,400	-
EPA	8012	-		-		1,083,183	25.00%	-		-		1,083,183	4,332,731	4,332,731	-
State Aid - Prior Year	8019	-		-		-		-		-		-	-	-	-
In Lieu Property Taxes	8096	-		-		-		-		-		-	-	-	-
Federal	8100-8299	-		-		500,000	25.70%	-		-		550,000	1,945,571	1,945,571	
State															
Lottery - Unrestricted	8560	-		-		59,530	25.00%	-		-		119,061	238,121	238,121	-
Lottery - Prop 20 - Restricted	8560	-		-		25,557	25.00%	-		-		51,116	102,230	102,230	-
Other State Revenue	8300-8599	244,478	6.19%	244,478	6.19%	244,478	6.19%	244,478	6.19%	244,478	6.19%	568,220	3,949,566	3,949,566	-
Local															
Interest	8660	11,250	8.33%	11,250	8.33%	11,250	8.33%	11,250	8.33%	11,250	8.33%	-	135,000	135,000	-
AB602 Local Special Education Transfer	8792	61,700	9.00%	61,700	9.00%	61,700	9.00%	61,700	9.00%	61,700	9.00%	61,700	685,556	685,556	-
Other Local Revenues	8600-8799	2,500	9.26%	2,250	8.33%	2,750	10.19%	2,750	10.19%	1,000	3.70%	-	27,000	27,000	-
Total Revenues		\$ 1,605,974	6.25%	\$ 1,605,724	6.25%	\$ 3,274,494	12.74%	\$ 1,606,224	6.25%	\$ 1,604,474	6.24%	\$ 3,719,327	\$ 25,705,176	\$ 25,705,176	\$ -
EXPENDITURES															
Certificated Salaries	1000-1999	785,373	8.98%	785,373	8.98%	785,373	8.98%	785,373	8.98%	785,373	8.98%	-	8,748,457	8,748,457	-
Classified Salaries	2000-2999	184,757	8.74%	184,757	8.74%	184,757	8.74%	184,757	8.74%	184,757	8.74%	-	2,114,811	2,114,811	-
Benefits	3000-3999	349,268	8.93%	349,268	8.93%	349,268	8.93%	349,268	8.93%	349,268	8.93%	-	3,912,375	3,912,375	-
Books & Supplies	4000-4999	99,439	8.07%	99,439	8.07%	99,439	8.07%	99,439	8.07%	99,439	8.07%	-	1,231,794	1,231,794	-
Contracts & Services	5000-5999	282,133	8.16%	282,133	8.16%	282,133	8.16%	282,133	8.16%	282,133	8.16%	-	3,457,895	3,457,895	-
Capital Outlay (Modified Accrual Basis Only)	6000-6599	-		-		-		-		-		-	-	-	-
Depreciation Expense (Accrual Basis Only)	6900	-		18,750	25.00%	-		-		18,750	25.00%	-	75,000	75,000	-
Other Outgo	7100-7299	-		-		-		-		2,754,527	100.00%	-	2,754,527	2,754,527	-
Debt Service (see Debt Form)	7400-7499	256,484	8.33%	256,484	8.33%	256,484	8.33%	256,484	8.33%	256,484	8.33%	-	3,077,813	3,077,813	-
Total Expenditures		\$ 1,957,454	7.71%	\$ 1,976,204	7.79%	\$ 1,957,454	7.71%	\$ 1,957,454	7.71%	\$ 4,730,731	18.64%	\$ -	\$ 25,372,672	\$ 25,372,672	\$ -
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											-	955,597		
Accounts Receivable	9210	54,962	1.63%	-		-		-		-		3,380,188	-		
Prepaid Expenditures	9330											-	-		
Other Non Current Assets												-	40,615,578		
Accounts Payable	9510											376,157	-		
Line of Credit Payments	9640											-	-		
Deferred Revenue	9650											-	-		
Other Non Current Liabilities												-	45,518,842		
TOTAL BALANCE SHEET		\$ 54,962		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 3,004,031	\$ (3,947,667)	
OTHER ADJUSTMENTS (LIST)														Remaining Balance	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
													-	-	
TOTAL OTHER ADJUSTMENTS		\$ -		\$ -		\$ -		\$ -		\$ -			\$ -	\$ -	
NET REVENUES LESS EXPENDITURES		\$ (296,518)		\$ (370,480)		\$ 1,317,040		\$ (351,230)		\$ (3,126,257)		\$ 3,719,327	\$ 3,336,534		
ENDING CASH BALANCE		\$ 11,397,399		\$ 11,026,919		\$ 12,343,958		\$ 11,992,728		\$ 8,866,470		\$ 8,638,130.08			

Ending Fund Balance \$ 8,638,130
Ending Cash (AC6) plus Ending Total Balance Sheet (AE52) plus Accruals (AC64) should equal Ending Fund Balance \$ (0) If not balancing, check to ensure Beg Cash (E6) + T

The Academy for Academic Excellence

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	The Academy for Academic Excellence
Street	17500 Mana Rd.
City, State, Zip	Apple Valley, CA 92307
Phone Number	1(760) 946-5414
Principal	Chet Richards
Email Address	crichards@lcer.org
School Website	http://aae.lewiscenter.org/
Grade Span	K-12
County-District-School (CDS) Code	36750773630837

2025-26 District Contact Information

District Name	Academy for Academic Excellence
Phone Number	(760) 946-5414
Superintendent	Lisa Lamb
Email Address	llamb@lcer.org
District Website	www.lewiscenter.org

2025-26 School Description and Mission Statement

AAE Mission Statement:

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

AAE Vision Statement:

With Courage, Generosity, and Honor, the Academy for Academic Excellence works to ensure high levels of learning and to nurture a growth mindset for all. As a collaborative community, we use effective instructional practices that are STREAM-focused, research-based, and data-driven. We engage in integrated learning experiences that promote global-mindedness,

2025-26 School Description and Mission Statement

critical thinking, and a re-defined use of technology.

Description of AAE:

The Academy for Academic Excellence is an independent, direct-funded charter school, authorized by Apple Valley Unified School District. AAE is fully WASC accredited and offers full-time programs for students in grades TK-12, has a current enrollment of 1504 students, and a waiting list of approximately 2,012 students. Students enjoy classes and extracurricular activities on a 150-acre campus.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	148
Grade 1	99
Grade 2	100
Grade 3	109
Grade 4	111
Grade 5	112
Grade 6	124
Grade 7	123
Grade 8	125
Grade 9	115
Grade 10	113
Grade 11	105
Grade 12	105
Total Enrollment	1,489

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.3
Asian	1.7
Black or African American	2.9
Filipino	1.7
Hispanic or Latino	46.5
Two or More Races	6.9
White	40
English Learners	3.4
Foster Youth	0.5
Homeless	0.6
Socioeconomically Disadvantaged	35.6
Students with Disabilities	10.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.5	91.21	491.5	76.49	234405.2	84
Intern Credential Holders Properly Assigned	1	1.48	21.5	3.36	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	1.72	88.8	13.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	2.76	14.4	2.24	11953.1	4.28
Unknown/Incomplete/NA	1.9	2.82	26.2	4.08	15831.9	5.67
Total Teaching Positions	67.4	100	642.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	57.1	84.1	497.7	74.9	231142.4	83.24
Intern Credential Holders Properly Assigned	2	2.94	34.6	5.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.8	10	73.3	11.03	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	2.44	12.9	1.95	11746.9	4.23
Unknown/Incomplete/NA	0.3	0.49	45.9	6.91	14303.8	5.15
Total Teaching Positions	67.9	100	664.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	54.7	80.47	511.9	75.43	230039.4	100
Intern Credential Holders Properly Assigned	5.8	8.57	32.4	4.78	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.1	7.52	78.6	11.58	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	1.96	11.3	1.67	12112.8	4.34
Unknown/Incomplete/NA	1	1.47	44.3	6.54	13705.8	4.91
Total Teaching Positions	67.9	100	678.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	3.7	1
Misassignments	1.10	3	4.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	6.8	5.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.6	1
Local Assignment Options	0.80	0	0.3
Total Out-of-Field Teachers	1.80	1.6	1.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.1	6.5	4.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-5: Benchmark Advance (Adopted by AAE 2025) Supplemental materials include iReady Instruction for Reading, Reading A-Z online leveled readers and Heggerty Phonemic Awareness and Writing.</p> <p>Grades 6-12: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, aligned to CCSS.</p>	0.0 %
Mathematics	<p>Grade TK-5 Curriculum Associates California Mathematics (Adopted by AAE 2019; updated version for 2025-2026) Supplemental materials include iReady Instruction for Math.</p> <p>Grades 6-8: Carnegie NATL Math Series 1-3 (Adopted by AAE 2014; renewed in 2021)</p> <p>Grades 9-12: Carnegie Common Core Integrated Mathematics, Courses 1-3 (Adopted by AAE in a rolling adoption 2014; renewed 2021)</p> <p>Calculus: Stewart's Calculus, AP Ed., 7th ed. (Cengage/ Hard side & Quant, 2012) (Adopted by AAE 2014)</p> <p>Consumer Math: Dave Ramsey Education (Adopted by AAE 2022)</p> <p>Statistics: Practice of Statistics, 6th ed. (Bedford, Freeman & Worth, 2020) (Adopted by AAE 2022)</p>	0.0 %
Science	<p>Grades TK-5: TWIG Science (Adopted by AAE 2020)</p> <p>Grades 6-8: FOSS Science (Adopted by AAE 2024)</p>	0.0 %

	<p>Cengage Learning: Earth & Space Science, National Geographic 1st ed. (Adopted by AAE 2021)</p> <p>AP Human Geography A Spatial Perspective, National Geographic, 1st ed. (Adopted by AAE 2021)</p> <p>Essentials of Anatomy and Physiology, Pearson, 6th ed. (Adopted by AAE 2021)</p> <p>CA Inspire Biology, G9-12, McGraw Hill (Adopted by AAE 2022)</p> <p>World of Chemistry, 4th ed. Cengage Learning (Adopted by AAE 2023)</p> <p>Hewitt: Conceptual Physics 13 ed. 2022 (Adopted by AAE 2023)</p> <p>Computer Science: Code.org Pro Teacher (Adopted by AAE 2024)</p> <p>AP Computer Science: Computer Science Overview (13th Ed., Pearson) (Adopted by AAE 2024)</p>	
History-Social Science	<p>Grades TK-5: Social Studies Weekly (Adopted by AAE 2021)</p> <p>Grades 6-8: TCI History Alive! Middle School (Adopted by AAE 2023)</p> <p>Grade 10 (World History): Cengage Learning: National Geographic World History: Voyages of Exploration, 1st ed. (Adopted by AAE 2022)</p> <p>Cengage Learning: National Geographic Earth and Its Peoples, AP Edition, 7th ed. (Adopted by AAE 2022)</p> <p>Grade 11 (United States History): Houghton Mifflin Harcourt: American History Recon to Present 9-12, 2018 ed. (Adopted by AAE 2022)</p> <p>The American Pageant: A History of the American People AP Edition (Adopted by AAE 2022)</p> <p>AP American Government: Stories of a Nation AP ed. (Bedford, Freeman, Worth, 2021) (Adopted by AAE 2023)</p> <p>Economics: Econ Alive! The Power to Choose TCI 2015 ed.</p> <p>Psychology: Thinking about Psychology 4th ed. (Bedford, Freeman, Worth, 2019) (Adopted by AAE 2022)</p>	0.0 %
Foreign Language	<p>Grades 9-12: Spanish 3 utilizes teacher-created curriculum through Google Classroom</p> <p>AP Spanish Language: Vista Higher Learning, Temas 2024 ed. (Adopted by AAE 2023)</p>	0.0 %

	Spanish Courses: Vista Higher Learning (Senderos Level 1 and Level 2) (Adopted by AAE 2022)	
Health	Positive Prevention Plus for 7th and 9th grades (Adopted by AAE 2019)	0.0 %
Visual and Performing Arts	Instrumental Music Classes: Essential Elements 2000 (Hal-Leonard 2004) High School - AP Art History: Gardner's Art Through the Ages by Fred S. Kleiner (Adopted by AAE 2023)	0.0 %
Science Laboratory Equipment (grades 9-12)		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

AAE is located on a 150-acre site that border State Highway 18 and the Mojave River. The campus has unique facilities including a Mission Control Operations Center that provides students and teachers with direct operation of a radio telescope located within NASA's Deep Space Network in Goldstone, California. The school houses multiple buildings to support the learning of all TK-12 students.

A full-time Maintenance Department ensures that the grounds, buildings, and restrooms are kept clean. A custodial crew works day and evening shifts to provide the support required to maintain clean and sanitary facilities. Any needed repairs are made by the Maintenance Department. Any repairable items that cannot be fixed by the Maintenance Department are contracted out.

Year and month of the most recent FIT report

January 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Replacement carpet in bldg. A scheduled for summer 2026.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Two lights need replacing in library; one broken tile (gym) and replacement of emergency exit signs (E bldg. and gym). These are current work orders and will be taken care of by the end of January 2026.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	59	30	33	47	48
Mathematics (grades 3-8 and 11)	41	46	19	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	810	796	98.27	1.73	58.54
Female	382	371	97.12	2.88	61.99
Male	428	425	99.30	0.70	55.53
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	73.33
Black or African American	26	24	92.31	7.69	66.67
Filipino	17	17	100.00	0.00	88.24
Hispanic or Latino	375	370	98.67	1.33	49.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	58	58	100.00	0.00	67.24
White	316	309	97.78	2.22	65.05
English Learners	31	31	100.00	0.00	25.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	226	222	98.23	1.77	48.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	118	98.33	1.67	27.12

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	810	796	98.27	1.73	45.85
Female	382	371	97.12	2.88	41.51
Male	428	425	99.30	0.70	49.65
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	60.00
Black or African American	26	24	92.31	7.69	41.67
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	375	370	98.67	1.33	37.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	58	58	100.00	0.00	51.72
White	316	309	97.78	2.22	55.02
English Learners	31	31	100.00	0.00	16.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	226	222	98.23	1.77	31.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	118	98.33	1.67	15.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	45.58	46.85	15.89	18.97	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	445	433	97.30	2.70	47.81
Female	206	196	95.15	4.85	45.41
Male	239	237	99.16	0.84	49.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	22	21	95.45	4.55	23.81
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	186	182	97.85	2.15	40.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	65.38
White	190	183	96.32	3.68	54.10
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	112	97.39	2.61	34.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	51	98.08	1.92	13.73

2024-25 Career Technical Education Programs

AAE offers Career Technical Education (CTE) programs that are designed to provide students with relevant, real-world skills aligned to current industry standards and postsecondary expectations. These programs integrate academic content with technical instruction to help students explore career pathways, develop problem-solving and collaboration skills, and gain an understanding of workplace expectations. CTE courses support college and career readiness by emphasizing both technical knowledge and transferable skills such as communication, critical thinking, and responsibility.

CTE instruction is aligned with the California Career Technical Education Model Curriculum Standards and, where applicable, industry sector frameworks. Courses may include opportunities for hands-on learning, project-based instruction, and the use of industry-standard tools, software, or practices. Students are encouraged to make connections between their coursework and potential career pathways, including continued education, certification programs, apprenticeships, or direct entry into the workforce.

Through participation in CTE programs, such as our Space Force Jr. ROTC, video production and computer science courses, students gain exposure to career options and are better prepared to make informed decisions about their future goals. The school continually evaluates its CTE offerings to ensure they meet student needs, reflect labor market trends, and support equitable access for all students. Partnerships with postsecondary institutions and community resources may further enhance learning opportunities and career exploration.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	174
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	9.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.77
Graduates Who Completed All Courses Required for UC/CSU Admission	62.5

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.3%	97.3%	97.3%	97.3%	97.3%
Grade 7	98.4%	98.4%	98.4%	98.4%	98.4%
Grade 9	97.4%	97.4%	97.4%	97.4%	97.4%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The school sponsors a number of opportunities to give parents direct input into the governance of the school. These include School Site Council/ELAC, monthly Parents and Pastries meetings, and Parent/Teacher Committee (PTC). In addition to opportunities to assist the governance of the school, the Academy for Academic Excellence (AAE) provides informational and educational programs to involve parents in the educational process. Student, parent, and staff surveys are used to gather input and feedback. Parents of AAE students are invited to complete a climate survey annually to provide the school with subjective measures, including satisfaction levels with all aspects of the AAE and its programs. AAE uses the survey results to foster positive learning and teaching environments, measure parent involvement, student achievement, health, and well-being.

Parents have access to the Lewis Center for Educational Research (LCER) Board to address concerns publicly at monthly Board meetings. The LCER Board meetings are held alternately at Norton Science and Language Academy (NSLA) and AAE, streamed live to the other school site, increasing accessibility and participation for all educational partners at both schools. Principals and Directors provide reports and presentations at Board meetings. Following each Board meeting, the AAE Principal reviews any Board presentations at a monthly Parents and Pastries meeting. These include presentations on state assessment results, California School Dashboard, LCAP progress, and annual updates. All parents are encouraged to attend these regularly scheduled open forums where they have access to AAE administration and representatives to ensure successful ongoing communication among parents, students, and the school. Parents and Pastries meetings are streamed live on the school's Facebook page, allowing hundreds of parents who are unable to attend to view the recordings at their convenience. Parents are reminded of all public school meetings through the AAE's mass messaging system, Infinite Campus, and social media posts. AAE's administration actively works to continually improve academic performance, school climate, and operations through collaboration with its educational partners. Increased frequency and opportunities to engage all members of the school community have resulted in significant gains in the levels of engagement between home and school.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	0	0	5.6	5.8	3.6	8.2	8.9	8
Graduation Rate	98.9	98.3	100	90.9	92.7	94.1	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	102	102	100.0
Female	55	55	100.0
Male	47	47	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	38	38	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	47	47	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	53	53	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	13	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1535	1520	128	8.4
Female	747	740	53	7.2
Male	788	780	75	9.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	27	0	0.0
Black or African American	43	43	2	4.7
Filipino	26	26	1	3.8
Hispanic or Latino	717	713	67	9.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	106	106	8	7.5
White	610	601	50	8.3
English Learners	58	57	6	10.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	592	585	64	10.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	183	182	20	11.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.41	1.76	3.19	6.59	5.71	5.53	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.13	0.13	0	0.14	0.2	0.23	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.19	0.00
Female	0.40	0.00
Male	5.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.63	0.00
Filipino	3.85	0.00
Hispanic or Latino	2.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.83	0.00
White	3.44	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.92	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Student safety is of the utmost importance on AAE's campus. The school maintains a closed campus during the day, requiring all visitors to check in at a manned kiosk entrance and the school office before coming onto campus. In addition, parents and their designees are required to be listed on an emergency card and present picture identification if a child is checked out of school. Volunteers working on campus are required to attend a volunteer workshop and pass a fingerprint and TB clearance. Volunteer coaches and drivers are also fingerprinted and checked through the DMV before they are able to transport students to events. Students are expected to follow the school-wide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they are representing our school on and off campus. Expectations are reviewed with students through assemblies and other forms of communication. Students are monitored on a consistent basis either by teachers, administrators, or CSOs (Campus Safety Officers).

The Comprehensive School Safety Plan is updated annually highlighting areas of emergency preparedness with procedures on how to respond to natural or man-made emergencies, evacuation procedures, procedures for anti-bullying, and school dress code. AAE staff spends time each year reviewing safety procedures and practicing emergency preparedness. Students are included in appropriate trainings and drills to ensure higher levels of proficiency. In addition to site-based preparedness, AAE also includes input and participation from local law enforcement and first responding agencies, to ensure that responses are in line with the latest protocols. The current plan was updated on January 15, 2025, shared with staff and community members on January 23, 2025, and adopted on February 24, 2025. The school's safety plan can be found on the school's website.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	6	0
1	24	0	4	0
2	25	0	4	0
3	28	0	4	0
4	27	0	4	0
5	28	0	4	0
6	18	23	25	0
Other	10	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	4	0
1	25	0	4	0
2	24	0	4	0
3	28	0	4	0
4	27	0	4	0
5	28	0	4	0
6	17	23	25	0
Other	9	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	24	0	2	0
K	25		4	
1	25		4	
2	25		4	
3	27		4	
4	27		4	
5	28		4	
6	17	25	25	
Other	7	1		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	22	17	0
Mathematics	19	20	15	0
Science	25	6	19	0
Social Science	23	12	14	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	20	20	
Mathematics	19	18	15	
Science	23	10	16	
Social Science	24	9	19	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	21	
Mathematics	20	19	15	
Science	25	7	19	
Social Science	23	12	16	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	748

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,858	\$2,808	\$11,050	\$87,603
District	N/A	N/A	\$11,050	\$88,910
Percent Difference - School Site and District	N/A	N/A	0.0	-1.5
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-0.9	-16.9

Fiscal Year 2024-25 Types of Services Funded

INSTRUCTIONAL SETTINGS

Instructional activities occur in a variety of settings. AAE offers a full-time classroom program employing a combination of traditional and block scheduling for grades TK-12. Students select from a full array of courses, and all programs meet the

Fiscal Year 2024-25 Types of Services Funded

minimum instructional minute requirements by California Education Code and charter law, as well as all state requirements for classroom-based charter schools. AAE will have the ability to add additional minutes to its educational day and/or year and increase graduation requirements when necessary to enhance the educational opportunities for its students. AAE may utilize programs such as home hospital to meet the diverse needs of students. In all programs and by agreement, parents will be active participants in the educational activities of their students. Parents, staff, and students are equally accountable for the success of each student in AAE.

Student learning not only occurs in the classroom, but instructional activities also occur in other non-traditional settings. These include the Mission Control Center for the GAVRT Radio Astronomy program and the outdoors. AAE is situated on 150 acres that include a 133-acre natural riparian environment and a freshwater marsh. The wildlands are used as a natural laboratory setting to study ecology, biology, geology, and natural and human history.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW /HIGH

AAE has implemented the Professional Learning Communities (PLC) philosophy. Through this approach, the instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teacher teams are able to determine which students are progressing and which are struggling. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to allow flexibility for enrichment and/or remediation in Math and English/Language Arts. Universal access to differentiated academic support is available at all grade levels. High school students have an opportunity to take Honors and/or AP courses in the areas of Art, Computer Science, English, Mathematics, History, Spanish, and Science. AAE has implemented academic supports through our Knight's Lab for elementary students who demonstrate academic areas of concern.

PLAN FOR ENGLISH LEARNERS

As designated by the State of California, AAE will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). Students with a primary home language other than English will be assessed for English proficiency by the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

Students identified as English Learners ("EL"), are provided with in-class supports and accommodations. Additional supports are provided based on specific student needs. Annual analysis of both ELPAC, CAASPP, and Site Benchmark assessments assists in determining redesignation of English Learners. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure, including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, demonstrating to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

AAE evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

PLAN FOR SPECIAL EDUCATION

Fiscal Year 2024-25 Types of Services Funded

AAE is an independent local agency (LEA). As such, AAE is responsible for all Child Find activities. The educational program developed and implemented will include a continuum of educational services in order to meet state and federal statutory guidelines in providing a Free and Appropriate Public Education (FAPE). Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students. AAE has established policies and procedures, including the development of a Multi-tiered System of Supports Team (MTSS) to assist with students who require assessment(s) for special education and may qualify for special education services. Through the PLC process, students needing additional academic supports are referred to the MTSS team. Once a child is referred for an assessment, all required referral paperwork will be completed, including an assessment plan (15-day timeline). An IEP meeting will be held within 60 calendar days to determine eligibility for special education services. The IEP team will determine and monitor compliance with all aspects of the IEP. Determination of any and all special education services will be accomplished through the IEP team process. Additionally, AAE partners with the Desert Mountain SELPA for support and oversight regarding the implementation and compliance of special education services. AAE will participate in any and all state review programs to ensure program compliance and effectiveness.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,617	\$62,783
Mid-Range Teacher Salary	\$92,061	\$97,783
Highest Teacher Salary	\$133,338	\$128,020
Average Principal Salary (Elementary)	\$161,951	\$160,224
Average Principal Salary (Middle)	\$168,664	\$166,992
Average Principal Salary (High)	\$178,015	\$180,971
Superintendent Salary	\$255,803	\$313,465
Percent of Budget for Teacher Salaries	27.97%	30.05%
Percent of Budget for Administrative Salaries	4.18%	5%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	32.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	0
Social Science	4
Total AP Courses Offered	14

Where there are student course enrollments of at least one student.

Professional Development

Professional development (PD) is derived from AAE's schoolwide goals as outlined by WASC and the current LCAP. The major areas of focus are ELA and Math based on current student achievement data. This data is acquired from state testing data, on-site benchmark data, and formative measures. Each year, PD is provided during the two non-student days before the start of the new school year and then throughout the year as needed. The delivery of professional development is determined by the type and purpose.

The focus for staff development and continuous professional growth in the most recent three years includes training teachers in:

- Early Literacy
- English Language Development
- Math training
- Technology
- Induction for new teachers
- Social-Emotional Learning
- Curriculum training
- Safety training
- Capturing Kids' Hearts

To meet the needs of Early Literacy reading development, teachers received training in Orton-Gillingham methods. This is a week-long online training for all elementary English reading teachers to target students who need additional support in reading. Early education staff also received training on implementing the Reading Difficulties Risk Screener and attended the TK/Kindergarten conference.

As required by the State of California, English Learners receive both designated ELD and integrated ELD instruction. This training provides instructional strategies for both designated (small group instruction) and integrated (within the adopted curriculum) ELD. Coaches will work with staff to plan instruction specific to the school's EL population.

Teachers participated in online Ready Curriculum and iReady training, and Benchmark Advance ELA training provided by curriculum experts. Training has consisted of using data to drive instruction, instructional delivery, and student engagement.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers work with their coach to

Professional Development

focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication. For all teachers, administrators observe instruction and engagement during the school day, then provide feedback. New teachers also received training at the beginning of the school year for the adopted curriculum they would be using in the classroom.

Administrative and classified staff attend a variety of training to ensure student safety and promote the culture of the school. Examples of these trainings are Catapult training, which focuses on safety drills, Crisis Prevention Intervention to learn de-escalation skills, and safe student holds.

Annually, data is reviewed to determine if PD has been effective and what changes need to be addressed for future PD planning.

Capturing Kids' Hearts is a program designed to help educators build strong, positive relationships with students by focusing on social-emotional learning and creating a connected school culture, aiming to "capture" their hearts to better engage them in learning and improve academic outcomes.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	36	38	40

Norton Science and Language Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Norton Science and Language Academy
Street	230 S. Waterman Ave.
City, State, Zip	San Bernardino, CA
Phone Number	909 386 2300
Principal	Erika Agosto
Email Address	eagosto@lcer.org
School Website	http://nsla.lewiscenter.org/
Grade Span	K-12
County-District-School (CDS) Code	36-10363-0115808

2025-26 District Contact Information

District Name	Lewis Center for Educational Research
Phone Number	760 946 5414
Superintendent	Lisa Lamb, CEO
Email Address	llamb@lcer.org
District Website	www.lcer.org

2025-26 School Description and Mission Statement

NSLA's Mission & Vision:

Ensure learning for a diverse and often underserved population of students who will be college and career-ready as a result of our safe and rigorous bilingual, bi-literate, and multicultural education.

We are a Dual Immersion Program School which supports our charter educational goals including teaching science every day starting in Kindergarten. Our goal is for all students to be able to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years.

2025-26 School Description and Mission Statement

NSLA's Profile of a Graduate:

As Norton Science & Language Academy graduates, we are:

Hopeful Humans

Nimble Innovators

Empathetic Communicators

Global Citizens

Engaged Leaders

Critical Thinkers

Norton Science and Language Academy (NSLA) was approved in 2007, 2012, 2017, and 2025 as a countywide benefit charter school by the San Bernardino County Board of Education with the purpose of serving students and families within San Bernardino County and its surrounding cities. NSLA is a dynamic, Spanish dual immersion charter school that has continuously grown since its establishment 18 years ago. Currently, NSLA enrolls students in grades TK-12. NSLA focuses on academically rigorous instruction in a dual language immersion setting where students learn in both English and Spanish with the goal of supporting each child to become fully bilingual and bi-literate.

The teaching staff implements the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Common Core State Standards are aligned to a national format with the goal of preparing students for college or the career of their choice. One area of focus for these standards is the idea that students will be required to attain deeper mastery of key concepts, allowing them to apply their knowledge across curricular areas and solve real-world problems. In order to provide a program with high academic rigor, our teaching staff also maintains a school culture of excellence through constant collaboration, teamwork, a focus on best practices, and assessment data analysis to guide instruction.

At NSLA, family involvement is a key component for the school program's success, and parents are encouraged to be active participants in their student's education. This is accomplished through parent participation in events such as: Back to School Night, Town Halls, Parent Forums, Parent Education Nights, and Parent-Teacher conferences. Parents are encouraged to participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Cafecito, and the NSLA School Board meetings. Other opportunities for parent involvement include being classroom volunteers, and helping at other events such as Family Reading Night, Family Skate Night, Rocket Races, Talent Show, and Noche de Las Estrellas to name a few.

A priority at NSLA is student health and safety, combined with character development and a strong sense of responsibility. NSLA implements Social Emotional Learning curriculum in grades TK-12 using research-based curricula such as Navigate 360. The school also employs a two full-time counselors and a school psychologist. In addition, NSLA partners with the county and houses ERMHS counselors on site.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	147
Grade 1	100
Grade 2	99
Grade 3	101
Grade 4	100
Grade 5	100
Grade 6	121
Grade 7	128
Grade 8	119
Grade 9	94
Grade 10	60
Grade 11	31
Grade 12	49
Total Enrollment	1,249

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
American Indian or Alaska Native	0.1
Asian	0.6
Black or African American	3.1
Filipino	0.1
Hispanic or Latino	92.3
Two or More Races	1.2
White	2.6
English Learners	28.7
Foster Youth	0.5
Homeless	4.6
Socioeconomically Disadvantaged	78.5
Students with Disabilities	16.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	42.4	95.3	203.7	53.17	234405.2	84
Intern Credential Holders Properly Assigned	0	0	11.6	3.04	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.25	23.6	6.17	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.43	32.7	8.55	11953.1	4.28
Unknown/Incomplete/NA	0	0	111.3	29.06	15831.9	5.67
Total Teaching Positions	44.5	100	383.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.7	90.52	221.6	59.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	15.6	4.2	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	8.06	58.6	15.74	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	28.4	7.62	11746.9	4.23
Unknown/Incomplete/NA	0.7	1.42	48.2	12.95	14303.8	5.15
Total Teaching Positions	52.7	100	372.6	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.6	84.56	229	56.38	230039.4	100
Intern Credential Holders Properly Assigned	0.8	1.54	17.3	4.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.5	13.89	69.2	17.04	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	31.1	7.66	12112.8	4.34
Unknown/Incomplete/NA	0	0	59.5	14.65	13705.8	4.91
Total Teaching Positions	54	100	406.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	2.7
Misassignments	1.00	3.2	4.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	4.2	7.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0	0
Local Assignment Options	0.20	0	0
Total Out-of-Field Teachers	1.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	7.1	9.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades TK-5: Benchmark Advance/Adelante (Adopted by NSLA 2024) for both ELA and SLA (Dual Immersion school). Yes, from the most recent adoption.</p> <p>Grades 6-8: Study Sync English Language Arts published by McGraw-Hill (Adopted by NSLA 2025) Yes, from the most recent adoption.</p> <p>Grades 9-12: Teacher-created curriculum based on selected novels, nonfiction, and literature from other genres, aligned to CCSS.</p> <p>Grade 11 English: ERWC, The Language of Composition 4th ed. 2023 by Bedford, Freeman, and Worth (Adopted by NSLA 2023)</p> <p>Grade 12 English: ERWC, The Language of Composition 4th ed. 2023 by Bedford, Freeman, and Worth (Adopted by NSLA 2023)</p> <p>Grades 6-8 AVID Excel 1,2,3 ELD Curriculum (Adopted by NSLA 2025) *No-local adoption determined to meet the state standards and ELD standards for California.</p>	0.0 %
Mathematics	<p>Grades TK-8 Swun Math (Adopted by NSLA 2017; renewed annually) *No-local adoption determined to meet the state standards for mathematics for California.</p> <p>High School Integrated Math I and II: Carnegie Learning (Adopted by NSLA 2021)</p> <p>High School Integrated Math III: Carnegie Learning (Adopted by NSLA 2023)</p>	0.0 %

	<p>Consumer Math: Ramsey Business Math (Adopted by NSLA 2024)</p> <p>Pre-Calculus, McGraw Hill Publishing (Adopted by NSLA 2024)</p>	
Science	<p>Grades TK-5: TWIG Science (Adopted by NSLA 2020) Yes, from the most recent adoption.</p> <p>Grades 6-8 IQWST published by Activate Learning (Adopted by NSLA 2025) Yes, from the most recent adoption.</p> <p>Earth Science: Cengage Learning: Earth & Space Science, National Geographic 1st ed. (Adopted by NSLA 2021)</p> <p>Biology: CA Inspire Biology, G9-12, McGraw-Hill (Adopted by NSLA 2022)</p> <p>World of Chemistry, 4th ed. Cengage Learning (Adopted by NSLA 2023)</p>	0.0 %
History-Social Science	<p>TK-6 NSLA is implementing Studies Weekly Magazine for Social Studies (Adopted by NSLA 2021) Yes, from the most recent adoption.</p> <p>Social Studies: Grades 7 & 8 Cengage Learning/National Geographic in both English and Spanish (Adopted by NSLA 2021): Yes, from the most recent adoption.</p> <p>National Geographic World History: Medieval and Early Modern Times, California Field Journal National Geographic 1st Edition [K12, 2018]; (Adopted by NSLA 2022)</p> <p>US History American Stories: Beginnings to World War I, California History Notebook National Geographic 1st Edition [K12, 2018] (Adopted by NSLA 2023)</p> <p>World History Grade 10: Cengage Learning/National Geographic World History: Voyages of Exploration, 1st ed. (Adopted by NSLA 2022)</p> <p>The American Pageant: A History of the American People AP Edition (Adopted by NSLA 2023)</p> <p>American Government: Revel for Government in America 2022 Midterm Election Update, Pearson/Saavas (Adopted by NSLA 2024)</p> <p>High School Economics, 3rd Ed. CEE Publications (Adopted by NSLA 2024)</p>	0.0 %
Foreign Language	<p>Spanish Levels 1-4: Vista Higher Learning Senderos Level 1 and Level 2 (Adopted by NSLA 2022) Encuentros Levels by Vista Higher Learning 1-4 (Adopted by NSLA 2025) Vista Higher Learning Galeria Level 1 and Galeria Level 2 (Adopted by NSLA 2021)</p> <p>AP Spanish: Vista Higher Learning Temas 3rd ed. 2024 (Adopted by NSLA 2023)</p>	0.0 %

	<p>Middle School Spanish: Vista Higher Learning Perspectivas 1st ed. (Adopted by NSLA 2023) *No-local adoption determined to meet the state standards according to the World Languages standards and Framework. En Español by Vista Higher Learning (Adopted by NSLA 2025) *No-local adoption determined to meet the state standards according to the World Languages standards and Framework</p>	
Health	<p>Health education is integrated through the Science, Social Studies and Physical Education units.</p> <p>Positive Prevention Plus (Adopted by NSLA 2024) *No-local adoption determined to meet the state standards according to the National Health Education standards.</p>	0.0 %
Visual and Performing Arts	<p>Students at NSLA participate in weekly Art, Music, and Physical Education Enrichment classes. These classes utilize teacher-created supplemental materials.</p> <p>High School Art - Teacher-created curriculum supporting the California Arts Standards.</p>	0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Lewis Center takes great efforts to ensure that Norton Science and Language Academy is clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Lewis Center maintenance and site facilities staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. Emergency repairs are given the highest priority.

Safety: School administration, teaching staff, and Campus Safety Officers place a high priority on the safety of students. There is supervision before and after school, pick-up and drop-off, and during recesses and passing periods. The supervising staff is placed in specific areas—restrooms, playground, traffic flow—to ensure safety in areas highly populated and traveled. Our school is a closed campus. During school hours, there is only one entry point for visitors to access. Visitors must sign in and wear visitor identification badges.

Cleanliness: The school has a full-time custodial staff with staggered schedules throughout the day and evening to maintain a clean campus. During the school day, custodial staff maintains the grounds, trash, cleaning for restrooms and classrooms, and any emergency needs. Evening custodians do a more in-depth cleaning throughout the campus.

Adequacy: The site consists of 59 classrooms, 26 restrooms, a multipurpose room, a library, a gymnasium, playing field, school office building, and multiple playground areas. All site facilities provide adequate space for our students and staff.

Currently, there are no plans to update or add to the facilities as our school is brand new, built in 2020.

The school takes great efforts to ensure that the school is clean, safe, and functional. To assist in this effort, NSLA uses the FIT survey provided by the CDE. The facility staff ensures that repairs and ongoing maintenance necessary to keep the school in good repair and working order are completed in a timely manner. The most recent FIT report completed in January 2026, shows the school in Good Repair and indicates any needed actions planned. Emergency service and repairs are always given the highest priority.

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			January 2026	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B bldg drinking fountain needs new solenoid. This will be replaced January 2026.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Minor roof leak in C109. This will be fixed January 2026.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	28	38	27	30	47	48
Mathematics (grades 3-8 and 11)	15	24	13	19	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	692	690	99.71	0.29	38.41
Female	370	368	99.46	0.54	42.12
Male	322	322	100.00	0.00	34.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	26	96.30	3.70	50.00
Filipino	0	0	0	0	0
Hispanic or Latino	636	635	99.84	0.16	36.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	73.68
English Learners	196	196	100.00	0.00	8.16
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	32.26
Military	--	--	--	--	--
Socioeconomically Disadvantaged	429	428	99.77	0.23	34.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	115	99.14	0.86	20.87

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	692	690	99.71	0.29	24.42
Female	370	368	99.46	0.54	21.20
Male	322	322	100.00	0.00	28.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	27	26	96.30	3.70	26.92
Filipino	0	0	0	0	0
Hispanic or Latino	636	635	99.84	0.16	22.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	63.16
English Learners	196	196	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	16.13
Military	--	--	--	--	--
Socioeconomically Disadvantaged	429	428	99.77	0.23	20.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	116	115	99.14	0.86	19.47

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.96	22.89	1.53	9.82	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	299	99.67	0.33	20.74
Female	152	151	99.34	0.66	19.87
Male	148	148	100.00	0.00	21.62
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	274	274	100.00	0.00	17.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	65	65	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	193	193	100.00	0.00	17.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	11.11

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	99.6%	99.6%	99.6%	99.6%	99.6%
Grade 9	98.9%	98.9%	98.9%	98.9%	98.9%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>At NSLA, family involvement is a key component for the school program's success, and parents are encouraged to volunteer on parent committees and through school events. Annually, NSLA hosts Back to School Night, Family Voices: Town Halls, and Parent-Teacher conferences. Also, parents can provide their feedback and suggestions as they participate in the monthly meetings for the Parent Teacher Organization (PTO), English Learners Advisory Committee (ELAC), School Site Council (SSC), Cafecito, and Lewis Center Board meetings. Other options include being classroom volunteers, attending quarterly Family Voices Parent Education Nights, and helping at events such as Noche de Las Estrellas, Family Reading Night, Family Skate Night, Family Movie Night, Rocket Races, Talent Show, Poetry Out Loud competitions, and Senior Class events. Parents are encouraged to become members of the Parent Teacher Organization. The PTO offers great opportunities for involvement and their fundraising is key to important enrichment programs at the school.</p> <p>Important school information and grade-level newsletters are systematically sent home via messaging through the school's Student Information System or physically given to students. NSLA also sends home weekly communication with important reminders. Social media and the school website are also used to share updates with families. Additionally, the staff uses Infinite Campus (an integrated student information platform) to communicate regularly with families regarding school updates and opportunities for parental involvement.</p> <p>Currently, Norton Science and Language Academy has over 250 cleared parent volunteers who provide support in classrooms, at various fundraisers, and at activities such as field trips.</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1294	1277	236	18.5
Female	685	677	127	18.8
Male	609	600	109	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	44	44	10	22.7
Filipino	--	--	--	--
Hispanic or Latino	1191	1175	213	18.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	16	6	37.5
White	32	32	7	21.9
English Learners	380	377	66	17.5
Foster Youth	--	--	--	--
Homeless	67	66	14	21.2
Socioeconomically Disadvantaged	1041	1026	194	18.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	238	236	46	19.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.62	6.59	5.02	6.62	5.72	3.51	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.08	0	0	0.02	0.12	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.02	0.00
Female	4.09	0.00
Male	6.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.82	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.53	0.00
White	6.25	0.00
English Learners	5.79	0.00
Foster Youth	0.00	0.00
Homeless	7.46	0.00
Socioeconomically Disadvantaged	5.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.04	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Student safety is of the utmost importance on NSLA's campus. The school maintains a closed campus during the day, requiring all visitors to check in at the front office entrance before being allowed on campus. In addition, parents and their designees must be listed on an emergency card and present picture identification if a child is checked out of school. Volunteers working on campus must attend a volunteer workshop and pass a fingerprint and TB clearance. Volunteer coaches and drivers are fingerprinted and checked through the DMV before transporting students to events. Students are expected to follow the school-wide code of conduct and behavior standards in the classroom, on the playground, and/or whenever they represent our school on and off campus. Expectations are reviewed with students through assemblies and other forms of communication. Students are monitored consistently by teachers, administrators, or CSOs (Campus Safety Officers).

The Lewis Center for Educational Research (LCER) maintains a board-approved Comprehensive School Safety Plan to prepare for natural and manmade disasters. The board-approved Safety Plan meets the requirements established in California State Law. The LCER Safety Plan is the umbrella, encompassing all LCER personnel, property, and actions during an emergency. Its purpose shall be to inform LCER personnel, students, and parents/guardians of the LCER actions that will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures during a disaster. The Safety Plan is reviewed annually and updated as needed. All community partners and local authorities reviewed and approved NSLA's current safety plan for the 2025-2026 school year.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	6	0
1	23	0	5	0
2	28	0	4	0
3	25	0	4	0
4	25	0	4	0
5	28	0	3	0
6	22	11	27	0
Other	14	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	4	0
1	24	0	4	0
2	25	0	4	0
3	24	0	4	0
4	25	0	4	0
5	24	0	4	0
6	18	28	15	0
Other	13	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	25		4	
2	24		4	
3	25		4	
4	25		4	
5	25		4	
6	18	24	20	1
Other	13	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	600

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	4.9

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,898	\$4,954	\$18,852	\$90,486
District	N/A	N/A	\$18,852	\$88,910
Percent Difference - School Site and District	N/A	N/A	0.0	1.8
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	51.4	-13.7

Fiscal Year 2024-25 Types of Services Funded

INSTRUCTIONAL SETTINGS

Instructional activities occur in a variety of settings. NSLA offers a full-time classroom program employing a traditional schedule for grades TK-12. Students receive a full array of courses, and all programs meet the minimum instructional minute requirements by California Education Code and charter law, as well as all state requirements for classroom-based charter schools. Parents will actively participate in their students' educational activities in all programs, and by agreement. Parents, staff, and students are equally accountable for the success of each student in NSLA.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW /HIGH

NSLA has implemented the Professional Learning Communities (PLC) philosophy. The instructional staff strategically and regularly monitors student achievement and progress through this approach. By giving regular assessments and analyzing data, teacher teams are able to determine which students are progressing and which are struggling. In order to differentiate instruction to meet specific student needs, the elementary and secondary teachers have arranged their instructional time to

Fiscal Year 2024-25 Types of Services Funded

allow flexibility for enrichment and/or remediation in Math and English/Language Arts. Universal access to differentiated academic support is available at all grade levels.

PLAN FOR ENGLISH LEARNERS

As designated by the State of California, NSLA will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). Students with a primary home language other than English will be assessed for English proficiency by the English Language Proficiency Assessment for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

Students identified as an English Learner (“EL”), are provided with in-class supports and accommodations. Additional supports are provided based on specific student needs. Annual analysis of both ELPAC, CAASPP, and Site Benchmark assessments assists in determining redesignation of English Learners. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure, including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

NSLA evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in the program to determine annual progress.
- Monitoring teacher qualifications and using appropriate instructional strategies based on program design.
- Monitoring student identification and placement for four years.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

PLAN FOR SPECIAL EDUCATION

NSLA, for purposes of providing special education services, is an independent local agency (LEA). As such, NSLA is responsible for all Child Find activities. The educational program developed and implemented will include a continuum of educational services in order to meet state and federal statutory guidelines in providing a Free and Appropriate Public Education (FAPE). Special Education teachers are highly qualified and possess the credentials required to meet the needs of their students. NSLA has established policies and procedures, including developing a Multi-tiered System of Supports Team (MTSS) to assist with students who require assessment(s) for special education and may qualify for special education services. Through the PLC process, students needing additional academic supports are referred to the MTSS team. Once a child is referred for an assessment, all required referral paperwork will be completed, including an assessment plan (15-day timeline). An IEP meeting will be held within 60 calendar days to determine eligibility for special education services. The IEP team will determine and monitor compliance with all aspects of the IEP. Determination of any and all special education services will be accomplished through the IEP team process. Additionally, NSLA partners with the Desert Mountain SELPA for support and oversight regarding the implementation and compliance of special education services. NSLA will participate in any and all state review programs to ensure program compliance and effectiveness.

TITLE I RESOURCES

Students at NSLA who are Title 1 Eligible and are not meeting proficiency in Math and Language Arts as measured by CAASPP and local measures may qualify for supplemental educational services (SES). SES are additional academic instruction designed to increase the academic achievement of students. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation, and other supplemental academic enrichment services that are consistent with the content and instruction used at NSLA and are aligned with the

Fiscal Year 2024-25 Types of Services Funded

State’s academic content and achievement standards.

NSLA provides additional support with Tier 2 and Tier 3 Interventions in the Rocket Lab. Rocket Lab services are provided by a certificated teacher (Teacher on Assignment) and paraprofessionals paid with Title 1 funds. Services are provided in small group settings designed to provide targeted instruction in specific content areas.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time set aside for the past three years for their continuing education and professional development.

The focus for staff development and continuous professional growth in the most recent three years includes training teachers in:

- GLAD strategies (Guided Language Acquisition Design)
- English Language Development
- Reading instruction focusing on early literacy
- Math embedded professional development
- Technology
- Induction for new teachers
- Curriculum training for new teachers and new curricula
- AP teacher training
- AVID teacher training
- SIOP teacher training
- C6 biliteracy framework teacher training
- Social Emotional Learning
- Safety trainings
- Student/Staff relationship building
- CKH Training

These areas of focus were developed through the collaborative efforts of the school administration and teachers who evaluated the student data. Each Wednesday, students at NSLA have early release days that are used alternatively in a 4-week rotation, providing staff/professional development, grade-level meetings, and teacher workdays. There are also two non-attendance days during the school year that are established for professional development. At the end of the year, teachers per grade level

Professional Development

participate in planning days to prepare for the following school year. Substitute teachers are requested to allow them to participate.

As required by the State of California, English Learners receive both designated ELD and integrated ELD instruction. This training provides instructional strategies for both designated (small group instruction) and integrated (within the adopted curriculum) ELD. GLAD training takes place throughout the year to support language learners in all classrooms.

To meet the reading needs of English early reading development, teachers continue to receive training on Orton-Gillingham methods. This is a week-long online training for all English reading teachers. As a dual immersion school, it is essential for teachers to be trained in the best practices for dual language with a focus on bilingualism, biliteracy, academic success, and sociocultural competence. Because of this, we invest in multiple days of training in the C6 Biliteracy Framework.

Teachers participate in periodic Swun Math professional development led by powerful in-classroom coaches. They deliver demonstration lessons, co-plan and co-teach lessons, and lead instructional learning rounds. They are deeply knowledgeable about the Common Core standards and adeptly connect the 8 Mathematical Practices to math lessons. In collaboration with the Swun Math team, classroom teachers, teacher teams, and professional learning communities, coaches train and support educators to deliver engaging, high-quality, standards-based, data-driven math lessons within the Swun Math model. The continued focus for 2025-2026 is on identifying gaps due to missed learning and planning instruction to meet the immediate needs of students.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication. For all teachers, administrators observe instruction and engagement during the school day and then provide feedback. New teachers also received training at the beginning of the school year for the adopted curriculum they would be using in the classroom.

Training for social-emotional learning is constant in monthly staff meetings to best support both staff and students. SEL curricula training has taken place at the start of the school year so that teachers can effectively implement lessons and strategies to support students. Staff are trained in Capturing Kids Hearts (CKH) to help build strong relationships and create a positive school culture. Both of these trainings assist in improving student outcomes, including academics and behaviors.

Administrative and classified staff attend a variety of trainings to ensure student safety and promote the culture of the school. Examples of these trainings are ALICE training, which focuses on safety drills, and Crisis Prevention Intervention to learn de-escalation skills and safe student holds.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	64	66	66

LEWIS CENTER FOR EDUCATIONAL RESEARCH

STRATEGIC PLAN

The plan for our future

Adopted

January 26, 2026

**Lewis Center for Educational Research
STRATEGIC PLAN**

Table of Contents

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Vision	2
Goal/Objectives.....	3
Strategies.....	4

Lewis Center for Educational Research
STRATEGIC PLAN
The plan for our future

Introduction: Our Plan

Our plan charts a course that is bold yet attainable. Our vision calls for the Lewis Center and its schools to be nationally recognized as successful role models for others wishing to provide relevant education and unlimited opportunity to those they serve – as we do. The plan lays out how we, an organization with two thriving charter schools serving two different communities, will continue to align our efforts over the next years to achieve the goals our students, parents, and communities have a right to expect and enjoy.

We recognize our responsibility and the leadership we have been entrusted to provide. We also recognize the value and impact of what becoming a model institution of our kind can mean. The stakes are high, but so is the opportunity when our vision is achieved.

MISSION
Why we exist

The mission of the Lewis Center for Educational Research is to ensure student success in a global society through data driven and research-based schools and programs that are safe, innovative and culturally inclusive.

VISION
What we want to be known for

The Lewis Center for Educational Research, along with its award-winning TK-12 charter schools, is internationally recognized as a leader in education due in part to its unique, long-term partnership with NASA/JPL. The Lewis Center and its schools are model programs for STEM and Creating Global Citizens.

The Lewis Center is deeply involved in serving its two communities — the High Desert and San Bernardino, as well as the greater educational community — through its local and global programs.

The Lewis Center's excellent reputation can be attributed to its highly qualified, enthusiastic staff who — with the support of engaged parents, Board members and community partners — ensure students achieve at the highest academic levels.

**Lewis Center for Educational Research
STRATEGIC PLAN**

**GOAL and OBJECTIVES
Strategies to achieve our vision
(Updated Annually)**

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

- Objective 1: Instructional excellence will be supported through multiple strategies aligned with LCAP Goals, WASC Action Plans, and AAE/NSLA Charters.
- Objective 2: Maintain successful charter renewals and positive authorizer relationships through effective and transparent operational practices.
- Objective 3: Improve communication with all stakeholders (including staff, families, students, and board) to ensure that it is timely and two-way.

**Lewis Center for Educational Research
STRATEGIC PLAN**

**OBJECTIVES
The outcomes we expect**

Instructional Excellence

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

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

1.2 Strategy: Targeted professional development aligned with research-based instructional practices (Capturing Kids Hearts, Dual Immersion/C6-NSLA, Ed Tech, differentiated instruction, etc.)

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

Charter Renewal

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

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

2.2 Strategy: Maintain strong fiscal health through positive budget practices, transparent reporting, clean audits, stable bond covenants, and by securing additional funding sources whenever applicable.

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

2.4 Consistently review staff compensation and benefits throughout the organization to attract and retain high-quality staff.

Strategy: Community partners will receive regular updates on Foundation-supported activities to build awareness and increase support for future fundraising efforts through ongoing public relations and outreach efforts.

Strategy: Recruit additional Foundation Board Members to assist in these fund development efforts.

Communication

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

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

3.2 Strategy: Seek feedback on what is/is not working via surveys and forums.

3.3 Strategy: Utilize designated stakeholder groups to inform decision making (School Site Council, English Learner Advisory Committee, PTO/PTC, Academic Leadership Teams, All Staff Meetings, Student Leadership groups, parent/community forums, etc.)

**Lewis Center for Educational Research
STAFF REPORT**

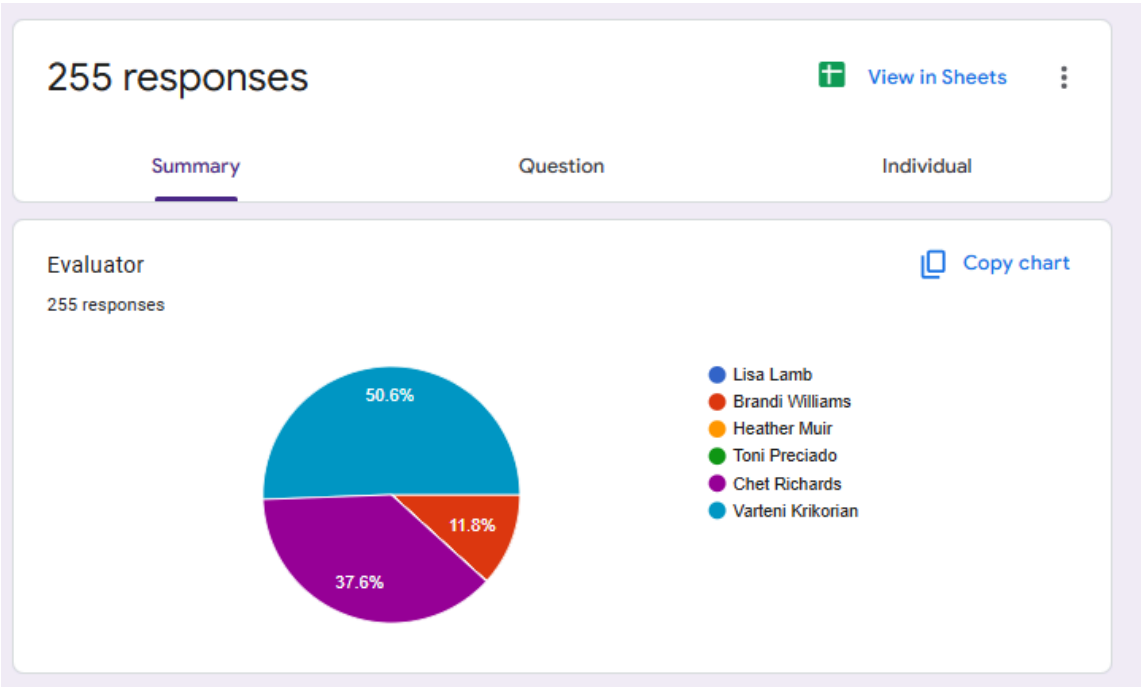
Date: January 26, 2026
To: LCER Board of Directors
From: Lisa Lamb
Re: President/CEO Report

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

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

AAE 2025-26 3 Minute Classroom Walk Through



NSLA 2025-26 Classroom Walk Throughs

- January Findings:
 - During this month's classroom walkthroughs, we observed higher-quality student engagement in most classrooms. In the smaller number of classrooms where engagement was less evident, observations suggest that limited use of follow-up questions and checks for understanding may be contributing factors. In response, the Curriculum, Assessment and Instruction (CIA) team has discussed targeted coaching strategies during team meetings to support teachers in strengthening these practices and improving student engagement.

<p>1.2 Strategy: Targeted professional development aligned with research-based instructional practices (CKH, C6-NSLA, Ed Tech, differentiated instruction, etc.)</p>	<p>iReady instructional training was provided in Fall 2025. Follow-up training is planned for February 4th to address weak areas in preparation for CAASPP testing in the Spring. Teachers will use the individualized iReady results to inform instructional pathways and instruction.</p> <p>LCER's CKH Trainer, Jimmy Dawson, will be on both campuses January 27-28th. During this Traction Visit, he will walk through classrooms and meet with the school administration to set goals and design the next implementation steps.</p> <p>Both schools' Academic Leadership Teams (ALT) are participating in Solution Tree's Professional Learning Community (PLC) 6-part training. These all-day sessions will take place over the next 3 years. The ALTs will attend Session 3 on January 26th at the Riverside Office of Education. The feedback on the mid-year staff survey was very positive about the PLC renewal at both schools, with comments such as, "We are going places!" Both schools are currently using the learning to revisit the schools' Missions, Visions, and Goals.</p> <p>Dr. Medina, NSLA's Dual Immersion expert coach, will be on campus January 20-22nd to continue C6 Training for all untrained teachers and administration, to conduct guided instructional rounds with teachers, and provide coaching.</p> <p>Members of the IT Department, the Coordinator of Assessments and Curriculum, and the STEM Education Coordinator are developing a STEM Showcase event at each school later this semester. Staff attended a California Mathematics, Science, and Computer Science, CAL-MSCS, Community of Practice event in December that highlighted Computer Science and its cross-curricular integration across multiple grade levels. The STEM Showcase is being developed to share how Computer Science, using devices such as the Micro:bit platform, drones, Raspberry Pi, and Arduino, can be used to teach not just Computer Science standards, but ELA, Math, and Science standards as well.</p>
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1.3 Strategy: Use verified academic data to inform instructional practices throughout the year (Parsec, iReady, Las Links, DRA, etc.)

AAE

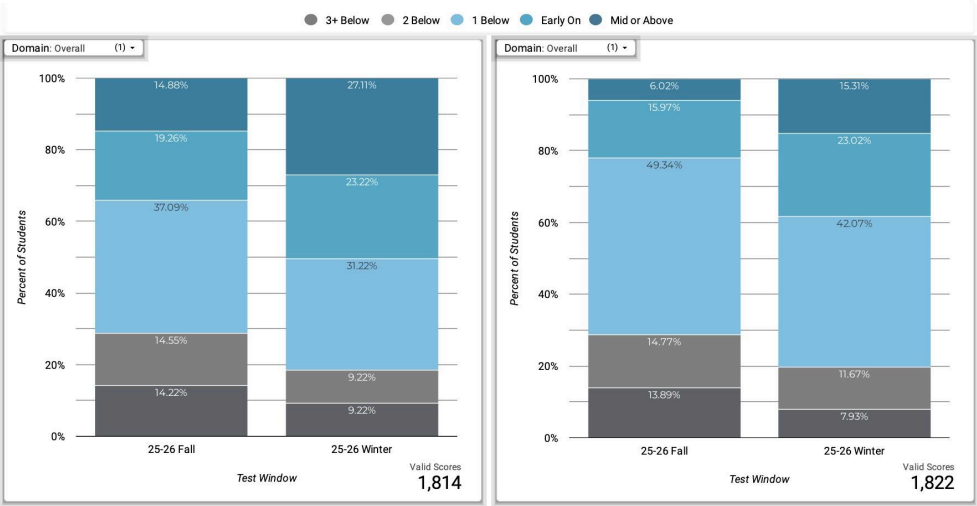
i-READY RESULTS

Trend Analysis

Academic Year: 2025-26 (1) | Test View: Standard View (1) | Test Window | Grade | Gender | Race/Ethnicity | Socio-Econ. Disadvanta... | English Learner | Language Acquisition S... | Foster Youth | Homeless | Students w/ Disabilities | Test Site: ACADEMY FO... (1) | Enrollment Length | Enrolled | Cohort: All Student Res... (1) | Teacher Name | Course Name

Reading Results

Math Results



NSLA

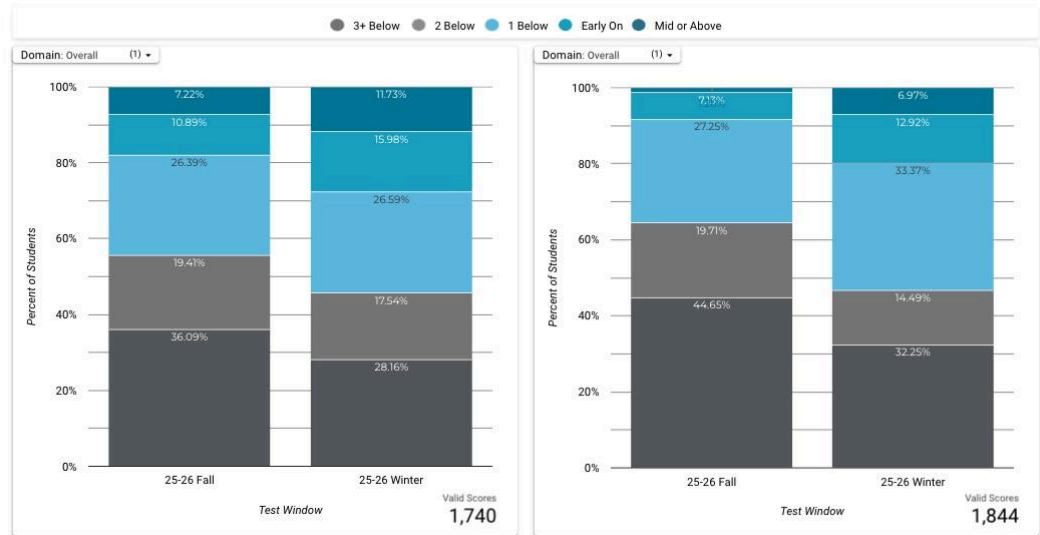
i-READY RESULTS

Trend Analysis

Academic Year: 2025-26 (1) | Test View: Standard View (1) | Test Window | Grade | Gender | Race/Ethnicity | Socio-Econ. Disadvanta... | English Learner | Language Acquisition S... | Foster Youth | Homeless | Students w/ Disabilities | Test Site: NORTON SCIE... (1) | Enrollment Length | Enrolled | Cohort: All Student Resu... (1) | Teacher Name | Course Name

Reading Results

Math Results

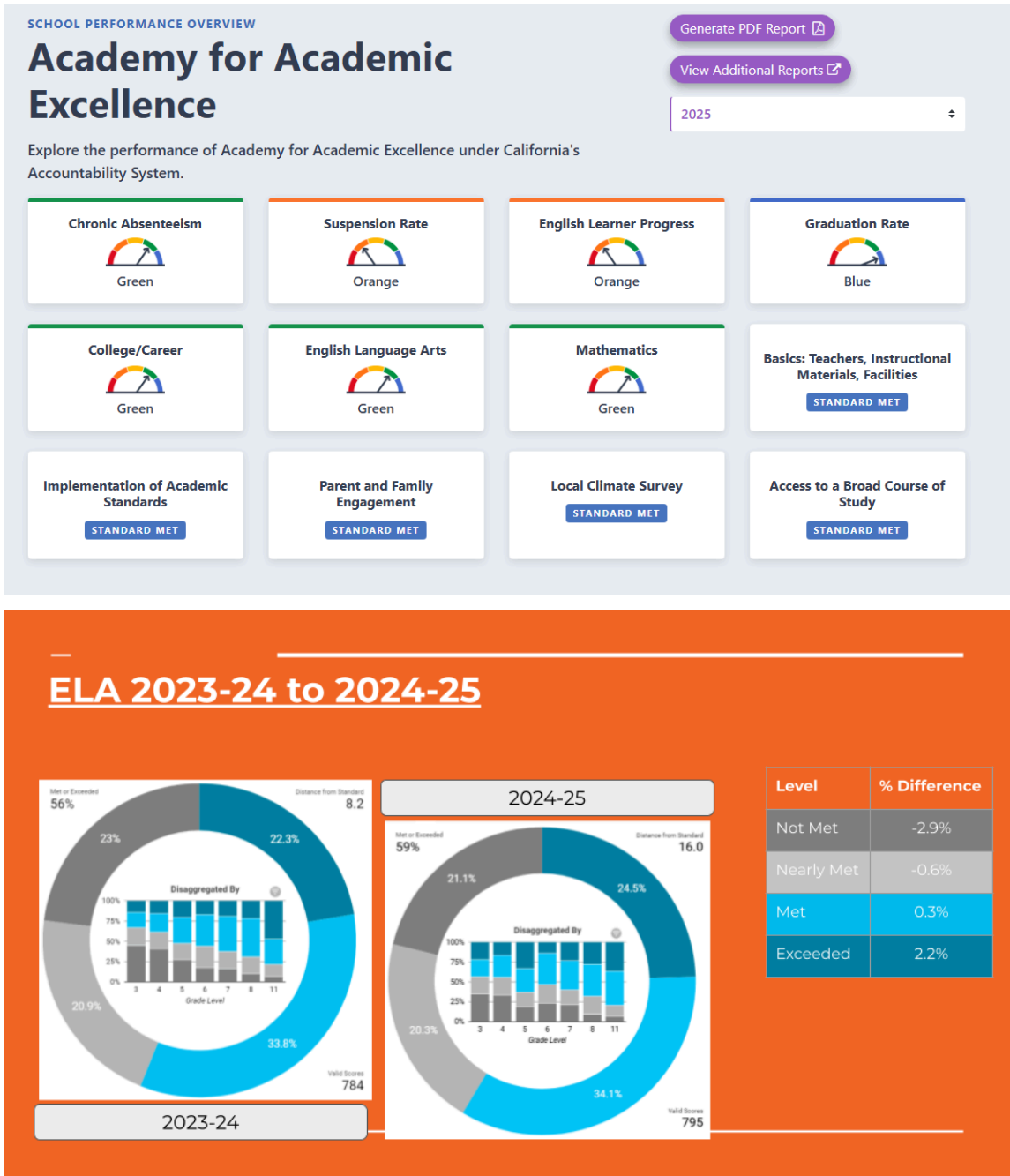


Takeaways

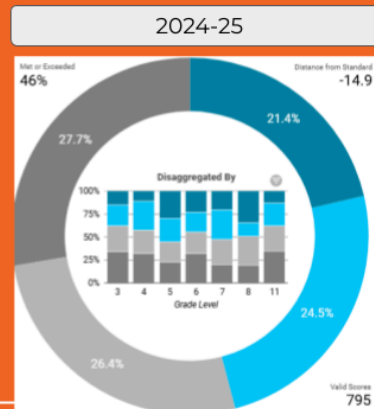
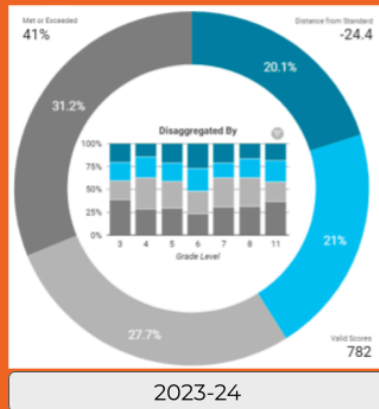
- Both schools are showing academic growth in both Reading and Math.
- Each school's Curriculum, Assessment, and Instruction (CIA) Teams are reviewing the results by grade level and classroom.
- Site admin will be meeting with PLCs and individual teachers to discuss instructional celebrations, questions about the data, and set student performance goals.
- These results, along with Dashboard progress, will be continue to be the focus of ALT and CIA discussions.

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

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



Math 2023-24 to 2024-25



Level	% Difference
Not Met	-3.5%
Nearly Met	-1.3%
Met	3.5%
Exceeded	1.3%

SCHOOL PERFORMANCE OVERVIEW

Norton Science and Language Academy

Explore the performance of Norton Science and Language Academy under California's Accountability System.

Generate PDF Report

View Additional Reports

2025

Chronic Absenteeism



Yellow

Suspension Rate



Yellow

English Learner Progress



Green

Graduation Rate



No Performance Color

College/Career



No Performance Color

English Language Arts



Yellow

Mathematics

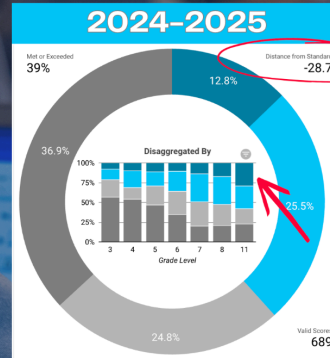
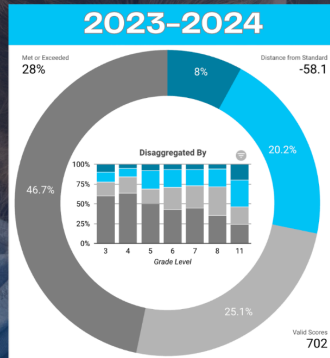


Yellow

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

TARGETED IMPROVEMENT GOAL 2: ENGLISH LANGUAGE ARTS

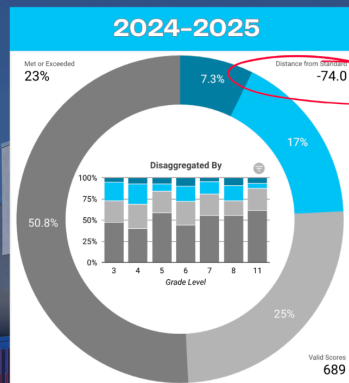
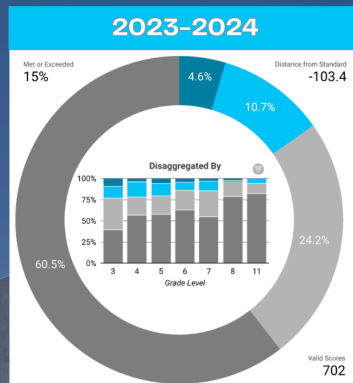


Improved DFS
by **29.4 points**
in ONE YEAR!

Over the next two years, NSLA aims to improve its DFS by 10 points on the CAASPP in English Language Arts, achieving increased proficiency by the 2027-2028 academic year.

18

TARGETED IMPROVEMENT GOAL 3: MATHEMATICS



Improved DFS
by **29.4 points**
in ONE YEAR!

Over the next two years, NSLA aims to improve its DFS by 10 points on the CAASPP in Math, achieving increased proficiency by the 2027-2028 academic year.

19

2.2 Strategy: Maintain strong fiscal health through positive budget practices, transparent reporting, clean audits, stable bond covenants, and by securing additional funding sources whenever applicable.

Finance has received the closing audit for the 2024/2025 school year. We are pleased to announce that we were able to address the audit findings from the 2023/2024 school year and did not receive any findings during this period.

Finance has been working on a number of reports to help identify the financial condition of the organization. We have completed P1 attendance reporting to show a growth in daily attendance at AAE. We are experiencing a larger-than-budgeted drop in daily attendance due to the lower enrollment. NSLA continues to reach out and market to the community to help grow our student body and maintain our current students at NSLA. Based on the updated projections for our daily attendance, Finance is meeting with site administrators to address the growth of the programs and the opportunities or challenges faced with the updated revenue projections for the current year. As the strategy and organizational practice have been at LCER, and specifically at NSLA, is identifying the best use of restricted categorical programs (Title funding and one-time state funds), allowing the general fund to financially support the areas at the school that can not be

	<p>supported through the restricted funds.</p> <p>Finance has also completed the Mid-Year LCAP financial reporting, Consolidated Application Report for all Federal Title funding to help support our schools with the status of addressing the areas identified in the LCAP of need, and that we are utilizing the federal restricted programs to their capacity.</p>
2.3 Strategy: Ensure all teachers meet required credentialing and are supported to provide high-quality instruction. This will be measured through staff retention data and required state, federal, and authorizer reporting.	<p>Human Resources maintains regular oversight of teachers holding permits, intern credentials, and preliminary credentials to ensure continued progress toward full credentialing. Targeted reminders and individualized support are provided as needed, and site administrators are notified when additional guidance or encouragement may be helpful. HR is also available to assist staff interested in obtaining a permit, credential, or added authorization by guiding them through the process.</p> <p>Progress and compliance are monitored through required state and authorizer reporting. This year, LCER completed a Williams audit for NSLA and Student Accountability Report Card (SARC) reporting for both sites. The schools are currently completing California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 reporting for the 2025/2026 school year, which includes certificated staffing data, and are engaged in ongoing California School Accountability and Support System (CALSASS) reporting to authorizers related to certificated staffing assignments and external service providers.</p>
2.4 Strategy: Consistently review staff compensation and benefits throughout the organization to attract and retain high-quality staff.	<p>During the past month, Human Resources conducted a focused review of salary structures and additional compensation for select specialized services positions. This review was undertaken in anticipation of the upcoming recruitment season and as part of our ongoing commitment to remaining competitive in attracting and retaining highly qualified staff.</p> <p>Specifically, HR analyzed compensation data from surrounding school districts for Special Education Specialists and Speech Language Pathologists. These roles are both high-need and highly competitive in education. The review included base salary ranges and applicable additional compensation components (such as stipends) to ensure alignment with area districts.</p>
Objective 3: Improve communication with all stakeholders (including staff, families, students, and board) to ensure that it is timely and two-way.	
3.1 Strategy: Educate stakeholders on communication methods and engagement opportunities.	<p>Both Lewis Center schools hosted a Family Voices event where staff, families, and stakeholders were invited and encouraged to share in a meaningful conversation regarding new school updates and allocation of school funds. This year, students from the Principals' Cabinets and LCER Ambassadors helped facilitate the table discussions.</p> <p>In December, Lewis Center held All Staff meetings at both sites to present milestone recognitions to staff and provide updates and highlights on the school year. Staff were also guided in reflective activities to increase engagement and communication across departments and grade levels.</p>
3.2 Strategy: Seek feedback on what is/is not working via surveys and forums.	<p>Staff feedback was gathered during the December All Staff meetings. The focus was on what was effective during the first semester in the areas of Instruction, Culture, and Relationships. The resulting feedback was shared with all staff (to include themes) and discussed during the Executive Team's quarterly all-day workshop in January.</p> <p>In summary, both NSLA and AAE, the staff reflections show strong LCER-wide momentum in three areas: a positive and consistent culture grounded in Capturing Kids' Hearts, growing student engagement and academic ownership, and deep collaboration among staff across roles and departments. NSLA feedback highlights a powerful sense of belonging and cultural affirmation, reinforced by schoolwide experiences such as Poetry Out Loud, AVID, athletics, and</p>

	<p>Cadet Corps that build shared identity and scholarly habits. AAE reflections emphasize high staff morale and a culture of affirmation, supported by PLC structures and strong cross-department teamwork. Both campuses report students increasingly feeling safe, supported, and willing to seek help. These trends are creating conditions for continued academic growth that we are seeing in iReady.</p>
<p>3.3 Strategy : Utilize designated stakeholder groups to inform decision making (School Site Council, English Learner Advisory Committee, PTO/PTC, Academic Leadership Teams, All Staff Meetings, Student Leadership groups, parent/community forums, etc.)</p>	<p>NSLA: We have been meeting with key stakeholder groups, including the School Site Council, Parent & Teacher Organization, and staff, to gather feedback from diverse members of our school community regarding the possibility of adding a full-time School Resource Officer (SRO) to campus. Across all groups, participants have shared thoughtful and legitimate concerns about having this service on campus daily, as well as valuable ideas ranging from the most effective use of the SRO's time to strategies for introducing the role in a positive and supportive manner.</p>
<p>Accomplishments and Highlights</p>	
<p>AAE senior Ward Halwani was named a QuestBridge National College Match Scholarship Recipient and was matched to Duke University, earning him a full-ride scholarship valued at over \$300k! This is easily one of the biggest scholarships our students have ever received—fewer than 2200 students nationwide receive this honor!</p> <p>In December, before winter break, both Lewis Center schools hosted Grab & Go Meal Distributions to support students and their families. Academy for Academic Excellence served more than 184 families, while Norton Science and Language Academy served over 200 families, providing hot meals to nearly 400 families during the holiday break.</p> <p>On December 10th, Regional Director Master Sergeant Toledo visited our Space Force unit for their official inspection — and they exceeded expectations once again, continuing to make our school proud! In fact, they earned a perfect 100% on their unit evaluation! This is an extremely rare feat, even among top-performing units.</p>	
<p>Facilities Projects</p>	
<p>AAE</p> <ul style="list-style-type: none"> Chain-Link Fence <ul style="list-style-type: none"> Adding a chain link fence around wall-mounted AC units for staff and student safety Fire Sprinkler Heads <ul style="list-style-type: none"> The heads in BLDGS' C&A are required to be tested since they were installed over 20 years ago. BLDG C. Heads failed the test and need to be replaced in the whole bldg Still waiting on the results for the sprinkler heads in BLDG-A <hr/> <p>NSLA</p> <ul style="list-style-type: none"> Improving the sound quality in the gymnasium <ul style="list-style-type: none"> We hired a company called Sweetwater to install acoustic panels along the walls and ceiling over winter break. Cost \$101,971 The work was completed over winter break. <ul style="list-style-type: none"> There have been some concerns with the installation of the ceiling baffles. The layout doesn't match the rendering, and some of the baffles were poorly installed. Waiting to hear back from Sweetwater on how they're going to address the concerns 	

Room E010 has been converted into a SPED classroom

LCER

- LCER Offices (M Bldg) were repainted over the break. We are in the process of hanging historical pictures, honors, and awards to recognize LCER's "founding fathers" such as Rick Piercy (LCER Founder), Bud Biggs (LCER Founding Board Chair), and Congressman Jerry Lewis (LCER Advocate and Supporter). Tributes to Dr. Mike Klein are prominently displayed in Mission Control, as he is the co-founder of the GAVRT Program.

Upcoming Dates

AAE

- 1/13 School Site Council/English Language Advisory Committee
- 1/14 Parent Teacher Committee- Parent Meeting
- 1/15 Academic Leadership Team
- 1/20 AAE Curriculum, Instruction, Assessment Meeting
- 1/21 TK-12 Teacher Meeting
- 1/23 Homecoming Tailgate Event
- 1/24 Homecoming Dance
- 1/26 LCER Board Meeting
- 1/27 Capturing Kids' Hearts Traction Visit
- 1/29 Academic Leadership Team
- 1/30 Parents and Pastries- monthly open parent forum
- 2/3/26 AAE Curriculum, Instruction, Assessment Meeting
- **AAE Commencement June 12th at 6 pm at High Desert Church, Victorville**

NSLA

- 01/14 Blood Drive
- 1/20-1/22 Dr. Medina C6 Professional Development
- 1/21 Family Voices Safety Summit
- 1/26 LCER Board Meeting
- 1/27 Senior Social #2
- 1/28 Capturing Kids' Hearts Traction Visit
- 2/16 LCER Board Meeting
- **NSLA Commencement June, 11, 2026 at 6 pm at California Theater, San Bernardino**

LCER

- Week of 3/16/26 ARISS Astronaut Downlink across both campuses

2025-2026 GRANT TRACKING SHEET

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

The High Desert Partnership in Academic Excellence Foundation, Inc.
Check/Voucher Register - Board Report - 10K
From 12/1/2025 Through 12/31/2025

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
12/4/2025	56320	All American Fence Erectors	15,732.00	PO 2526-0922-AAE
12/4/2025	56346	Goodheart-Willcox Publisher	14,557.33	PO 2526-0101-AAE
12/4/2025	56350	Liminex, Inc.	42,068.00	PO 2526-0936-LCER
12/4/2025	56354	Notable Inc.	10,800.00	PO 2526-0920-LCER
12/4/2025	56361	SBCSS	94,540.15	NSAA PERS contributions for November
12/4/2025		SBCSS	152,784.89	LCER/AAE - PERS contributions for November
12/4/2025	56363	SchoolsFirst Federal Credit	10,164.79	Employee TSA contributions - November 26, 2025
12/4/2025	56368	Top Notch Lunches	105,790.12	Breakfast, Lunch, Snack Program, November 2025
12/4/2025	56373	Wells Fargo Vendor Fin Sen	12,765.57	Account #3690900333
12/4/2025	56375	SBCSS	177,547.58	NSAA STRS contributions for November
12/4/2025		SBCSS	213,708.91	LCER/AAE - STRS contributions for November
12/8/2025	56380	American Fidelity Assurance	17,672.09	American Fidelity - November 2025
12/8/2025		American Fidelity Assurance	17,986.57	American Fidelity - October 2025
12/9/2025	56401	Benchmark Education Comp	136,574.77	PO 2526-0002-AAE
12/10/2025	56403	US Bank	32,560.88	Account #4148-4400-7955-5648
12/12/2025	56435	Pizza Factory Apple Valley	11,322.00	Lunch Program, month of November
12/12/2025	56439	SISC	337,017.40	Health Coverage for December 2025
12/15/2025	307		280,160.54	Group: Payroll; Pay Date: 12/15/2025
12/15/2025	308		408,440.89	Group: 11mo Payroll; Pay Date: 12/15/2025
12/17/2025	56470	Southern California Edison	10,842.53	Account #700281016926
12/17/2025		Southern California Edison	11,125.87	Account #700119778270
12/17/2025	56471	SchoolsFirst Federal Credit	10,164.79	Employee TSA contributions - December 15, 2025
12/17/2025	56478	The Stepping Stones Group	22,132.91	Account #LCER6305
12/18/2025	56489	CharterSAFE	70,734.00	Account #1087, January 2025-2026
12/18/2025	56494	Pizza Factory Apple Valley	10,699.00	Lunch Program, December 2025
12/30/2025	309		302,219.69	Group: Payroll; Pay Date: 12/30/2025
12/30/2025	310		403,794.16	Group: 11mo Payroll; Pay Date: 12/30/2025
Report Total			2,933,907.43	

Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue	Annual Budgeted			
	Revenue			
Revenue	46,015,580	16,549,204	29,466,376	64.04%
Expense				
Certificated Salaries	16,204,167	7,361,353	8,842,814	54.57%
Classified Salaries	6,658,847	3,091,568	3,567,279	53.57%
Benefits	9,167,802	4,062,314	5,105,488	55.69%
Books and Supplies	3,714,086	2,457,433	1,256,653	33.83%
Services & Other	10,775,807	4,726,616	6,049,191	56.14%
Capital Outlay	725,000	723,581	1,419	0.20%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
Total Expense	47,245,709	22,422,865	24,822,844	52.54%
Add (Subtract) to Reserves	(1,230,129)	(5,873,661)	4,643,532	
Total Revenue	46,015,580	16,549,204	29,466,376	35.96%
Total Expense	47,245,709	22,422,865	24,822,844	47.46%
Add (Subtract) to Reserves	-1,230,129	-5,873,661	4,643,532	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue		Annual Budgeted Revenue			
Revenue	47,940,791	16,309,378	31,631,413	65.98%	
Expense					
Certificated Salaries	17,492,028	7,772,513	9,719,515	55.57%	
Classified Salaries	6,958,768	3,276,415	3,682,353	52.92%	
Benefits	9,739,692	4,287,440	5,452,252	55.98%	
Books and Supplies	3,548,232	1,837,738	1,710,494	48.21%	
Services & Other	11,012,113	3,991,925	7,020,188	63.75%	
Capital Outlay	265,500	484,949	(219,449)	-82.66%	
Other Outgo	0	0	0	N/A	
Share of LCER	0	0	0	N/A	
Total Expense	49,016,333	21,650,979	27,365,354	55.83%	
Add (Subtract) to Reserves	(1,075,542)	(5,341,601)	4,266,059		
Total Revenue	47,940,791	16,309,378	31,631,413	34.02%	
Total Expense	49,016,333	21,650,979	27,365,354	44.17%	
Add (Subtract) to Reserves	-1,075,542	-5,341,601	4,266,059		

AAE - Budget Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue	Annual Budgeted Revenue			
Revenue	21,538,855	7,805,889	13,732,966	63.76%
Expense				
Certificated Salaries	7,982,861	3,500,916	4,481,745	56.14%
Classified Salaries	2,157,986	1,051,588	1,106,398	51.27%
Benefits	3,981,689	1,741,359	2,240,330	56.27%
Books and Supplies	1,377,811	919,070	458,741	33.29%
Services & Other	4,757,450	1,274,936	3,482,514	73.20%
Capital Outlay	440,000	351,248	88,752	20.17%
Other Outgo	0	0	0	N/A
Share of LCER	2,797,290	1,398,645	1,398,645	50.00%
Total Expense	23,494,887	10,237,763	13,257,124	56.43%
Add (Subtract) to Reserves	(1,956,032)	(2,431,874)	475,842	
Total Revenue	21,538,855	7,805,889	13,732,966	36.24%
Total Expense	23,494,887	10,237,763	13,257,124	43.57%
Add (Subtract) to Reserves	-1,956,032	-2,431,874	475,842	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue		Annual Budgeted Revenue			
Revenue	22,454,540	7,568,228	14,886,312	66.30%	
Expense					
Certificated Salaries	8,212,304	3,715,629	4,496,675	54.76%	
Classified Salaries	2,427,750	1,096,886	1,330,864	54.82%	
Benefits	4,271,977	1,825,231	2,446,746	57.27%	
Books and Supplies	1,677,547	913,699	763,848	45.53%	
Services & Other	3,419,870	1,062,686	2,357,184	68.93%	
Capital Outlay	160,000	166,854	(6,854)	-4.28%	
Other Outgo	0	0	0	N/A	
Share of LCER	2,688,734	1,344,367	1,344,367	50.00%	
Total Expense	22,858,182	10,125,351	12,732,831	55.70%	
Add (Subtract) to Reserves	(403,642)	(2,557,124)	2,153,482		
Total Revenue	22,454,540	7,568,228	14,886,312	33.70%	
Total Expense	22,858,182	10,125,351	12,732,831	44.30%	
Add (Subtract) to Reserves	-403,642	-2,557,124	2,153,482		

NSLA - Budget Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue		Annual Budgeted			
		Revenue			
Revenue	24,279,735	8,664,928	15,614,807	64.31%	
Expense					
Certificated Salaries	7,257,142	3,371,849	3,885,293	53.54%	
Classified Salaries	2,225,732	984,771	1,240,961	55.76%	
Benefits	3,622,851	1,600,172	2,022,679	55.83%	
Books and Supplies	2,158,775	1,514,885	643,890	29.83%	
Services & Other	5,491,254	3,105,148	2,386,106	43.45%	
Capital Outlay	265,000	167,106	97,894	36.94%	
Other Outgo	0	0	0	N/A	
Share of LCER	2,624,019	1,312,010	1,312,010	50.00%	
Total Expense	23,644,773	12,055,942	11,588,831	49.01%	
Add (Subtract) to Reserves	634,962	(3,391,014)	4,025,976		
Total Revenue	24,279,735	8,664,928	15,614,807	35.69%	
Total Expense	23,644,773	12,055,942	11,588,831	50.99%	
Add (Subtract) to Reserves	634,962	-3,391,014	4,025,976		

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue		Annual Budgeted Revenue		
Revenue	25,263,985	8,667,191	16,596,794	65.69%
Expense				
Certificated Salaries	8,482,087	3,647,177	4,834,910	57.00%
Classified Salaries	2,105,519	989,511	1,116,008	53.00%
Benefits	3,882,064	1,710,070	2,171,994	55.95%
Books and Supplies	1,830,235	894,950	935,285	51.10%
Services & Other	6,963,422	2,607,763	4,355,659	62.55%
Capital Outlay	75,000	287,464	(212,464)	-283.29%
Other Outgo	0	0	0	N/A
Share of LCER	2,604,059	1,302,030	1,302,030	50.00%
Total Expense	25,942,386	11,438,965	14,503,421	55.91%
Add (Subtract) to Reserves	(678,401)	(2,771,775)	2,093,374	
Total Revenue	25,263,985	8,667,191	16,596,794	34.31%
Total Expense	25,942,386	11,438,965	14,503,421	44.09%
Add (Subtract) to Reserves	-678,401	-2,771,775	2,093,374	

LCER - Budget Comparison

2024/2025 to 2025/2026

2024-2025

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue	Annual Budgeted Revenue			
Revenue	196,990	78,387	118,603	60.21%
Expense				
Certificated Salaries	964,364	488,588	475,776	49.34%
Classified Salaries	2,275,129	1,055,209	1,219,920	53.62%
Benefits	1,563,262	720,783	842,479	53.89%
Books and Supplies	177,500	23,478	154,022	86.77%
Services & Other	527,103	346,532	180,571	34.26%
Capital Outlay	20,000	205,226	(185,226)	-926.13%
Other Outgo	0	0	0	N/A
Share of LCER	(5,421,309)	(2,710,655)	(2,710,655)	
Total Expense	106,049	129,160	(23,111)	-21.79%
Add (Subtract) to Reserves	90,941	(50,773)	141,714	
Total Revenue	196,990	78,387	118,603	39.79%
Total Expense	106,049	129,160	-23,111	121.79%
Add (Subtract) to Reserves	90,941	-50,773	141,714	

2025-2026

Note - Revenue Reported is % of Budgeted Revenue Earned

Revenue	Annual Budgeted Revenue			
Revenue	222,266	73,960	148,306	66.72%
Expense				
Certificated Salaries	797,637	409,707	387,930	48.63%
Classified Salaries	2,425,499	1,190,018	1,235,481	50.94%
Benefits	1,585,651	752,139	833,512	52.57%
Books and Supplies	40,450	29,089	11,361	28.09%
Services & Other	628,821	321,476	307,345	48.88%
Capital Outlay	30,500	30,631	(131)	-0.43%
Other Outgo	0	0	0	N/A
Share of LCER	(5,292,793)	(2,646,397)	(2,646,397)	50.00%
Total Expense	215,765	86,663	129,102	59.83%
Add (Subtract) to Reserves	6,501	(12,702)	19,203	
Total Revenue	222,266	73,960	148,306	33.28%
Total Expense	215,765	86,663	129,102	40.17%
Add (Subtract) to Reserves	6,501	-12,702	19,203	

2023–24 Title I, Part A LEA Closeout Report

Report fiscal year expenditures to determine 2023–24 Title I, Part A unspent funds.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2023–24 Reported Carryover

2023–24 Title I, Part A LEA available allocation	\$187,736
Expenditures through September 30, 2024	\$176,818
Carryover as of September 30, 2024	\$10,918
Amount of funds CDE invoiced the LEA, if applicable	\$0
Adjusted carryover amount	\$10,918

2023–24 Final Expenditures

2023–24 Expenditures as of September 30, 2025 (Including liquidation of obligations not later than 90 days after September 30, 2025)	\$10,918
Amount of unspent funds to be invoiced by CDE	\$0

*****Warning*****

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2023–24 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through September 30, 2025.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$35,568
2023–24 Title II, Part A total apportionment issued	\$35,568
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$35,568

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$11,500
Books and other supplies	\$31
Dues and membership	\$0
Travel and conferences	\$895

Personnel and Other Authorized Activities

Certificated personnel salaries	\$15,269
Classified personnel salaries	\$0
Employee benefits	\$5,404
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$2,469
Equitable services for nonprofit private schools	\$0
Total expenditures	\$35,568
2023–24 Unspent funds	\$0

Warning

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2023–24 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through September 30, 2025.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

Note: CDE will invoice the LEA for the unspent 2023–24 total allocation

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2023–24 Title IV, Part A LEA Closeout Report

The purpose of this data collection is to report final expenditures, by activity, and calculate Title IV, Part A unspent funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2023–24 Title IV, Part A LEA allocation	\$14,889
Transferred-in amount	\$5,096
Transferred-out amount	\$0
2023-24 Title IV, Part A LEA available allocation	\$19,985

Final Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$19,985
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Total expenditures	\$19,985
Amount of unspent funds	\$0
Note: CDE will invoice the LEA for the unspent funds	

2024–25 Title I, Part A LEA Carryover

Report only expenditures and obligations made through September 30 for fiscal year 2024–25 allocation to determine funds to be carried over.

CDE Program Contact:
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

Carryover Calculation

2024–25 Title I, Part A LEA allocation	\$194,999
Transferred-in amount	\$0
2024–25 Title I, Part A LEA available allocation	\$194,999
Expenditures and obligations through September 30, 2025	\$175,082
Carryover as of September 30, 2025	\$19,917
Carryover percent as of September 30, 2025	10.21%

2024–25 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to report year-to-date expenditures, by activity, and calculate Title IV, Part A carryover funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2024–25 Title IV, Part A LEA allocation	\$15,652
Transferred-in amount	\$0
Transferred-out amount	\$0
2024–25 Title IV, Part A LEA available allocation	\$15,652

Expenditures

Administrative and indirect costs	\$873
Well-Rounded Educational Opportunities activities	\$9,370
Safe and Healthy Students activities	\$5,409
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Total expenditures	\$15,652
Carryover as of September 30, 2025	\$0

*****Warning*****

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2025–26 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2025–26 Title II, Part A allocation	\$32,848
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2025–26 Title II, Part A allocation after transfers out	\$32,848

Title IV, Part A Transfers

2025–26 Title IV, Part A allocation	\$14,558
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2025–26 Title IV, Part A allocation after transfers out	\$14,558

*****Warning*****

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2025–26 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2025–26 Title I, Part A LEA allocation (+)	\$187,391
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2025–26 Title I, Part A LEA available allocation	\$187,391

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$500
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$100

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2025–26 Approved indirect cost rate	6.20%
Indirect cost reservation	\$10,940
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$11,040
School parent and family engagement reservation	\$500
Amount available for Title I, Part A school allocations	\$175,851

*****Warning*****

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2025–26 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	\$32,848
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2025–26 Total allocation	\$32,848
Administrative and indirect costs	\$1,918
Reservation for equitable services for nonprofit private schools	\$0
2025–26 Title II, Part A adjusted allocation	\$30,930

*****Warning*****

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2025–26 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2025–26 Title IV, Part A LEA allocation	\$14,558
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2025–26 Title IV, Part A LEA available allocation	\$14,558

Reservations

Indirect cost reservation	\$850
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2025–26 Title IV, Part A LEA adjusted allocation	\$13,708

*****Warning*****

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2025–26 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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2025–26 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Comment

If composite is the low income measure selected, then an explanation must be provided detailing how the student count is derived.

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students counts, were pre-populated with PRIOR year (Fiscal Year 2024–25) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students
Academy for Academic Excellence	3631207	K	12	3	1,489	543

Warning

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2025–26 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure FRPM
Ranking Schools Highest to Lowest Within the LEA
LEA-wide low income % 36.47%
Available Title I, Part A school allocations \$175,851
Available parent and family engagement reservation \$500

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2024–25 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Academy for Academic Excellence	3631207	3	1489	543	36.47	*	*	1	323.85	175850.55	\$19,917	\$500	196267.55	

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2025–26 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)
Academy for Academic Excellence	3631207	Y	34.65	06/10/2019	06/10/2019

Warning

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2023–24 Title I, Part A LEA Closeout Report

Report fiscal year expenditures to determine 2023–24 Title I, Part A unspent funds.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2023–24 Reported Carryover

2023–24 Title I, Part A LEA available allocation	\$296,267
Expenditures through September 30, 2024	\$270,485
Carryover as of September 30, 2024	\$25,782
Amount of funds CDE invoiced the LEA, if applicable	\$0
Adjusted carryover amount	\$25,782

2023–24 Final Expenditures

2023–24 Expenditures as of September 30, 2025 (Including liquidation of obligations not later than 90 days after September 30, 2025)	\$25,782
Amount of unspent funds to be invoiced by CDE	\$0

*****Warning*****

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2023–24 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through September 30, 2025.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$41,534
2023–24 Title II, Part A total apportionment issued	\$41,534
Transferred-in amount	\$0
Transferred-out amount	\$0
2023–24 Total allocation	\$41,534

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$4,021
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$3,164

Personnel and Other Authorized Activities

Certificated personnel salaries	\$24,722
Classified personnel salaries	\$252
Employee benefits	\$7,248
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$2,127
Equitable services for nonprofit private schools	\$0
Total expenditures	\$41,534
2023–24 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2023–24 total allocation	

*****Warning*****

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2023–24 Title III English Learner YTD Expenditure Report, Closeout 27 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through September 30, 2025.

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

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III EL student program allocation	\$46,094
2023–24 Title III EL total apportionment issued amount	\$46,094
Transferred-in amount	\$0
2023–24 Total allocation	\$46,094
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$960
2000–2999 Classified personnel salaries	\$9,300
3000–3999 Employee benefits	\$3,453
4000–4999 Books and supplies	\$625
5000–5999 Services and other operating expenditures	\$30,853
Direct administrative costs (amount cannot exceed 2% of the total apportionment issued amount plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$903
Total year-to-date expenditures	\$46,094
2023–24 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2023–24 total allocation	

Warning

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2023–24 Title IV, Part A LEA Closeout Report

The purpose of this data collection is to report final expenditures, by activity, and calculate Title IV, Part A unspent funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2023–24 Title IV, Part A LEA allocation	\$23,497
Transferred-in amount	\$0
Transferred-out amount	\$0
2023-24 Title IV, Part A LEA available allocation	\$23,497

Final Expenditures

Administrative and indirect costs	\$1,337
Well-Rounded Educational Opportunities activities	\$11,717
Safe and Healthy Students activities	\$2,359
Effective Use of Technology activities	\$8,084
Technology Infrastructure	\$0
Total expenditures	\$23,497
Amount of unspent funds	\$0
Note: CDE will invoice the LEA for the unspent funds	

*****Warning*****

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2024–25 Title I, Part A LEA Carryover

Report only expenditures and obligations made through September 30 for fiscal year 2024–25 allocation to determine funds to be carried over.

CDE Program Contact:
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

Carryover Calculation

2024–25 Title I, Part A LEA allocation	\$368,509
Transferred-in amount	\$0
2024–25 Title I, Part A LEA available allocation	\$368,509
Expenditures and obligations through September 30, 2025	\$315,087
Carryover as of September 30, 2025	\$53,422
Carryover percent as of September 30, 2025	14.50%

2024–25 Title III English Learner YTD Expenditure Report, 18 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through December 31, 2025.

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

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III EL student program allocation	\$51,276
Transferred-in amount	\$0
2024–25 Total allocation	\$51,276
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$2,301
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$497
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$4,266
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$141
Total year-to-date expenditures	\$7,205
2024–25 Unspent funds	\$44,071

*****Warning*****

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2024–25 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to report year-to-date expenditures, by activity, and calculate Title IV, Part A carryover funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2024–25 Title IV, Part A LEA allocation	\$24,700
Transferred-in amount	\$0
Transferred-out amount	\$0
2024–25 Title IV, Part A LEA available allocation	\$24,700

Expenditures

Administrative and indirect costs	\$764
Well-Rounded Educational Opportunities activities	\$10,648
Safe and Healthy Students activities	\$340
Effective Use of Technology activities	\$1,330
Technology Infrastructure	\$0
Total expenditures	\$13,082
Carryover as of September 30, 2025	\$11,618

*****Warning*****

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2025–26 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2025–26 Title II, Part A allocation	\$50,404
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2025–26 Title II, Part A allocation after transfers out	\$50,404

Title IV, Part A Transfers

2025–26 Title IV, Part A allocation	\$27,512
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2025–26 Title IV, Part A allocation after transfers out	\$27,512

*****Warning*****

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2025–26 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2025–26 Title I, Part A LEA allocation (+)	\$409,767
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2025–26 Title I, Part A LEA available allocation	\$409,767

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$5,000
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$500

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2025–26 Approved indirect cost rate	6.20%
Indirect cost reservation	\$23,922
Administrative reservation	\$1,000

Reservation Summary

Total LEA required and authorized reservations	\$25,422
School parent and family engagement reservation	\$5,000
Amount available for Title I, Part A school allocations	\$379,345

*****Warning*****

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2025–26 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	\$50,404
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2025–26 Total allocation	\$50,404
Administrative and indirect costs	\$2,943
Reservation for equitable services for nonprofit private schools	\$0
2025–26 Title II, Part A adjusted allocation	\$47,461

*****Warning*****

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2025–26 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for the Title III English Learner (EL) student program and to report required reservations.

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

Total Allocation

2025–26 Title III EL student program allocation	\$45,105
Transferred-in amount	\$0
Repayment of funds	\$0
2025–26 Total allocation	\$45,105

Allocation Reservations

Professional development activities	\$20,000
Program and other authorized activities	\$1,221
English proficiency and academic achievement	\$20,000
Parent, family, and community engagement	\$3,000
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$884
Total allocation reservations	\$45,105

*****Warning*****

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2025–26 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2025 through December 31, 2025.

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

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2025–26 Title III EL student program allocation	\$45,105
Transferred-in amount	\$0
2025–26 Total allocation	\$45,105
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$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 year-to-date expenditures	\$0
2025–26 Unspent funds	\$45,105

*****Warning*****

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2025–26 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2025–26 Title IV, Part A LEA allocation	\$27,512
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2025–26 Title IV, Part A LEA available allocation	\$27,512

Reservations

Indirect cost reservation	\$1,606
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2025–26 Title IV, Part A LEA adjusted allocation	\$25,906

*****Warning*****

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2025–26 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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2025–26 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method

Select a low income measure FRPM

Comment

If composite is the low income measure selected, then an explanation must be provided detailing how the student count is derived.

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students counts, were pre-populated with PRIOR year (Fiscal Year 2024–25) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students
Norton Science and Language Academy	0115808	K	12	3	1,250	907

Warning

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2025–26 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:
Is a single school LEA
Has enrollment total for all schools less than 1,000
If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	72.56%
Available Title I, Part A school allocations	\$379,345
Available parent and family engagement reservation	\$5,000

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2024–25 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Norton Science and Language Academy	0115808	3	1250	907	72.56	*	*	1	418.24	379343.68	\$53,422	\$5,000	437765.68	

Warning
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2025–26 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)
Norton Science and Language Academy	0115808	Y	72.56	06/08/2009	06/08/2009

Warning

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LCF Balance

Lewis Center Foundation

July 1-November 30, 2025

DISTRIBUTION ACCOUNT	TOTAL
Income	
Capital Campaign	\$50,112.70
AAE Capital Campaign (Restricted)	
AAE Gym Weight Room	2,150.00
High Desert Turtle and Tortoise Club	2,500.00
Interest Earned 2025/26 (AAE Capital Campaign)	199.97
Watertower, Gristmill, Shade Structures	25,060.39
Total for AAE Capital Campaign (Restricted)	\$29,910.36
NSLA Capital Campaign (Restricted)	1,239.54
Total for Capital Campaign	\$81,262.60
Global and Local Programs	
Chile Exchange (Club Chile NSLA)	-695.01
Total for Global and Local Programs	-\$695.01
HiDAS	
HiDAS Club Funds (Unrestricted)	2,846.64
HiDAS Endowment (Restricted)	55,727.41
Interest Earned 2025/26 (HiDAS Endowment)	143.97
Total for HiDAS	\$58,718.02
Scholarships	\$8,526.24
AAE Staff Scholarship	294.04
AWARDED TO Natalie Ritter (Extension Granted)(Moose Lodge Scholarship)	500.00
Bud Biggs Memorial Scholarship	540.41
Davis Endowment (Restricted)	\$12,751.85
AWARDED TO Natalie Ritter (Extension Granted)	500.00
Interest Earned 2025/26 (Bill Davis Endowment)	31.99
Total for Davis Endowment (Restricted)	\$13,283.84
Gerardo Diaz, Jr. Scholarship	\$0.00
AWARDED TO McKayla Sullivan (Extension Granted)	2,500.00
Total for Gerardo Diaz, Jr. Scholarship	\$2,500.00
GSA Club Scholarship	1,919.55
Interest Earned 2025/26 (Scholarships)	95.98
LCER Ambassador Scholarship	-\$500.00
AWARDED TO Natalie Ritter (Extension Granted)	500.00
Total for LCER Ambassador Scholarship	\$0.00
Mike Mangold Scholarship	2,250.00
Poetry Out Loud Scholarship	
AWARDED TO Max Goodly	500.00
Total for Poetry Out Loud Scholarship	\$500.00
Rick Piercy Scholarship	520.00
Sandra Perea Scholarship	1,535.00

LCF Balance

Lewis Center Foundation

July 1-November 30, 2025

DISTRIBUTION ACCOUNT	TOTAL
Senior Leadership Team (SLT) Scholarship	\$0.00
AWARDED TO McKayla Sullivan (Extension Granted)	500.00
Total for Senior Leadership Team (SLT) Scholarship	\$500.00
Total for Scholarships	\$32,965.06
Unrestricted Funds	\$158,668.11
Interest Earned 2025/26 (Unrestricted)	328.42
Total for Unrestricted Funds	\$158,996.53
Total for Income	\$331,247.20
Gross Profit	\$331,247.20
Expenses	
Net Operating Income	\$331,247.20
Net Other Income	
Net Income	\$331,247.20

LCF Monthly Transactions Report

Lewis Center Foundation

November 1-30, 2025

DISTRIBUTION ACCOUNT	TOTAL
Income	
Capital Campaign	
AAE Capital Campaign (Restricted)	
Interest Earned 2025/26 (AAE Capital Campaign)	36.89
Total for AAE Capital Campaign (Restricted)	\$36.89
Total for Capital Campaign	\$36.89
Global and Local Programs	
Chile Exchange (Club Chile NSLA)	302.00
Total for Global and Local Programs	\$302.00
HiDAS	
HiDAS Club Funds (Unrestricted)	132.82
Interest Earned 2025/26 (HiDAS Endowment)	26.56
Total for HiDAS	\$159.38
Scholarships	
AAE Staff Scholarship	9.92
Davis Endowment (Restricted)	
Interest Earned 2025/26 (Bill Davis Endowment)	5.90
Total for Davis Endowment (Restricted)	\$5.90
Interest Earned 2025/26 (Scholarships)	17.70
Total for Scholarships	\$33.52
Unrestricted Funds	-\$6,827.35
Interest Earned 2025/26 (Unrestricted)	60.49
Total for Unrestricted Funds	-\$6,766.86
Total for Income	-\$6,235.07
Gross Profit	-\$6,235.07
Expenses	
Net Operating Income	-\$6,235.07
Net Other Income	
Net Income	-\$6,235.07

2025 Lewis Center for Educational Research Board Attendance

	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Yolanda Carlos	Present	Present	Present	Present	Present	Present	Absent	Present	Present	Present	90%
Dr. Steve Levin	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Absent	80%
Jessica Rodriguez	Present	Present	Present	Present	Present	Absent	Present	Present	Present	Present	90%
Marisol Sanchez	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	100%
Lucy Tello	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	100%
Michael Razo	Present	Absent	Absent	Present	Present	Present	Present	Absent	Present	Present	70%
Pat Schlosser	Present	Absent	Absent	Present	Present	Absent	Present	Present	Present	Present	70%

	Special Meetings		
	May 29	Oct 2	
Yolanda Carlos	Present	Present	
Dr. Steve Levin	Present	Present	
Jessica Rodriguez	Absent	Absent	
Marisol Sanchez	Present	Present	
Lucy Tello	Present	Present	
Michael Razo	Absent	Absent	
Pat Schlosser	Absent	Absent	

LCER Board Give and Get

Fiscal Year 2025/2026 - As of 01/26/2026

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

Lewis Center Foundation Board Give and Get

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

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

Lewis Center for Educational Research Board

Agenda Item Cover Sheet

Date of meeting: January 26, 2026

Title: Revisions to Board Policy 9110- Board Bylaws- Terms and Officers

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

Background: As part of the regular revision process, this policy has been revised to align with current LCER terminology and practice. It will also allow flexibility to the Nominating Committee. The proposed BP is also aligned with the current LCER Bylaws and Charters.

Fiscal Implications (if any): N/A

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

None as these revisions are minor.

Recommendation:

Approve the changes as proposed.

Submitted By:

Lisa Lamb, President/CEO

Lewis Center for Educational Research

**BP 9110: BOARD BYLAWS
TERMS AND OFFICERS**

Adopted: September 12, 2016

**Revised: ~~October 16, 2017~~
January 26, 2026**

Terms

Directors on the Lewis Center for Educational Research Board (“Board”) shall be elected for a term of three (3) years at the annual meeting in accordance with the Bylaws and may serve two (2) consecutive three (3) year terms at the pleasure of the Board.

The Chairman of the Board will appoint a Nominating Committee consisting of two (2) to four (4) members of the Board and the President/CEO (“CEO”), one of which will be the committee chair. The Committee will meet ~~at least two months~~ prior to the annual meeting to review those Directors whose term is up for renewal. They will discuss with each Director if they wish to renew their term, take a leave of absence with a designated period of time, or resign from the Board. Board members who resign in good standing may, after one year, reapply to fill an open vacancy on the Board.

The committee will bring forward recommendations for renewal of terms to the Board at the annual meeting.

Officers

A Chairman of the Board, Vice Chairman, Secretary and Treasurer shall be elected at the annual meeting from among the members of the Board in accordance with the Bylaws. ~~The Treasurer is the Chairperson of the Finance Committee as per the bylaws.~~

The Chairman of the Board will appoint a Nominating Committee consisting of two (2) to four (4) members of the Board and the CEO, one of which will be the committee chair. The Committee will meet ~~at least 2 months~~ prior to the annual meeting to discuss nominations of the four (4) officer positions. They will discuss with each current officer if they wish to be considered a nominee for their current office. They will ~~also~~ ask Board members if they wish to be considered a nominee for one of the officer positions.

The committee will bring forward nominees for election to the Board at the annual meeting.

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

Date of meeting: January 26, 2026

Title:

Proposed Revisions to LCER Board Policy 3515.7- Video Surveillance Security System

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

Background: As part of the regular revision process, the Executive Team seeks guidance from the LCER Board regarding this policy. We also have BP 7515- Facilities Security. Our recommendation is to combine these policies, and align the numbering to be consistent with current California School Board Association (CSBA) policies. The LCER numbering was originally adopted prior to the current CSBA numbering schema. We would propose drafting a new LCER BP 3515 that would include Campus Security Systems, Coordination with Law Enforcement, Safety Monitoring, Emergency Preparedness, and Security Infrastructure. We would retire LCER BP 3515.7 and 7515.

Fiscal Implications (if any): N/A

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

N/A

Recommendation:

Provide direction to the CEO regarding revisions of these policies.

Submitted by:

Lisa Lamb, President/CEO

Lewis Center for Educational Research

BP 3515.7: VIDEO SURVEILLANCE SECURITY SYSTEM

Adopted: September 12, 2011

Revised:

The organization may install, monitor, and maintain video surveillance systems at school sites and on other property operated by the organization. The purpose and function of the video surveillance system is to protect school property before, during, and after school hours. The intent is to reduced losses due to fire, theft and vandalism.

The organization will use a continuous program of "best practices" with regard to video surveillance systems. The following procedures will be implemented with periodic review.

General Guidelines

Video surveillance is particularly well suited to schools because of their controlled environment. The same students, faculty, and staff are present nearly every day. This facilitates identification, apprehension, and discipline of trespassers, and those involved in other criminal or disruptive behavior more readily than does an environment with an ever-changing population.

Each site administrator will have the responsibility, with the consent of the organization, to implement a video surveillance program, which promotes the goals of safety and security.

School administration will disseminate written materials describing the purpose and location of the video surveillance system and the guidelines for its use, as and when required.

Cameras will not be used in location where there is a reasonable expectation of privacy such as restrooms, locker rooms, private offices (without written consent), classrooms, conference rooms, or lounges.

Handheld video recorders may be appropriate. Their use can help to identify trespassers as well as those involved in other criminal or disruptive behavior. The tape provides a record to support disciplinary action against students and staff, as well as trespassers.

Conducting Ongoing and Specific Surveillance Activities

Information obtained through video surveillance will be used exclusively for security and law enforcement purposes. Real time monitoring of the cameras may take place.

Care and diligence will be taken to ensure that appropriate use is made of the video surveillance system. Any view of surrounding residential housing will be limited to that

available with unaided vision. The standard of a "reasonable expectation of privacy" will not be violated.

Cameras will not peer into private places, such as the inside of a car.

Designated users are prohibited from seeking and continuously viewing people becoming intimate in public places. Video surveillance will not be used for the monitoring of individuals in the performance of their job assignments.

Designated Authorized System Users

Designated users of the video surveillance system will be appointed and approved by the site administrator. Designated users will be trained in the use of video surveillance equipment and thoroughly briefed regarding rules regulating privacy, the Fourth Amendment, and district policy.

Designated users will receive training for the use of cameras and controls to maximize efficiency and clarity of focus. Included in this training will be simple pro-active maintenance, storage and use of surveillance images, changing of tapes, and record keeping.

Conducting Maintenance and Repairs

The school will rely on the organization and/or approved video surveillance vendors for all maintenance and repair to keep the equipment in proper working order.

Storage of Tapes/Disks

Recorded analog videotape and collected digital images will be stored on site in a secure location. Reasonable care will be exercised in the handling of tapes/disks, which can be considered as potential sources of evidence.

Lewis Center for Educational Research

**BP 7515: FACILITIES
 SECURITY**

Adopted: June 5, 2003

Revised: December 12, 2016

The Lewis Center for Educational Research (LCER) is committed to maintaining the security of LCER facilities and grounds. The President/CEO or designee shall establish procedures to:

1. Minimize fire hazards.
2. Reduce the probability of faulty equipment.
3. Guard against the chance of electrical shock.
4. Maintain records in a safe place.
5. Maintain cash and checks in a locked location or safe. All funds are to be deposited in a timely manner.
6. Protect against vandalism and burglary.
7. Assign responsibility for use of LCER building keys through the Facilities Department.
8. Maintain locked buildings during non-business hours.
9. Secure outdoor areas and reduce the number of entrances which give access to LCER facilities and grounds, such as by means of fencing or landscaping.
10. Regularly monitor LCER campuses via surveillance cameras.
11. Provide security during non-business hours, as needed, to protect LCER property.

Policy 3515: Campus Security

Status: ADOPTED

Original Adopted Date: 03/01/2007 | Last Revised Date: ~~12/09/01/2022~~2025 | Last Reviewed Date: ~~12/09/01/2022~~2025

CSBA NOTE: The following optional policy should be ~~modified~~ may be revised to reflect district practice.

The Governing Board is committed to providing a school environment that promotes the safety of students, staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures, which may be included in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Additionally, the Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

Reporting and Responding to Threats

CSBA NOTE: ~~Education Code 49393, as added by SB 906 (Ch. 144, Statutes of 2022), requires the reporting of potential homicidal acts related to school or a school activity, as described below.~~

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle ~~of~~ or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual. (Education Code 49390)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

Surveillance Systems

CSBA NOTE: The Department of Homeland Security's, "Behavioral Threat Assessment and Management in Practice," provides education on behavioral threat assessment and management

(BTAM) and the benefits of BTAM in targeted violence and terrorism prevention. BTAM is an evidence-based and systematic process to identify, inquire, assess, and manage potential threats. Multidisciplinary teams can use a BTAM process to provide alternatives to criminal justice interventions for individuals who may be at risk of moving toward violence.

The Superintendent or designee may form a multidisciplinary team in order to identify, inquire, assess, and manage potentially threatening student behavior.

Surveillance Systems

CSBA NOTE: The following optional section is for use by districts that have authorized the use of surveillance systems. Generally, the use of cameras (i.e., a "search" within the meaning of the Fourth Amendment) must be reasonable and the cameras must not be used in areas where there is a "reasonable expectation of privacy" (New Jersey v. T.L.O.). To protect reasonable expectations of privacy, cameras should not be located in areas such as bathrooms, locker rooms, or private offices. In addition, Education Code 51512 prohibits the use of a recording device in a classroom without the prior consent of the teacher and principal. Examples of locations where cameras may generally be used include hallways, stairwells, parking lots, and cafeterias. For language about the use of cameras on school buses, see AR 5131.1 - Bus Conduct.

Penal Code 632 prohibits the recording of conversations unless the parties to the conversation may reasonably expect that the communication may be overheard or recorded. Thus, if the district's equipment has audio capability, it should be disabled so that sounds are not recorded.

CSBA NOTE: The following optional section is for use by districts that have authorized the use of surveillance systems. Generally, the use of cameras is considered to be a "search" within the meaning of the Fourth Amendment. As described in New Jersey v. T.L.O., the Fourth Amendment protection against unreasonable searches and seizures applies to searches of students conducted by school officials. As such, use of cameras for a search must be reasonable, including that they must not be used where students have a reasonable expectation of privacy. To protect reasonable expectations of privacy, cameras should not be located in areas such as bathrooms, locker rooms, or private offices. In addition, Education Code 51512 prohibits the use of a recording device in a classroom without the prior consent of the teacher and principal. Examples of locations where cameras may generally be used include hallways, stairwells, parking lots, and cafeterias. For language about the use of cameras on school buses, see AR 5131.1 - Bus Conduct.

Penal Code 632 prohibits the recording of conversations unless the parties to the conversation may reasonably expect that the communication may be overheard or recorded. Thus, if the district's equipment has audio capability, it is recommended that it be disabled so that sounds are not recorded.

In consultation with the district's school site council, safety planning committee, other relevant stakeholders, and staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

CSBA NOTE: According to the National Institute of Justice publication, "The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement

Agencies," signage is an important component of a successful surveillance system and can serve as a deterrent. The Institute recommends that the signs state that the system may or may not be actively monitored. Such language is intended to deter potential perpetrators while also not building an expectation among potential victims that a person is watching events live and will be able to provide immediate assistance.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous and targeted locations around school buildings and grounds. ~~These~~Such signs shall state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur and that the recordings may be used in disciplinary proceedings and/or referred to local law enforcement, as appropriate.

CSBA NOTE: Pursuant to 20 USC 1232(g) (Family Educational Rights and Privacy Act), 34 CFR 99.3, and Education Code 49061, any recording or image that is directly related to a student and is maintained by the district or a person acting for the district is considered a "student record" and thus is subject to those laws regarding access, disclosure, and retention. See BP/AR 5125 - Student Records. Also see the, "U.S. Department of Education's "FAQs on Photos and Videos under FERPA," located on its web site.

~~In addition,~~ Additionally, a recording or image of a staff member that may be used in a personnel action is subject to the laws regarding personnel records, including an employee's right to comment on derogatory information placed in a personnel file. See AR 4112.6/4212.6/4312.6 - Personnel Files.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining ~~agreements~~agreement(s).

Policy Reference UPDATE Service

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