
BALLINGTON ACADEMY
FOR THE
Arts & Sciences

SAN BERNARDINO
Charter Petition

Prepared for:
San Bernardino City Unified School District

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For the term July 1, 2020 through June 30, 2025.

“The most beautiful experience we can have is the mysterious - the fundamental emotion which stands at the cradle of true art and true science.”

Albert Einstein

“Every child is an artist. The problem is how to remain an artist when he grows up.”

Pablo Picasso

“One new idea leads to another, that to a third, and so on through a course of time until someone, with whom none of these was original, combines all together, and produces what is justly called a new invention.”

Thomas Jefferson

“As we push the frontiers of human knowledge, work at every level becomes more complex, requiring more pattern recognition and problem solving.”

Thomas Friedman, Pulitzer Prize Winner

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for educators, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for educators, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (or Act) (Education Code Section 47600, *et seq.*) requires each charter school to have a charter that outlines at least the fifteen (15) mandatory elements of the Act. The following provisions of this charter align with the requirements of Education Code Section 47605.

AFFIRMATIONS AND DECLARATION

As the authorized representative of the applicant, I hereby certify that the information submitted in this petition for a California public charter school named the Ballington Academy for the Arts and Sciences, San Bernardino (“BAAS-SB” or the “Charter School”), a program of Volunteers of America Community Education and Development Corporation (“CEDC”), located within the boundaries of the San Bernardino City Unified School District (“SBCUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Volunteers of America Community Education and Development Corporation declares that it shall be deemed the exclusive public school employer of the employees of Ballington Academy of Arts and Sciences, San Bernardino for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

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- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
 - The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
 - The Charter School shall ensure that educators in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the educator's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the educator's certificated assignment [Ref. Education Code Section 47605(l)]
 - The Charter School shall always maintain all necessary and appropriate insurance coverage.
 - The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
 - If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
 - The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
 - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
 - The Charter School shall on a regular basis consult with its parents and educators regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]

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- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
 - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
 - The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by Every Student Succeeds Act (“ESSA”).
 - The Charter School shall comply with the Public Records Act.
 - The Charter School shall comply with the Family Educational Rights and Privacy Act.
 - The Charter School shall comply with the Ralph M. Brown Act.
 - The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
 - The Charter School shall comply with the Political Reform Act.
 - The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
 - The Charter School shall update and reissue a former student’s records to include the student’s updated name or gender if it receives government-issued documentation demonstrating that the former pupil’s legal name or gender has been changed. [Ref. Education Code Section 49062.5]
 - Throughout this Charter and any attachments, exhibits and/or appendices hereto, any and all references to BAAS-SB shall apply with full force and effect to Volunteers of America Community Education and Development Corporation and any and all references to CEDC shall apply with full force and effect to BAAS-SB and for all purposes related to this Charter or the operations of BAAS-SB, both BAAS-SB and CEDC shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Authorized Representative’s Signature: _____

Date: _____

INTRODUCTION

On behalf of the Board of Directors, the students and families, and the management and staff at Ballington Academy for the Arts and Sciences San Bernardino (BAAS-SB), we are delighted to present the BAAS-SB charter renewal petition to the San Bernardino City Unified Board of Trustees for approval and continued operation of BAAS - SB for the term July 1, 2020 through June 30, 2025.

The charter document speaks to the unique aspects of BAAS-SB that differentiate it from many existing schools, the effectiveness of the educational program that has unfailingly resulted in positive outcomes for **ALL** students and demonstrates BAAS-SB's fiscal solvency as a school. This renewal charter petition for a Transitional Kindergarten through 5^h grade charter school fully meets all applicable legal requirements, addresses previous issues identified in discussions with San Bernardino City Unified District representatives, and continues to demonstrate our commitment to a rigorous and innovative educational option for students and families in San Bernardino County.

BAAS-SB has created and fostered a distinctive educational program and culture for students; and an engaging environment for parents. The curricular approach, instructional strategies and assessment processes have resulted in positive school outcomes. At BAAS-SB, students are afforded individual attention in **ALL** grades in classrooms with 25 or fewer students. At BAAS-SB, students, through a Project Based Learning methodology, acquire 21st Century Skills with real-world project simulations in science, technology, engineering, arts, and mathematics. Students design, engineer, and build telescopes, electric motors, parabolic solar ovens, and thermometers while using the Scientific Method. BAAS-SB students explore the great works of famous artists such as Van Gogh, Matisse, and Picasso and can create their own works emphasizing the genres of sculpture and painting. Art, Music, Science, and Technology classes are facilitated by experts in the specific industry and thus students learn real world and relevant applications.

Enrollment trends during the term of the charter demonstrate a solid reputation with the charter reaching its full capacity upon the third year of operation. Despite a sizeable number of students on its interest list, BAAS-SB is presently capping its enrollment due to space limitations, which is reflective of our commitment to small class sizes to maintain individual attention for our students. A review of enrollment trends demonstrates a growth in enrollment across all years of operations. BAAS-SB opened its doors in the fall of 2016 with an enrollment of 44 students and an end of the year enrollment of 99 students. Presently BAAS-SB has an enrollment of 200 students and has been at this enrollment since the second year of operations. The projected growth of enrollment presented in the charter renewal petition is conservative. It is acknowledged and is emphasized that despite a conservative growth projection, BAAS-SB will remain fiscally solvent and deliver a stellar academic program for **ALL** students. ***Based on demand from parents and capacity for growth, BAAS-SB reserves the right to accelerate the growth projections.***

Further, through practicing sound financial management, BAAS-SB has used its financial resources efficiently to meet and enhance the educational program extended to students. BAAS-SB has developed and implemented an art studio, a science and engineering classroom, a music

room, and a technology lab. BAAS-SB invested a large percentage of financial resources in technology specifically for students such as laptops and TVs, instructional software, and computerized adaptive assessments to instruct and differentiate learning for each student. In addition to the focus on educational support systems, BAAS-SB has successfully met its operational expenses to support a sound school. We are excited to continue to build upon our successes of the past few years and look forward to continued support and partnership from District staff and the District Board in operating BAAS-SB.

EXECUTIVE SUMMARY

This Charter petition is submitted to realize our fundamental guiding principle: *Education is the single most important factor in transforming the life of a young child and building strong healthy communities.*

BAAS-SB is designed to address the need for a rigorous and innovative educational program, prepare young children for the demands of the future, provide the skills necessary to usher students into the 21st century, ensure each student is educated to the fullest potential and is career and college ready. BAAS-SB fosters family choice and offers students and families with educational options for an exemplary education.

For students to be industrious members of society and positioned to accept the challenge of the 21st century a foundation must be created for college and career readiness; students must have access to rigorous relevant authentic learning which fosters critical thinking, analytical skills, and the aptitude to solve real world problems.

The integration of arts, music, science and technology with a strong standard based instructional program will provide the foundation for a strong educational program. Arts and Music will allow a student to be flexible, open, and foster self-discipline. Science will allow the student to be a critical thinker and problem solver. Technology will support engaged learning and the practical application of learning. The exponential effect of the combination of these four elements will result in lifelong learners and productive citizens.

BAAS-SB offers students and families a high-quality educational option in a rigorous and engaging learning environment. BAAS-SB offers an Innovative Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum for all grades using a hands-on Project-Based Learning (“PBL”) approach educating real world 21st century skills. An average day at BAAS-SB is about collaboration among peers and instructional staff, using critical thinking and creativity to create real world authentic solutions to the problems of the future, and communicating results with peers, instructional staff, and members of the community. These traits are essential to be career and college ready. BAAS-SB is an educational program that is designed to meet the needs of all learners. Further, BAAS-SB recognizes the importance of English Language competency for English Learners and has designed a program specifically to meet their needs. In concert with identified research-based strategies such as Sheltered Instruction Observation

Protocol (“SIOP”), BAAS-SB has designated a specific time during the day in the daily schedule where EL students can access intensive support.

Students can come from any area in the county of San Bernardino, but preference will be given to students residing in the San Bernardino City Unified School District, in accordance with the admission policies and procedures outlined in Element Eight below. The facility design is unique in its “Cradle to 5th grade” campus. BAAS-SB will offer a location that will co-locate early childhood development services and a K-5 elementary school environment. Families of San Bernardino can experience a seamless educational experience on a single campus much like the campus at Norton Space and Aeronautics Academy. Hours of operation at BAAS-SB will be from 7:30am to 6pm which will also create a childcare option for parents who will need the extended hours due to job or transportation conflicts. BAAS SB also offers an After School Education and Safety (“ASES”) program.

The physical location of the facility is conducive to the family’s needs and well as be located on a major public transportation route. Please reference the Miscellaneous section of the Charter Petition under “*Facilities*” for a further description on the facilities. BAAS-SB has developed a comprehensive set of policies (e.g. Child Abuse Reporting, Tuberculosis, Fire Drills, etc.) to ensure the health and safety of our students, families, and employees. Please reference Element Six “*Health and Safety*” in the Charter for a summary of these policies.

What Makes Ballington Different?

The educational experience at BAAS-SB is separate and distinct from any other educational experience.

1. *BAAS-SB “educates” versus “teaches” students to be lifelong learners and productive members of their community.* BAAS-SB educators (versus “teachers”) facilitate a robust and rigorous education and are accountable for students achieving mastery in both academics and social competency. BAAS-SB offers an extended day and year to ensure students receive a robust milieu of academic opportunities and social enrichment activities. The annual instructional minutes at BAAS-SB far exceed the State requirements. Annual instructional minutes at BAAS-SB are 57,750 for Transitional Kindergarten and Kindergarten, and 60,945 for grades 1-5 which far exceed the State requirements.
2. *Parents are the primary educators of their children.* At BAAS-SB, parents are the essential ingredient to their child’s success. BAAS-SB places significant importance on parent engagement, involvement, and leadership. Further BAAS-SB recognizes the importance of transitions between schools and grade levels and has implemented a transition process that fosters continuity as students and families transition from preschool to elementary school. This positions students for academic and social success.
3. *Integration of arts, science and technology.* BAAS-SB provides a well-rounded and diversified approach that fosters skills in creativity, critical thinking, collaboration, and communication – all essential skills of the 21st century. All students have access to an

intellectually challenging broad and rich curriculum, including art, music, dance, technology, and science which is relevant to children’s culture, experiences and developmental level.

4. *BAAS-SB has access to a large network of resources and these resources which can be leveraged to create a value-added experience for students and families.* BAAS-SB has access to the talent, resources, technical expertise, and support from Volunteers of America Southwest. Volunteers of America Southwest presently operates early child education programs and these programs can provide a support for families who are transitioning into elementary school and provide a seamless continuum of service delivery.

To ensure success in the operation of BAAS-SB in San Bernardino, the petitioners have implemented a comprehensive structure of governance, administration, and a staff development plan that is founded on Project Based Learning, differentiated instructional strategies, and the integration of arts, music, science, and technology. The structure ensures innovation and rigorous academic readiness.

Fiscal Plan

See section “Budgets and Financial Statements” under the Miscellaneous Charter Provisions section towards the end of the charter for a more detailed description of the Charter School’s fiscal plan.

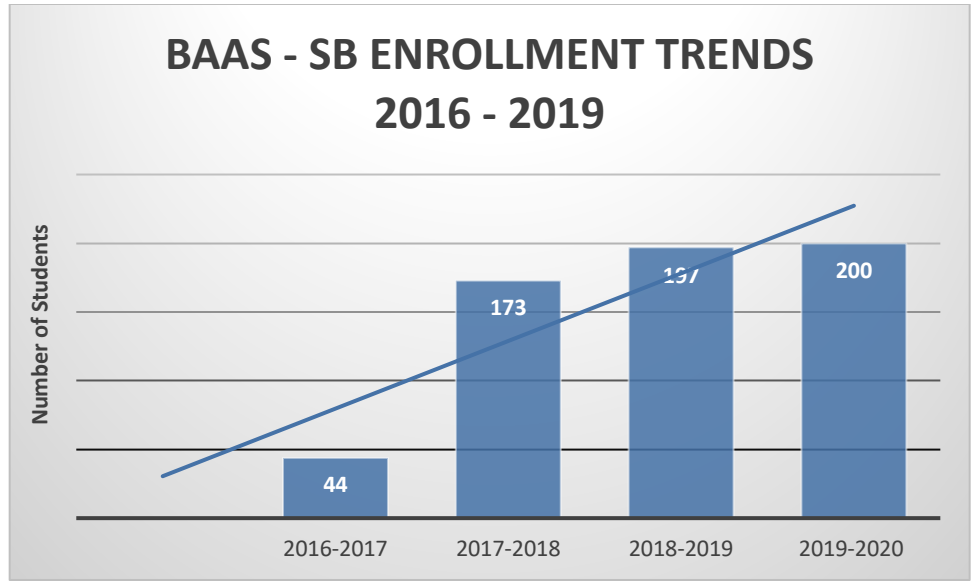
CHARTER SCHOOL RENEWAL

Volunteers of America CEDC is submitting a request for a charter renewal petition to the San Bernardino City Unified School Board of Trustees for continued operation of the BAAS-SB. BAAS-SB was initially granted a 3-year charter by the San Bernardino City Unified School District. The first year of the charter was designated as planning year from 2015-2016. The remaining two (2) years (2016-2017 and 2017-2018) were designated as operational years. BAAS-SB received a two (2) year charter extension for years 2018-2020 which was approved unanimously by the San Bernardino City Unified School Board of Trustees.

On behalf of BAAS-SB and the Board of Directors, we are requesting a charter renewal for BAAS-SB for a subsequent five (5) year term. We are confident based on past performance and successes as well as our future goals and vision that BAAS-SB is positioned to provide the community of San Bernardino with a high quality and rigorous option for education. BAAS-SB is committed to the ensuring our students are lifelong scholars equipped with the skills to be successful in the 21st century. BAAS-SB has accomplished significant successes in this current charter term that afford BAAS-SB to be successful in the next term. BAAS-SB offers a rich instructional program that addresses the needs of **ALL** students. Special education students are provided with comprehensive services to ensure each student's unique needs are met. BAAS-SB recognizes that the inherent nature of being a charter school creates differences from the traditional public-school system. It is however these differences that are the essence of a charter school and afford the school the opportunity to be successful.

Enrollment Trends

BAAS-SB has demonstrated significant increases in its enrollment in just four (4) short years of operation. Initially commencing in the first school year with forty –four (44) students BAAS-SB has more than quadrupled its student enrollment currently in our fourth year. BAAS-SB opened its third and fourth year of operation with close to two hundred (200) students, which is the maximum enrollment capacity in BAAS-SB's current facility due to space restrictions. Interest from the community demonstrates support for a higher enrollment should increased space be obtained. The positive trend in BAAS-SB's enrollment demonstrates viability in concert with parent and community satisfaction. The figure below presents a pictorial graph of the enrollment trends for BAAS-SB in its four (4) short years of operation. It should be noted that due to BAAS SB current facility restrictions, BAAS SB is at its full enrollment capacity without modifications to the facility or a move. BAAS-SB is averaging a 75% retention rate.



The students at BAAS-SB are a diverse student population. The demographics at BAAS-SB reflect those of the general community. The Charter School's population is 20% African American and 38% Hispanic. However, another 38% stated their ethnicity was "2 or more races". Virtually all families who stated "2 or more races" included African American and/or Hispanic within those two races. During the 2019-2020 school year, the Charter School is not serving any Asian or Native American students and has a small percentage of Caucasian students. The Charter School had one family who declined to state ethnicity during the 2019 -2020 school year, which is not statistically significant.

In addition to the above demographics of ethnicity, as of September 2019, BAAS-SB students include the following student demographics:

Indicator	Percentage
English Learners	27%
Students with Special Needs	6%
Free/Reduced Price Lunch	95%
Foster	2%
Homeless	1%

Parent Engagement and Satisfaction

BAAS-SB parents and students demonstrate a solid level of satisfaction and appreciation for BAAS-SB. Parent satisfaction and support is identified in the results below from the most recent parent surveys conducted in spring 2019. Survey questions asked parents to evaluate school satisfaction and wellbeing, adequate instructional supplies, implementation of Common Core State Standards (“CCSS”), school working in partnership with parents, and whether students looked forward to coming to school. The following provides a summary of the responses from parents to these questions:

Question	Percentage (in 2019)
Staff care about students	100%
Assessments are fair	91%
School maintains a positive environment	96%
The school offers high quality educators	98%
Implementing CCSS	100%
Schools Works in Partnership with Parents	92%
Child is Safe at School	90%
Child Enjoys Coming To School	94%
Lessons are motivating	96%

BAAS-SB recognizes one of the key contributing factors of student success is the parent’s participation in his or her student’s school. BAAS-SB is strongly committed to a partnership with parents and believes “parents are the primary educators for their children.” BAAS-SB has implemented several opportunities for parents to have meaningful and substantial engagement in their child’s education. The following provides a snapshot of these opportunities:

- Parent Meetings
- School Site Council (“SSC”)
- English Language Advisory Committee (“ELAC”)
- Volunteer opportunities in classroom, cafeteria, and office
- Membership on Charter School Board
- Completion of surveys
- LCAP Focus Groups

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4).

BAAS-SB provides students with a robust and engaging academic environment that fosters lifelong learners. To ensure success in the operation of BAAS-SB, the petitioners have implemented a comprehensive structure of governance, administration, and a staff development plan that is founded on Project Based Learning, differentiated instructional strategies, and the integration of arts, music, science, and technology. The structure ensures innovation and rigorous academic readiness while preparing students with the skills necessary for the 21st century. BAAS-SB has successfully implemented Advancement via Individual Determination (“AVID”), to ensure our students develop the academic habits they need to excel in school. Through AVID, our students learn about organization, study skills, communication, and self-advocacy. Students learn to take structured notes and learn to ask and answer higher-level thinking at a young age. In addition, our entire staff has received professional development on Trauma-Informed Care and Practices, which is a framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Trauma informed care also emphasizes physical, psychological and emotional safety for both our students and staff. BAAS-SB espouses one of the most essential measures of success is academic performance and growth. Given this, BAAS-SB has analyzed

academic performance using a research-based assessment that is closely linked to the CAASPP scores as well as the CAASPP statewide testing system.

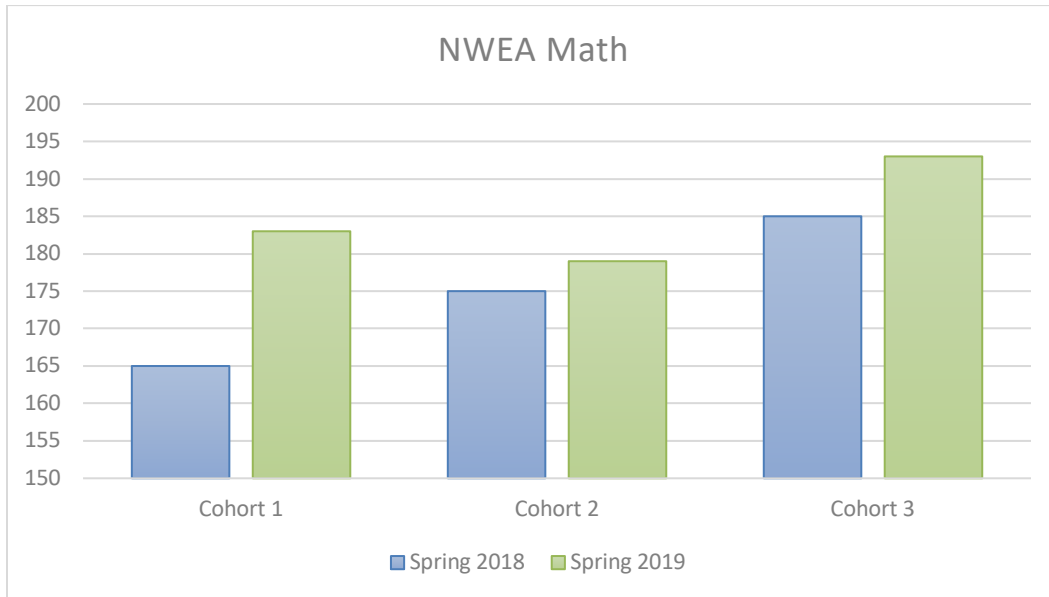
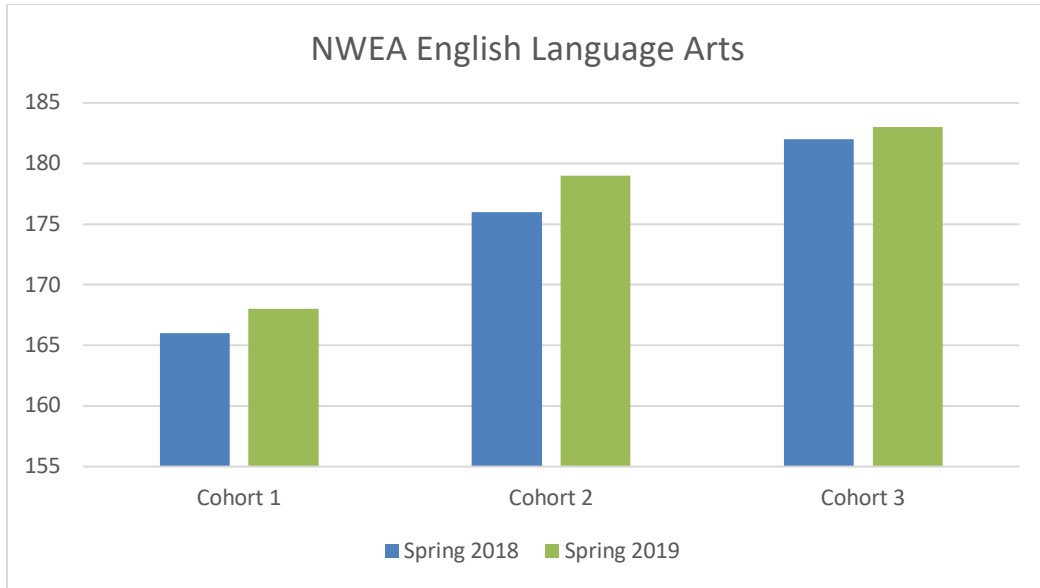
NWEA REPORTS

BAAS-SB has implemented the Northwest Evaluation Assessment (“NWEA”) Measures for Academic Progress (“MAP”) for ELA (language and reading), and Math for students in grades 2 and above; and MAP for Primary Grades (“MPG”) for grades K-1 in Reading and Math. NWEA MAP assessments are administered 3 times per year (beginning, middle and end of year) and is a computer adaptive assessment that measures growth over time. It allows educators to identify student strengths, needs, and provides data for small group instruction, and developing goal performances. The NWEA assessment is aligned to the CAASPP tests and can be used as a reliable predictor of performance on the State tests. The following charts illustrate how continuously enrolled students performed on the NWEA MAP Assessments during their tenure at BAAS-SB.

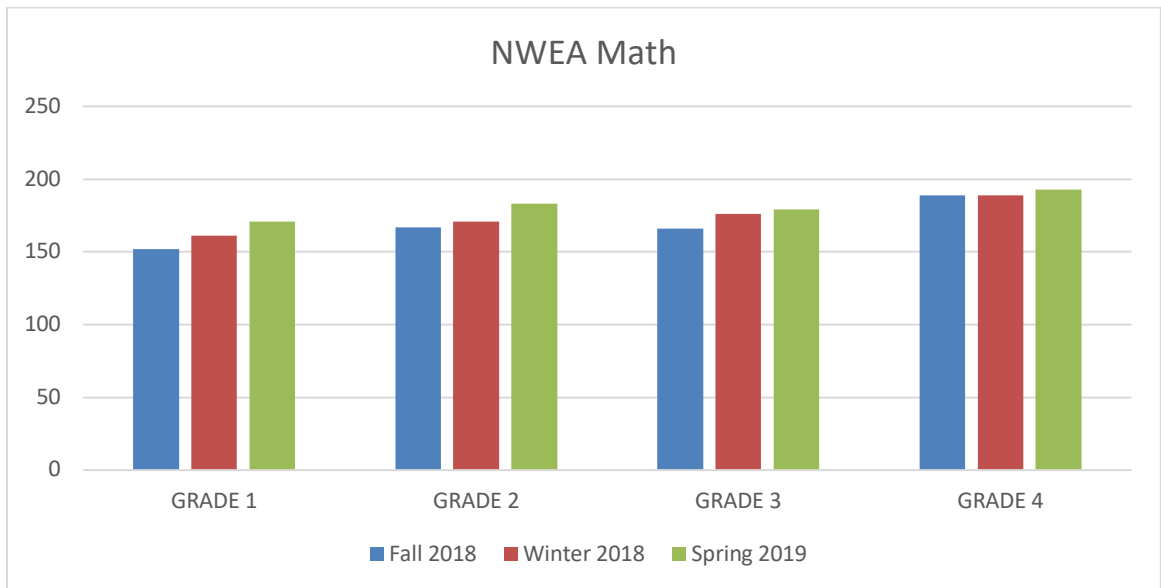
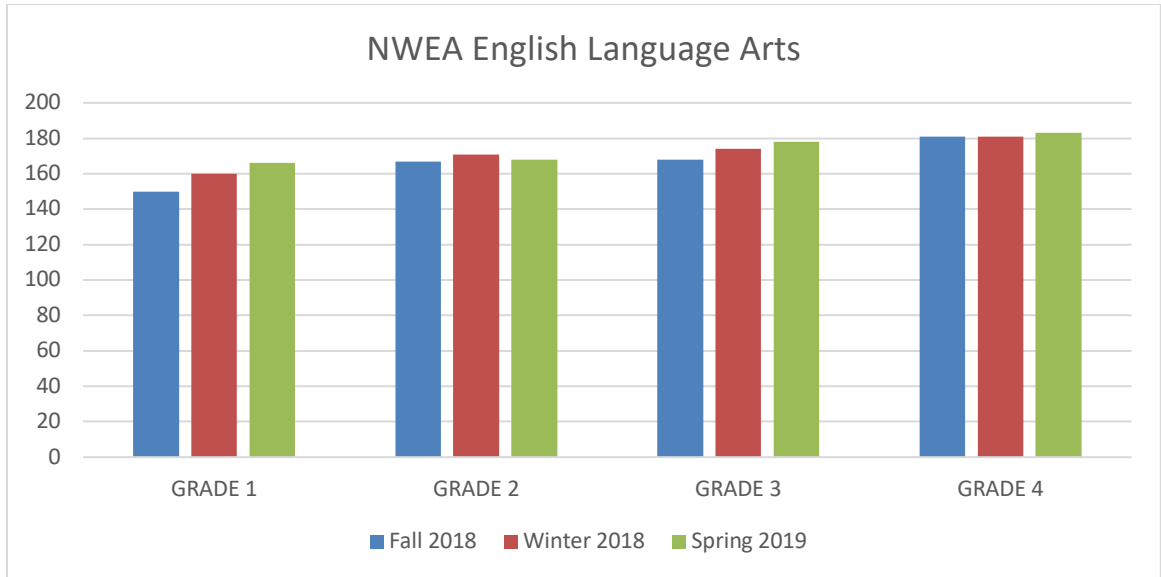
BAAS-SB conducted three (3) separate analyses using the NWEA system to review academic progress since the inception of the school. The analyses review progress over time. The analyses are: 1) Comparison of student growth by grade from one year to the next (Spring 2018 to Spring 2019); 2) Most recent NWEA MAP scores from last school year (Fall 2019 to Spring 2020); and 3) Number of growth points from school year 2018-2019. It should be noted that the majority of students at BAAS-SB are in Transitional Kindergarten and Kindergarten and thus there are a limited number of students participating in the assessments.

Grade Cohort Year to Year Comparison

The following charts depict NWEA scores from Spring 2018 to Spring 2019. Cohorts represent students moving from one grade to the next from one year to the next. Thus, cohort one represents grade one in 2018 and grade two in 2019. Cohort two represents grade two in 2018 and grade three in 2019. Cohort three represents grade three in 2018 and grade four in 2019. Scores demonstrate growth in both English Language Arts and Math.



The following graphs demonstrate student grade level progress during school year 2018-2019. Scores illustrate academic growth over time from the initial baseline NWEA assessment, the midpoint assessment and lastly the final NWEA assessment.



In addition, BAAS-SB has analyzed NWEA data for both EL and Special Education students from the beginning of Fall 2018 to Spring 2019. The following tables demonstrate that in both English Language Arts and Math, students have demonstrated growth.

English Learners: NWEA English Language Arts

2018-2019 NWEA READING			
GRADE LEVEL	FALL	WINTER	Spring 2019
	EL	EL	EL
GRADE 1	151	161	166
GRADE 2	169	168	171
GRADE 3	162	166	168
GRADE 4	166	163	167

English Learners: NWEA Math

2018-2019 NWEA MATH			
GRADE LEVEL	FALL	WINTER	Spring 2019
	EL	EL	EL
GRADE 1	156	163	166
GRADE 2	168	171	175
GRADE 3	153	165	169
GRADE 4	172	177	183

All grades in both subjects for EL have demonstrated growth across the three (3) assessment periods.

Special Education Students: NWEA English Language Arts

2018-2019 NWEA READING			
GRADE LEVEL	FALL	WINTER	Spring 2019
	SPED	SPED	SPED
GRADE 1	139	160	160
GRADE 2	N/A	N/A	N/A
GRADE 3	154	166	166
GRADE 4	165	163	165

Special Education Students: NWEA Math

2018-2019 NWEA MATH			
GRADE LEVEL	FALL	WINTER	Spring 2019
	SPED	SPED	SPED
GRADE 1	144	155	162
GRADE 2	N/A	N/A	N/A
GRADE 3	156	173	180
GRADE 4	171	180	182

BAAS-SB CAASPP Results

BAAS-SB is a relatively new and growing school with only two (2) years of academic state testing data. Further, as a school with a majority of students currently in non-testing grades, a small number of students took the test in both years: twelve (12) students in 2017-2018 and twenty-nine (29) students in 2018-2019. The following provide additional information on the characteristics of the test takers during 2018-19.

- 6 (21%) are Special Education Students
- 17 (59%) are Socio-Economically Disadvantaged
- 13 (45%) are English Learners
- 4 (14%) are in Foster Care
- 5 (17%) are in Kinship Care
- 7 (24%) are Homeless

Given the small number of test takers, delineation of the data into subgroups was not possible as it would not be statistically valid. Furthermore, a comparison of BAAS-SB to the surrounding schools, would also not be appropriate as the characteristics of BAAS-SB are so significantly different from the characteristics of any surrounding schools.

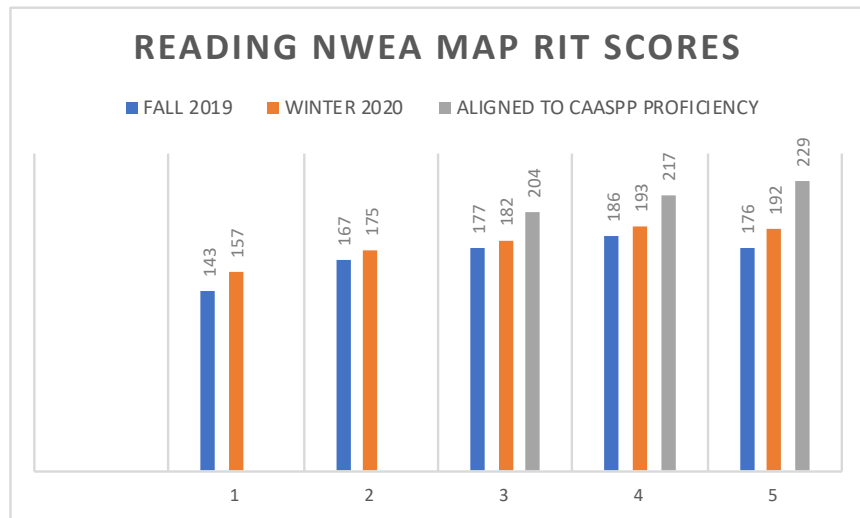
However, BAAS-SB conducted an analysis of students in attendance at BAAS-SB to their school of residence. It revealed that 44% of the students that took the test were primarily from the residence area of Monterey Elementary School. The following chart illustrates the vast variations

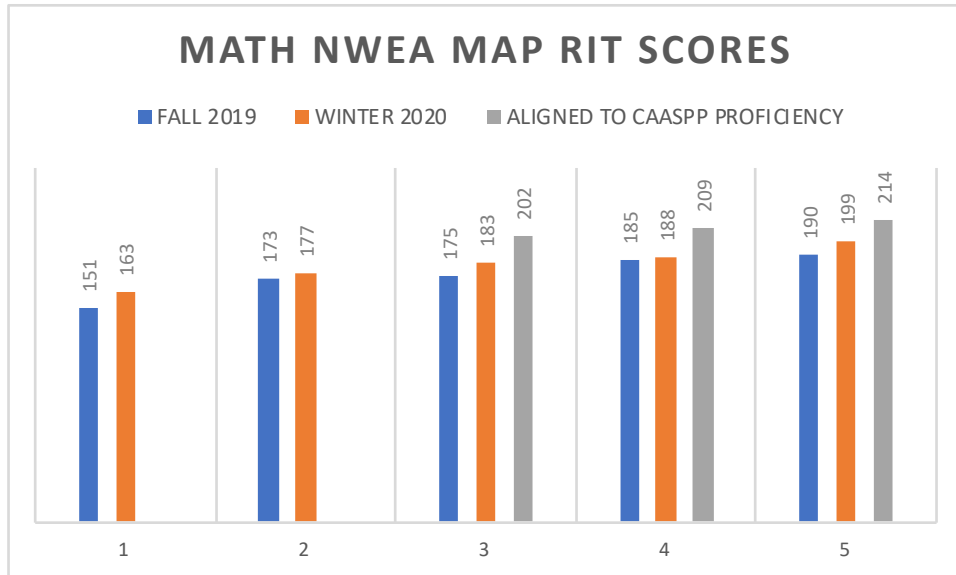
in students at BAAS-SB and Monterrey and thus would not be valid to make comparisons between the two.

Composition of Testers	BAAS-SB	Monterrey
Number of Testers	29	274
Number of Grades Testing	2 (3 rd & 4 th grade)	4 (3 rd -6 th grade)
Percentage of Special Education Students	31%	12%
Percentage of EL	45%	38%
Percentage of Socially Economically Disadvantaged	98%	94%
Percentage of Homeless	20%	11%

BAAS-SB students present several significant challenges that require remediation to build a solid foundation for academic success. BAAS-SB is committed to long term impacts to ensure students are successful in later years in school and life. Over the course of the three (3) short years, BAAS-SB has focused on understanding our students, building relationships with students and families, and building capacity within our educators to be responsive to the unique needs of the students. BAAS -SB instructional team has been trained extensively to ensure a high level of instructional excellence. More than 50% of the test takers have been with the school for less than one year at the time of testing and thus BAAS-SB had a limited time to work with the students.

As evidence of the above, the Charter School conducted a school wide analysis of performance using NWEA MAP across all grades to determine if students with BAAS-SB across multiple academic years, demonstrate academic growth. As noted below, unequivocally, BAAS-SB instructional pedagogies and emotional supports are highly effective.





BAAS-SB remains committed to implementing the following strategies to continue to increase growth with all our students. We will continue to work in tandem with San Bernardino City Unified School District to ensure progress with our special education students. The following are the strategies BAAS-SB will continue to implement to ensure academic progress.

- ***Instructional Coach:***

- As an intentional strategy to increase academic performance, BAAS - SB secured an Instructional Coach on a consultant basis in 2019. The coach, a credentialed educator and school counselor, has extensive teaching experience in both general and special education environments as well as working with educators to build their capacity and trade to ultimately increase academic performance outcomes with students. She has many years' experience with STEAM integration. In addition, the coach brings with her many years working with students of all backgrounds and has significant knowledge in the practice of trauma informed care techniques. She specifically works with educators to enhance their own practice to address and mitigate barriers to create and foster an environment where learning can be most effective. The instructional coach has been instrumental in providing one-on-one social/emotional support for students thus allowing classroom instructors to increase instructional time. The coach supports educators in the analysis of data to support more effective instructional planning and lesson delivery. She ensures the fidelity of the curricula while ensuring its rigor and responsiveness for all students. She has also provided assistance in the delivery of projects to ensure they are robust and drive to an essential and critical question.

- ***Increased, Intensive Professional Development for all staff, especially in the areas of Intervention and Student Engagement:***

- Kagan Engagement Strategies: Kagan is a research-based, internationally recognized set of teaching structures designed to increase and retain student engagement. They are also designed to promote cooperation and communication in

the classroom, boost students' confidence and retain their interest in classroom interaction. This training provides staff members with a toolbox full of specific strategies to ensure all students are engaged and attending to classroom activities. Staff was provided with 24 hours of training at the start of the school year (3 days, 8 hours each), one full 8-hour training in the middle of the school year, and three, 2-hour follow up sessions throughout the school year.

- AVID for Elementary (AE): In conjunction with San Bernardino Unified School District, and supported by RIMS, BAAS-SB participates in AVID for Elementary. AE is a system of organizational strategies designed to provide students with tools to be successful far beyond their time at BAAS - SB. By teaching and reinforcing academic behaviors and higher-level thinking at a young age, AVID Elementary educators create a ripple effect in later grades. Elementary students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way. Children learn about organization, study skills, communication, and self-advocacy. Even our youngest AE students take structured notes and answer and ask high-level questions that go beyond routine answers. A strong college-going culture at BAAS_SB encourages students to think about their college and career plans. The school has covered walls with college pennants and banners, and educators speak about their college experiences. College and careers are no longer foreign concepts, and educators provide the academic foundation students need to be on a path for college and career success. BAAS - SB has the goal of closing the opportunity gap before it begins. Classroom instructors attended the AE “Summer Institute”, a 3-day intensive training that provides both veteran and new educators practical, usable instructional strategies, classroom organizational systems, and a complete vision for students. Instructors are also provided two, two-hours follow ups during the school year, along with multiple walk-throughs and feedback from the AE Coach provided by RIMS. Students who have been in AVID classrooms consistently have demonstrated increased achievement as measured by NWEA/MAP, increased self-confidence and increased self-accountability as measured by discipline records.
- Pathblazer by Edgenuity: All classroom instructors and After School staff were provided six hours of intensive instruction on this intervention program, along with two, two-hour follow ups during the school year. Pathblazer is a personalized intervention program that provides supplemental online instruction with fun, motivating content that builds foundational skills in Math and ELA. Using current MAP/NWEA data, the program identifies exactly which standards each individual student is struggling with or has mastered. The program then provides targeted instruction on those standards. Although still in the early stages of program implementation, classroom instructors are seeing demonstrable growth through daily and weekly formative assessments.

- *Transition of educators:*

-
- During the 2018-2019 school year, BAAS -SB conducted a needs assessment that included in-depth evaluation of instructor strengths. Based on this, the school transitioned educators to assignments that fully utilized strengths, talents, and skills.
 - ***Dedicated Intervention:***
 - BAAS-SB uses a 3-tiered system of intervention. Students needing intervention are identified via NWEA/MAP test results and/or educator recommendation. Students scoring below their identified RIT goal are identified as needing Tier I Intervention. Regardless of the Tier, all students are provided individualized support through PathBlazer, an online program that provides students with individual standards-based assignments and activities based on individual MAP scores. Tier I student needs are meeting in General Education classroom through differentiated instruction, peer tutoring, and 1:1 help. For students who are not making progress after Tier 1 interventions, or students who score significantly below their RIT goal, educators can refer the student’s case to the Intervention Specialist for Tier II Intervention. The Specialist conducts a pull-out program as part of the Tier II Intervention Program. This program works in small groups (5-10 students) in a structured environment tailored to their unique goals and needs, working towards the overall goal of demonstrating mastery of California State Standards. Students in the Tier II Intervention class continue to utilize Pathblazer in a smaller, more dedicated environment. Teaching strategies are planned based on identified student need and structured AVID strategies are regularly implemented. Students who do not respond to the Tier II program, or demonstrate severe deficiencies, are moved to Tier III Intervention. This consists of representatives of administration, counseling, and general education staff, with input from Special Education Staff and a referral to the MTSS process as outlined in this petition.

To emphasize, BAAS-SB has made significant progress academically in three (3) short years. In spite of the pervasive challenges and vastly different student demographics, BAAS-SB has systematically and successfully impacted students resulting in consistent academic growth. This data illustrates the positive outcomes and as time progresses, the opportunity for continued success will be demonstrated. BAAS-SB is committed to positive outcomes for the whole student, including not only academic advancement; but equally important a strong social emotional foundation (a necessity for academic growth and a required prerequisite to academic improvement) to ensure students have life-long success. BAAS-SB prepares students to be lifelong learners.

California Dashboard

Based on the redesign of the educational performance measurement system, the California Dashboard provides another indicator of school performance which evaluates a number of indicators including academic achievement, school climate, and, local indicators. Due to the BAAS-SB status as a relatively new charter and limited number of testers; there is limited data available. The following provides the results of BAAS-SB dashboard for 2018-2019 school year.

Indicator	Level
Chronic Absenteeism	Blue
Suspension	Blue
English Learner Progress	No Color
English Language Arts	No Color
Math	No Color
Educators, Instructional Materials	Met
Implementation of Academic Standards	Met
Parent and Student Engagement	Met
Local Climate Survey	Met
Access to Broad Range of Study	Met

Progress on Local Control and Accountability (“LCAP”) Goals

Due to the significant shift in funding implemented by the Local Control Funding Formula (“LCFF”), charter schools were required to develop a local plan that identified goals, actions, and outcomes for the school year around the eight (8) state priorities. In a collaborative process with staff, parents, the Board and other key stakeholders, BAAS-SB developed its initial LCAP for school year 2016-2017 and based on assessments and data made continuous updates to the LCAP. A review of the progress towards goals is conducted annually and BAAS-SB has made significant progress in accomplishing its goals. The following is a list of our current LCAP goals and their alignment to the State priorities. The complete LCAP is included as Appendix A.

Goal	State Priority	Local Priority
#1) Continue to implement and disaggregate benchmark assessments for ELA (reading/writing) and math; including school data such as chronic absenteeism, attendance rate and survey results to drive curricular and instructional decision-making, identification of students for academic, social-emotional and/or behavioral interventions, and appropriate allocation of resources as a result of the vulnerable, at-risk students our school serves	1,4,5	1
#2) Continue to strengthen professional learning for all educators to improve instruction, educator retention, address the diverse learning needs of its student and academic outcome for all students	1,4,8	1,2,7
#3) Continue to develop methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates	1,3,6	1,3,6

Fiscal

At the conclusion of the current term, BAAS-SB presents a healthy and viable financial position. The fiscal plan for the extension petition presents a multiyear budget that has a positive fund balance and a reserve for all four (4) projected years. The plan is based on conservative projections for growth in enrollment. The plan provides a positive fund balance as well as sufficient resources to accomplish the educational plan.

THROUGH THE YEARS: REFLECTION ON SPECIAL ACCOMPLISHMENTS

BAAS-SB began its journey in 2015 as a direct result of witnessing a significant need for an innovative and rigorous educational model where students are encouraged to be lifelong scholars. The founders postulated that if a learning environment focused on the instructional core in which ALL learners engage with and demonstrate mastery of rigorous content; then ALL students will reach their full academic and social potential and educators will be most effective. The founders were committed to ensuring ALL students had access to a rigorous and relevant curriculum, effective instruction, and meaningful relevant methods of assessment. Learning would be engaging, and families would be an essential piece of the learning environment. In 2015, the San Bernardino City Unified School District Board of Trustees authorized BAAS-SB to commence the creation of this dream. In 2016, BAAS-SB opened its doors to its first group of forty-four (44) students in TK-2nd grade. In 2018, the San Bernardino City Unified School District Board of Trustees unanimously authorized BAAS-SB an extension to the initial renewal term to operate for two (2) additional years through 2019-20. Presently BAAS-SB serves TK-5th grade. As we approach our first full 5-year term charter renewal request for approval with the San Bernardino City Unified School District Board of Trustees, BAAS-SB would like to present a picture of significant milestones along our journey.

Academic Rigor and Successes

- Continuing students saw significant or great success on NWEA MAP testing.
- The Charter School implemented AVID for Elementary to prepare students for college and career.
- Implementation of Science, Music, Art, Technology Lab.
- Implementation of Project Based Learning.
- Implementation of Kagan Structures
- Successful use of Trauma Informed Instruction

Excellent Learning Environment Tailored to Needs of Students

- Class size average of 20 students per class; no class exceeds 25 students.
- After school tutoring available and provided by credentialed educators.
- Successfully implemented Project Based Learning across all grades, providing experiential, standards-based learning to all students via research-based projects and environments.
- Educators are trained in Project Based Learning from internationally known specialists such as the Buck Institute.
- Implementation of quarterly benchmark assessments utilizing the NWEA MAP that

accurately informs individualized instructional needs aligned to Common Core State Standards and integrates with a computerized program.

- Implementation of PathBlazer, a program by Edgenuity that aligns student work to specific standards, as indicated on NWEA assessments
- Implementation of STAR 360 and Accelerated Reader.
- Implementation of rotating schedule whereby all students participate in science, music, art, and technology weekly facilitated by credentialed educators.
- Classrooms have a Trauma Informed environment, where students are made to feel calm, safe, and supported
- Extensive training and use of Kagan Structures, an internationally recognized and research-based system of strategies to increase and maintain student engagement.
- Extensive training and use of AVID strategies and systems to promote lifelong learning.

Operations

- Development of science, music, art, and computer technology as part of the Charter School's STEM programs.
- Implementation of standards-aligned curriculum in all content areas.
- Implementation of National School Lunch Program ("NSLP") and School Breakfast Program ("SBP") to offer students with options for high quality and nutritious meals.
- Successful co-location with Early Head Start program to serve families with multiple children.
- Awarded and implemented an ASES Program.
- Awarded and implemented Kids Code as part of the ASES Program.
- Development of key strategic partnerships with the Buck Institute, Southcoast Community Services, Santa Claus Inc, First Five, and San Bernardino County Superintendent of Schools.
- Exceptional enrollment growth; more than quadrupled by the start of the fourth year.
- Employed eleven (11) credentialed CLAD certified educators, including eight core educators and three supplemental educators.
- Instructional Leader holds an administrative credential.
- Schoolwide implementation of Synergy, a student information system ("SIS")
- Online enrollment for parents using SIS.
- Development and Implementation of policies and procedures to identify and support Special Education students, including a strong partnership with the San Bernardino Unified SELPA.
- Development and Implementation of ELD program that aligns with California's current ELD standards.
- Implementation of several operating systems to operate school such as record keeping, data tracking, and logistics.
- Development of new website.
- Development of robust Professional Development, including Project Based Learning, Trauma Informed Instruction, AVID for Elementary, and Kagan Engagement Structures.

Administration

- Successfully developed LCAP plan and accomplished a significant number of goals each year.
- Successfully met all compliance requirements at local, county and state level.
- Governance representation from San Bernardino on CEDC school board.
- Increased presence in San Bernardino through the development of partnerships.
- Developed a high caliber professional development plan for teaching staff annually.
 - Buck Institute: Project-Based Learning
 - Deep Dive in PBL: For Transitional Kindergarten/Kindergarten
 - Common Core State Standards: ELA, ELD, Math, Next Generation Science Standards (“NGSS”)
 - Backwards Planning
 - Social-emotional growth
 - Trauma Informed Instruction
 - Appropriately serving the needs of Foster Youth & Homeless
 - AVID for Elementary School ongoing training
 - Kagan Structures for Student Engagement
 - Culture, Team Building, & Collaboration
 - NWEA MAP Assessment
 - Blended Learning
 - Using Synergy, Student Information System

PETITIONERS' EXPERTISE

The Board of Directors membership draws on extensive experience and a diverse background of professional proficiencies. The Board of Directors membership demonstrates both competencies as esteemed educators and successful business leaders. The fusing of the educator combined with the business leader will ensure a high-quality educational experience grounded in a solid and stable business and financial plan. Both elements will provide the foundation for the successful operation of the Charter School. The educator will provide the basis for a quality education plan and the leadership and direction for effective BAAS-SB administration, while the business leader will provide the Charter School with leadership and direction in the areas of fiscal solvency, strategic direction, and effective business strategies. The combined power and synergy of the educator and business professional will be combined to reach the highest educational experience for students.

Specific professional competencies on the Board include school administration, school construction, finance, banking, marketing, special education, curriculum and instruction design, education reform and public policy, and State Standards requirements. The collective capacity of our Board of Directors demonstrates sufficient capacity and understanding in the implementation and oversight of quality education services and business operations.

In addition to a well versed and highly qualified Board of Directors, the petitioners have assembled a highly qualified education team to support the charter school. Currently, the support team for BAAS-SB includes the following individuals and organizations:

- *Dr. Anne McKenzie, Ed.D.* Dr. McKenzie Dr. McKenzie has over 32 years in education including both general education and special education. Dr. McKenzie holds her Ed.D in Educational Policy and has served in numerous roles such as educator, principal, administrator, and currently is a Superintendent.
- *Ms. Doreen Mulz.* Ms. Mulz is the lead Petitioner and has 12 years as Charter School Superintendent and 19 years' experience in education. Ms. Mulz holds her MBA and has been instrumental in the development and implementation of BAAS, both in El Centro and San Bernardino.
- *Ms. Denise Knight.* Ms. Knight has over 32 years in education and currently serves as *faculty* and Co-Chair at Valley College in San Bernardino.
- *Ms. Dori Berg.* Ms. Berg serves as a PBL-instructional coach for the Buck Institute, an internationally known expert organization in leadership on project based learning. She designs and facilitates professional development workshops and the integration of technology into PBL units. Ms. Berg holds her Master's Degree in Curriculum and Instruction.
- *High Tech High.* High Tech High charter schools are known as the premier experts in the facilitation of project-based learning at a local level. High Tech High has served as a

consultant in curriculum development and professional development for the instructional team.

- *San Bernardino County Office of Education.* Multiple colleagues provide professional development and technical assistance in the area of technology integration and project-based learning.
- *Gerald McFadden.* Mr. McFadden has been involved with the founder’s group for over 37 years. He currently serves as President and CEO of Volunteers of America CEDC. Mr. McFadden holds a MBA and Masters in Urban Planning. He has over 32 years’ experience as a Chief Executive Officer with expertise in charter school governance and management, organizational leadership, new development, business, and fundraising and grant writing.
- *Young, Minney and Corr, LLP.* Young, Minney and Corr, LLP (“YMC”) is California’s most experienced law firm working in the unique area of charter school law, which represents more than half of the charter schools in the state. YMC provides ongoing legal support to BAAS-SB on various aspects of the Charter School’s operations, including its charter authorization and renewal processes.
- *Carla Kuhns.* Ms. Kuhns is a member of the Board of Directors and a Certified Public Accountant, serves as a partner in a large CPA firm (Hutchinson and Bloodgood) and has over 32 years of experience in accounting and fiscal management.
- *Ms. Elizabeth Villalobos.* Ms. Villalobos has over 32 years of experience in the banking industry and is most recently retired as an executive management member from Union Bank.
- *Charter School Management Company (“CSMC”).* CSMC serves as the charter school’s back office financial services provider. CSMC serves over 150 charter schools nationally.
- *Cathi Vogel.* Ms. Vogel serves as a financial and school business consultant. Ms. Vogel’s experience includes serving as CFO for a large school district (San Francisco) and providing expertise and support to charter schools in the area of facilities, finances, and budget development.
- *Ms. Shannon Brandner.* Ms. Brandner has joined BAAS-SB as principal and has been the school’s principal since its opening. Ms. Brandner has a Master’s in education and holds an administrative credential. She has over thirty (32) years working in the education community and significant experience with charter schools.

Capacity to Operate Charter School in California

Thereafter, CEDC has also created BAAS-SB, which has successfully navigated all aspects of charter school operations beginning in 2016-17. In the past three and a half years of operations, the Charter School has significantly increased its enrollment and has built a path for solid academic growth.

Finally, CEDC has assembled a team of expert charter school financial and legal advisors to ensure that CEDC can operate both as a legally compliant and financially sound charter school. These advisors help to compliment charter school specific knowledge and expertise as needed. Resumes and other information about these individuals are contained in the charter petition.

The intent and purpose of the California Charter Schools Act was to specifically create choice and educational options for children and families. Charter schools are not meant to mirror the traditional public schools identically. Rather, charter schools are a model to encourage innovation and choice for parents, educators, and the community, while providing a rigorous educational experience for students. CEDC has already demonstrated its capacity to operate the innovative educational program provided for in the petition.

CEDC is submitting this charter renewal petition to the San Bernardino City Unified School District Board and asking for approval of a 5-year term.

BAAS-SB will continue to build upon the instructional strategies and school administration protocols that have achieved success in El Centro and at San Bernardino during the last 3 and a half years, as adjusted for the unique needs of the San Bernardino community. The CEDC Board of Directors oversees both the BAAS-SB and BAAS El Centro schools. Additional directors from the San Bernardino community will be placed on the CEDC Board of Directors. The Board will ensure that it gives full attention to public meeting requirements and all State and local district requirements. Finally, to ensure that the Charter School maintains its connection to the community, instructional and site-based administrative staff has been hired to work specifically at BAAS-SB.

CEDC Management Team

The Charter School has implemented a high-quality leadership team to ensure students are afforded the opportunities to achieve the greatest success. Further, the Charter School has ensured the effective and efficient administration of BAAS-SB, by having its own administration and instructional teams who work solely at the assigned BAAS-SB location (separate from staff at BAAS-EC). BAAS-SB's administration consists of the Principal, Director of Instruction (based on enrollment), and support staff. Instructional team members include educators, aides, and enhancement specialists. The Superintendent is the only position shared across the charter school sites, and the allocation of salary is based on time spent at each location. The tables below identify the site level management team, specific to BAAS-SB, along with the additional professional business services provided by Volunteers of America, Southwest California, Incorporation ("VOA Southwest") as described in Element Four. CEDC procures a range of professional business services from VOA Southwest, including administrative and fiscal support.

BAAS-SB Site Level Management Team

Name	Position	Education	Experience
Doreen Mulz	Superintendent	MBA	25 years in administration & 19 years in school administration
Shannon Brandner	Principal	MA	22 years in school administration
[TBD]	Director of Instruction		

VOA Southwest Professional Business Services Team

Name	Position	Education	Experience
Gerald McFadden	President/CEO	MBA & MUP	35 years in administration
Marie McKenzie	Exec. Vice President/COO	MA	35 years in administration
Naghm Hakeem	CFO/Controller	MBA	22 years in accounting, finance, and administration
Cheryl Green	Director of Human Resources	MA, PHR	24 years' experience in human resources

The established qualifications for each of these positions are as follows:.

Key Position	Qualifications
President/CEO	MBA and experience in leading large nonprofit organizations
Exec. Vice President/COO	MA and experience in developing, implementing and execution of programs
CFO/Controller	MA and experience in finance and accounting for non – profits and schools
Director of Human Resources	BA, HR certification, and 15 years' experience in Human Resources

Partnerships

BAAS-SB is an established charter school in San Bernardino County that has developed a comprehensive network of community partners that continue to provide support for the Charter School. The petitioners believe a successful educational program must connect families with local community groups, agencies and organizations that have a common purpose. BAAS-SB has taken a leadership role in establishing community partnerships that are designed to organize community resources to meet the needs of our families. Empowering families requires the development of a strong network of supportive community service providers linked together through trust, continuity and connectiveness of service. The Charter School has purposefully sought quality relationships and partnerships throughout the course of our past charter term. These programs provide support, assistance, and resources to BAAS-SB students and their families, along with the local community. Listed below is a sample of a list of current community partners with whom BAAS-SB currently works.

- Niagara Waters (Niagara Cares)
- Arcadis Construction
- Kagan Student Engagement
- Feeding America San Bernardino/Riverside
- Santa Claus, Inc.
- San Bernardino Symphony
- First 5 of San Bernardino
- San Bernardino County Preschool Services
- San Bernardino Local Child Care and Planning Council
- Molina Healthcare
- San Bernardino Valley College
- San Bernardino Maternal Health
- Loma Linda University
- San Bernardino County Department of Behavioral Health
- San Bernardino County Department of Public Health
- Inland Regional Center
- Arrowhead United Way
- WIC
- Children's Network
- Child Care Resource Center
- San Bernardino Community Service Center
- San Bernardino Housing Authority
- South Coast Community Services

Founder Goals for the Charter School

The following BAAS-SB K-5 school design goals are in alignment with the Legislative intent for charter schools, identified above:

- Expand educational choices for parents and students within the public school system to improve student achievement.

BAAS-SB provides San Bernardino residents and neighboring communities with an innovative K-5 that has a unique arts and science curricula. BAAS-SB has incorporated a student-centered curriculum that is aligned with the Common Core State Standards. It features project-based experiential learning activities using the techniques of differentiated instruction and the backward design approach within a caring community of students, parents, and educators intentionally created to provide optimum success.

- Encourage the use of different and innovative instructional methods.

Our purpose is to educate the whole child within a success-oriented, supportive environment, using a variety of methods. Project-based, integrated curricula and multi-sensory modalities based on Multiple Intelligence Theory will be applied to meet individual needs. Through our focus on the arts, sciences, and technology students will become globally aware, competent, and caring human beings of the 21st century. BAAS-SB adheres to the philosophy that all children can learn at high levels when provided expanded, engaging, and relevant learning opportunities which incorporate innovative instructional strategies and research-based pedagogy. Educators at BAAS-SB are given the opportunity to incorporate innovative and creative teaching strategies.

- Improve student learning through smaller class and school size and parent participation.

BAAS-SB 's commitment to small schools and class sizes will continue to provide more resources for individualized teaching and active learning. Research indicates that small schools are often superior to large ones in the areas of student attitudes, social behavior, attendance, and sense of belonging, and they often result in higher standardized test scores (*New York Times*, September 12, 2004). With the assistance of parent volunteers and college student interns/college students whose area of study is in the arts and sciences, BAAS-SB provides more hands-on curriculum, small group instruction, and personalized attention to students. Create responsible citizens in our democracy.

BAAS-SB is committed to creating students who will maintain and nurture the attributes of a democratic society and who will be intelligent, caring, strong, resilient, imaginative, and thoughtful. Our goal is to cultivate students who will live productive, socially responsible, and personally satisfying lives, while also respecting the rights of others. BAAS-SB students will be lifelong learners, problem solvers, and productive members of society. BAAS-SB strengthens commitment to diversity, equity, and mutual respect. BAAS-SB focuses on fostering leadership, integrity, scholarship, and citizenship. Citizenship in a democracy requires the skills and competencies to be well

informed and compassionate - to read well, to write and speak effectively and persuasively, and to think creatively, critically, and independently.

- Utilize comprehensive authentic assessments.

In keeping with our instructional philosophy, BAAS-SB utilizes performance-based assessments such as portfolio assessments, projects and presentations, narrative reports, educators' observations, standardized assessments aligned to the CCSS, and annual parent surveys **in addition** to state-mandated standardized testing.

- Provide new professional opportunities and responsibilities for our educators.

BAAS-SB educators have the freedom and resources to pursue educational innovation. Our educators adjust their delivery based on student needs and will integrate curriculum to address the student body as a whole. Ongoing professional development resources are available to support our well qualified teachers, including the opportunity to be responsible for the educational model. Furthermore, BAAS-SB teachers have an active role in governance working in partnership with parents and students.

- Stimulate continual improvement in all public schools.

BAAS-SB is committed to offering progressive, high quality alternatives to public school children by pursuing and developing innovative curriculum and delivery methods. In doing so, it is our hope to inspire other schools to adopt and adapt the approaches that BAAS-SB will show to be successful in paving the way for excellence in education.

ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

Mission

To provide an excellent elementary education grounded in research-based educational practices and the CCSS. The motto for BAAS-SB is ***“when our doors open, your child’s future begins.”*** The mission of BAAS-SB is to provide all students with meaningful learning experiences through the integration of arts, sciences and technology. The achievement of our mission will result in the mastery of the “CCSS”. BAAS-SB will live our mission through the implementation of the following elements:

- **Backward Design Strategic Design for Student Achievement (“SDSA”)** is based on the model “beginning with the end in mind.” BAAS-SB will focus on results and will use the results as the basis for developing the activities and resources to achieve the results. SDSA comprises a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness of content standard mastery. Differentiated instruction is a key element of this process.
- **Project Based Learning** – Project Based Learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects’ students are learning. Projects will be used facilitate learning of core curricular subjects and to ensure achievement of the standards. Careful and intentional focus will be directed on the developing high impact essential inquiry-based questions to drive the learning process. Project based learning provides opportunities to bridge knowledge between disciplines and creates a collaborative environment to construct knowledge and engage in authentic learning and solve real world practical problems. Project based learning fosters critical thinking, collaboration, communication, and creativity which are all fundamental skills for students to be career and college ready.

Students will explore real world challenges and problems while mastering cross curricular skills while working in collaborative teams.

- Arts & Music – are used as a method to teach CCSS based curriculum. Art encourages flexibility, self-discipline, and creates an open mind. Multiple modes of art will continue to be integrated into the CCSS.
- Science – is used as a method to teach core standards based curriculum. The scientific method of observation, objectivity, analysis, and critical thinking has been successfully integrated into the CCSS subjects.
- Technology – is used as a method of instruction. Technology provides opportunities to experience virtual learning and practical application of knowledge. It is the bridge that binds all learning strategies together.

BAAS-SB is a charter school designed to address the critical need for innovative educational alternatives for students in San Bernardino. BAAS-SB is committed to properly preparing children with a solid foundation of academic excellence and an appreciation of the power and importance of arts and sciences. The educational model created for BAAS-SB has a strong foundation of quality teachers, quality curriculum, strong educational ideology, and a rigorous academic learning environment. BAAS-SB enables students to become competent, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, where “CCSS” aligned curricula will be integrated with arts and sciences. BAAS-SB is the school where students will reach their dreams and establish the foundation for their future. BAAS-SB strives to create the young Picassos and Einsteins of the future.

Students to Be Served – Target Student Population

BAAS-SB targets students who reside in the attendance area surrounding the Charter School’s current location at 799 East Rialto Ave. San Bernardino, CA 92408 BAAS-SB. The demographic breakdown of the students’ BAAS-SB can be found in the Executive Summary section.

BAAS-SB is open to all students residing in California who wish to attend but strives to enroll a student body that is representative of the diversity of the surrounding community. BAAS-SB complies with all applicable state and federal requirements, including all applicable provisions of the ESSA as they apply to charter school students.

BAAS-SB does not discriminate against any child on the basis of race, ethnicity, nationality, gender, gender identity, gender expression, disability, religion, or sexual orientation and or association with individuals with one or more of these characteristics or any other characteristic that is contained in the definition of hate crimes as set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. BAAS-SB recognizes this extends to the prohibition against discrimination against any person based on the perception that the person has any of those characteristics or that the

person is associated with someone who has, or is perceived to have, any of those characteristics. All students are welcomed at BAAS-SB. Poor academic performance and prior disciplinary problems will not preclude a student from attending BAAS-SB, as BAAS-SB believes that the personal attention and quality of our academic program can greatly benefit many students who may have experienced problems at other schools. BAAS-SB anticipates using the community as its primary means of student recruitment. Because the proposed location is a centrally located facility in the San Bernardino community, BAAS-SB will easily be able to convene prospective families in a familiar and accessible location. Information meetings involving the community will continue to create an awareness of the Charter School and its intentions. In addition to these community meetings, the charter BAAS-SB will advertise in the community via flyers (in English, Spanish, and other languages prevalent in the community). These flyers will be placed in community centers, businesses, libraries, social service agencies, faith-based organizations, apartment complexes, and grocery stores.

The Charter School founders have already made significant connections with local community organizations that will help with recruitment, and in some cases become service providers when the school opens. A solid recruitment plan has been developed to include multiple strategies of recruitment including door - to - door street canvassing, advertisement in local papers, and attendance at community events. A community events calendar has been developed and implemented that consists of attendance at a cross - section of events covering all student populations including academically high-achieving students, special needs, English Learners (“EL”), and migrant students. Additionally, Volunteers of America currently operates both an early childhood education center and school readiness preschool programs in San Bernardino that also serve as family and community established connections. These families, who have attended Volunteers of America’s programs and are familiar with the quality of services, will have an opportunity to extend participation in the Charter School. With effective outreach and established connections, as outlined above, BAAS-SB anticipates meeting its projected growth plan targets with ease. BAAS-SB recognizes transitional kindergarten is a requirement and comes fully equipped and qualified to offer this program.

Growth Plan

BAAS-SB is a site-based school that currently serves 200 students in kindergarten through 5th grade. Presently due to facility restrictions, BAAS-SB will seek additional facility space to allow for future expansion. When BAAS -SB acquire additional space, BAAS – SB anticipates enrollment of 300 students in grades TK-5 by 2023-24. The Charter School initially opened with the grades of Kindergarten to 2nd grade and has added subsequent grades through the years now serving TK through 5th grade.

Projected School Enrollment By Grade and Year

	Year 0 2018-19 Prior Year CBEDS	Year I 2019-20 1st Interim Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Projected Total Enrollment by Grade						
Transitional Kindergarten	12	12	17	-	-	-
Kindergarten	67	45	25	25	25	50
1st Grade	58	48	50	50	50	50
2nd Grade	31	45	50	50	50	50
3rd Grade	18	26	45	50	50	50
4th Grade	11	13	25	45	50	50
5th Grade	-	11	13	30	50	50
Total Projected Enrollment	197	200	225	250	275	300

This model of growth is based on a phase - in approach. The methodology for projected growth trends are based on San Bernardino County’s projected population trends and historical growth of charter schools in the industry. A review of charter school growth patterns and our own charter school experience demonstrates success with adding one grade each year to accommodate existing students who promote to the next grade and ensures a smooth continuum and educational program. The following years continue to demonstrate increases in enrollment with it leveling in the year the charter school approaches its capacity. Growth targets are reasonable and prudent and allow school’s annual recruitment (after initial year) to specifically target new students entering kindergarten. As shown by BAAS-SB’s growth patterns, the petitioners demonstrate the above enrollment projections are realistic.

Statement of Need

BAAS-SB seeks to serve the residents of the San Bernardino community and fully incorporates the diversity and cultural opportunities of San Bernardino.

Data on San Bernardino obtained from the United States Census 2017 updated

- Population –216,995
- Ethnic breakdown – 15% Caucasian, 19% Non- Hispanic, 13% African-American, 1% Native American, 4% Asian, 48% Other
- 64% Hispanic or Latino
- Families below poverty level – 30%
- Unemployment rate – 4.1%
- Average household income - \$41,027
- Per capita income – \$41,027
- Percentage college or better – 11%

How Learning Best Occurs

There is a significant requirement for more powerful teaching and learning based on the demand of work and life in the twenty-first century. Today's jobs require specialized knowledge and skills, creativity and innovation, the ability to think critically, research ideas, and solve real world problems, and communicate and collaborate. The changing work landscape has demanded a change in how children are educated and what prepares them for a productive and successful life. Education today must go beyond teaching, but rather truly educate students. Transmission of information that students learn will no longer be effective in the workplace. Education must focus on deeper learning, providing relevant real-world application, and education students how to learn. Traditional approaches will not develop critical thinkers who are competent in high order skills. Research clearly suggests that student learning occurs best when students are actively engaged in authentic learning experiences (Caine & Caine, 1991). Further research dictates that students learn more deeply and perform better on complex tasks when students have an opportunity to engage in more 'authentic' learning or projects and activities that require the students to use subject matter knowledge to solve real world problems. (Brown & Darling Hammond, 2008). This requires that students are involved in conversations about learning objectives, instruction, and assessment.

This occurs when:

- Staff use backward design (SDSA) to align assessment and instruction to CCSS.
- Staff is able to use research-based and innovative instructional strategies based on an analysis of student achievement data.
- Instructional activities are integrated across content areas and meaningful to students, connecting what is being learned with the real world and with real life experiences.
- Students are provided with relevant real-world challenges and problems to solve based on curricular knowledge.
- Instruction is student centered and educators serve as facilitators of the learning process.
- Students are aware of expected academic outcomes and are empowered to take responsibility for their own learning based on those expected outcomes.
- Students feel safe and supported by the school community.
- Students are motivated to excel and inspired by their academic experiences to seek life-long learning and self-improvement.
- Students are provided with opportunities to reflect on their learning and experiences.
- Parents and families are an integral part of students' education.

BAAS-SB is committed to creating a learning environment that embodies the *twelve key principles of brain-based research* (Caine& Caine., 1998). Specifically, BAAS-SB has determined that learning best occurs in an environment that:

- Is accepting of varied methods of demonstrating knowledge (*Principle 1*).
- Promotes physical and emotional health and well - being (*Principle 2*).

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- Supports questioning, experimentation, self-expression, creativity and appropriate risk-taking (*Principle 3*).
 - Encourages multi-disciplinary and cross-curriculum study (*Principle 4*).
 - Is relevant and authentic (*Principle 4*).
 - Is developmentally supportive (*Principle 5*).
 - Is democratic and student - centered (*Principle 5*).
 - Models and requires high-level thinking skills and communication skills, including synthesis and analysis (*Principle 6*).
 - Models continued learning, interest and enthusiasm (*Principle 7*).
 - Celebrates cultural and individual diversity (*Principle 7*).
 - Models reflection and self-assessment (*Principle 8*).
 - Is rich and demanding and promotes depth of learning (as opposed to memorization only) (*Principle 9*).
 - Creates opportunities for knowledge to be applied to real-world contexts (*Principle 10*).
 - Is psychologically safe (*Principle 11*).
 - Provides a variety of ways for students to engage in coursework and in the BAAS-SB community (*Principle 12*).

BAAS-SB applies the following practices to foster the learning environment described above:

- Student-centered curriculum with clearly articulated learning objectives that are aligned to rigorous state standards.
- Exploration that is rich, demanding, and promotes depth of learning (as opposed to memorization only).
- Integration of technology across the curriculum.
- Extended day intervention and enrichment programs (projected year 3).
- Collaborative investigations and demonstrations.
- Mini-lessons that address specific skills within the context of larger projects.
- Giving guidance and adequate time to self-reflect and self-assess.
- Authentic, standards-based assessments.
- Models and requires high-level thinking skills and communication skills, including synthesis and analysis.
- Teacher training on designing rigorous curriculum, meeting the needs of diverse learners, and creating a culturally sensitive, safe classroom climate.
- A code of conduct for all members of the school community (students, staff and parents) founded on a set of core values that promote individual and collective responsibility.

An Educated Person in the 21st Century

Embedded in the Charter School ideals are the following skills and qualities of a well-educated person in the 21st century:

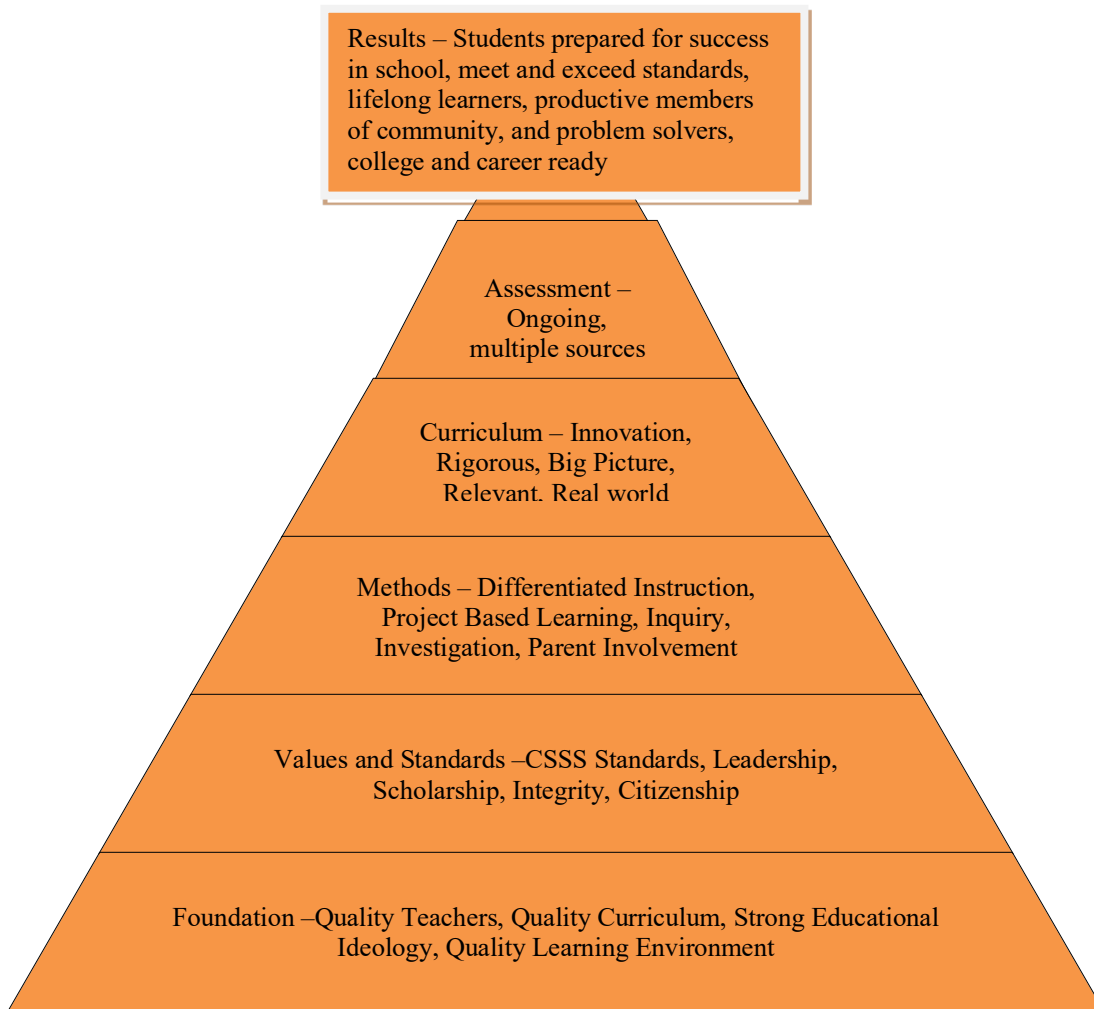
- Literacy and competency in reading, historical context, mathematical reasoning, scientific processes, and inter- and intra-personal interactions.
- Skills in written, oral and creative self-expression.
- Proficiency in self-reflection, self-assessment and in giving and receiving feedback.
- Ability to identify areas of interest, formulate questions, research topics, analyze evidence and set goals.
- Ability to think critically, be innovative in problem solving, and communicate and collaborate.
- Technological proficiency that extends from the classroom to the real-world.
- Ability to lead the community by identifying problems and assets, and designing thoughtful and effective initiatives to build the community.
- Enthusiasm for learning that lasts beyond the school years, creating self-motivated, competent, citizens who constantly seek to learn new things (lifelong learners).

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that enable our students to find workable solutions to these kinds of problems. Research demonstrates that Project Based Learning is effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn. Additionally, research demonstrates that students who struggle in traditional instructional settings have been found to excel in a Project Based Learning environment (Barron & Darling-Hammond, 2008) and Project Based Learning has been found to be especially effective with lower achieving students. Students who engage in this approach benefit from gains in factual learning that are equivalent or superior to those of students who engage in traditional forms of instruction (Thomas, 2000).

Educational Philosophy

BAAS-SB adheres to the philosophy that all children can learn at high levels when provided expanded, engaging, and relevant learning opportunities which incorporate innovative instructional strategies, research-based pedagogy and fun. BAAS-SB is committed to preparing its students for future success with a foundation of academic excellence and an appreciation of the power and importance of the arts and sciences. BAAS-SB also emphasizes the importance of cultivating social responsibility in students.

Figure 4: Educational Philosophy



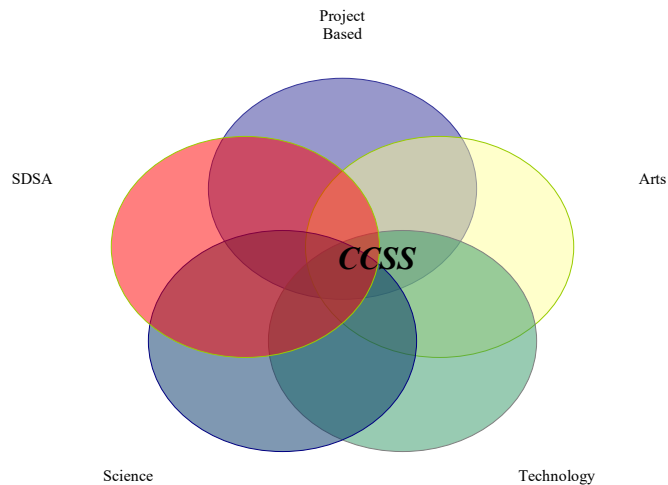
We believe the Charter School must not only pay attention to what students learn but also “what students learn for” and must educate students on how to learn in order to achieve these ends. BAAS-SB will organize teaching, learning, and leadership around three core concepts: knowledge, creativity, and responsibility.

The three core concepts of knowledge, creativity, and responsibility provide the framework for curriculum and instruction at BAAS-SB.

1. **Knowledge** – All children naturally desire to learn. The use of active pedagogy, research-based instructional-practices, inquiry-based learning, and teaching through thematic curricula organized around essential questions will build knowledge. Inquiry - based science education fosters critical thinking skills and an understanding of the scientific method.

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2. **Creativity** – Children learn best when they are given multiple entry points for accessing subject matter. BAAS-SB encourages children to approach new concepts and skills through various forms of artistic expression. Students improve spatial and mathematical reasoning through music education, understand and appreciate the natural world through the visual arts, and improve verbal skills, comprehension, and self-confidence through the performing arts and learning centered on inquiry.
 3. **Responsibility** – The concept of responsibility permeates the social fabric of BAAS-SB. Students are responsible for their learning. They participate in curriculum development by sharing their interests and learning self-assessment strategies. Educators are responsible for making sure that every child achieves at high levels by differentiating instruction and teaching according to California State learning standards. Parents are responsible for working with the BAAS-SB and signing an excellence contract to ensure collaboration between faculty and families.

Instructional Program



The above diagram provides a visual representation of the instructional methodologies used at BAAS-SB. It demonstrates that teaching strategies will include CCSS aligned standards-based instruction, Project Based Learning, SDSA (backward design), and differentiated instruction. These strategies will be used to develop and implement proficiency in arts and sciences.

Standards Based Instruction – Strategic Design for Student Achievement (“SDSA”)

BAAS-SB understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be trained to: (1) design CCSS aligned standards-based instruction (using the principles of backward design), (2) align appropriate assessments to the standards, (3) implement instructional activities that are aligned to standards and reflect research-based best practices including strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock, and 4) analysis of achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley indicating that these strategies have proven to be successful in closing the achievement gap between higher and lower socio economically disadvantaged students. These strategies are also reflective of the work conducted by Ron Edmonds in determining effective schools.

The following provides a detailed description of *Strategic Design for Student Achievement*, the standards-based instructional design process to be implemented at BAAS-SB.

Strategic Design for Student Achievement is based upon the method, known as “Backward Design.” Backward Design is an instructional design method with a strong research base currently being employed in reform efforts across the nation. Originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe, this method of instructional planning is one in which educators start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. *Strategic Design for Student Achievement* is a process where educators derive the desired results from CCSS aligned standards and then align assessment and instruction to those standards. There are four distinct stages to the SDSA process that BAAS-SB uses. The four stages are as follows:

Stage 1: Unpacking and Prioritizing CCSS

Educators and administrators apply specific tools necessary to “unpack” and prioritize CCSS. This is a necessary prerequisite step to effectively designing assessments that are aligned to the CCSS. Specifically, educators:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing CCSS which helps educators internalize the standards as well as determine the following information:
 - Level of thinking (based on Costa’s Levels of Thinking) required by students to reach mastery of the CCSS (this will be tied to creating assessments).

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- Percentage of questions from the CAASPP that relate to each strand of the CCSS (this will be tied to creating assessments).
 - Identification of CCSS that serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by educators (this is tied to creating assessments for units as well as individual lessons within the unit).

Educators in each of the content areas will use CCSS as part of this process.

Stage 2: Aligning Assessments (formative and summative) to CCSS

Educators administer effective assessments that are aligned to CCSS and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, educators will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing CCSS-based assessments (both formative and summative).
- Analyze CCSS to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment).
- Match an appropriate assessment method to each standard.
- Establish and articulate clear criteria for reaching proficient performance on standards.

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Educators will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English Learners and students with special needs)
- Writing effective CCSS aligned standards-based lesson plans
- Exploring how all learners gain knowledge and skills
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)

All coursework involves a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies include:

- Project - based learning and other ways of experiencing real-world problems
- Collaborative investigations and demonstrations

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- Mini-lessons that address specific skills within the context of larger projects
 - Giving guidance and adequate time to self-reflect and self-assess
 - Democratic classrooms and school structure
 - Authentic assessments
 - Direct instruction at a minimum
 - Research - based projects
 - Cooperative group work and projects
 - Inter-disciplinary approaches to curriculum
 - The presentation of clearly defined “Learning Targets” for all students by all educators
 - Essential Questions that guide learning
 - Rubric self-assessment
 - The involvement of community members and educational partners in instructional presentation
 - Mentoring program
 - Peer study groups
 - Creating learning experiences that promote understanding, interest, and excellence
 - Innovating and enhancing current standards-based adopted programs

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Educators analyze achievement outcomes by:

- Using professional learning communities to collaborate on lesson planning and delivery
- Examining student work
- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Educators use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels and departments at BAAS-SB. Specifically, all educators are charged with the responsibility of meeting, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness. The Strategic Design process enables educators to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Sample of Standards (The table below serves as a sample only and is not meant to represent all standards implemented at the Charter School.)

English Language Arts
Grade Kindergarten
Actively engage in-group reading activities with purpose and understanding. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Exit Outcome
Students know about letters, words, and sounds. They apply this knowledge to read simple sentences. Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). Students listen and respond to stories based on well-known characters, themes, plots, and settings. Students write words and brief sentences that are legible.
Grade One
With prompting and support, read prose and poetry of appropriate complexity for grade 1. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Read with sufficient accuracy and fluency to support comprehension. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Exit Outcome
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.
Grade Two
Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Exit Outcome
Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information

from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Students write clear and coherent sentences and paragraphs that develop a central idea.

Grade Three

Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.

Exit Outcome

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (theme, plot, setting, characters). Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.

Grade Four

Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.

Exit Outcome

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed. Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Grade Five

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding

comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

Exit Outcome

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students write clear, coherent, and focused essays.

Mathematics

Kindergarten

Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.

Exit Outcome

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

Grade One

Apply properties of operations as strategies to add and subtract.³ *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*

Exit Outcome

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

Grade Two

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Exit Outcome

By the end of grade two, students understand place value and number relationships in addition and subtraction and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

Grade Three
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Exit Outcome
By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.
Grade Four
Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
Exit Outcome
By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.
Grade Five
Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>
Exit Outcome
By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.
Social Studies
Kindergarten
Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, BAAS-SB s, homes, places of worship, and transportation lines. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
Exit Outcome
In kindergarten, children first begin to understand that BAAS-SB is a place for learning and working. Most children arrive for their first BAAS-SB experience eager to work and learn. Many will be working in groups for the first time. They must learn to share, to take turns, to respect the

rights of others, and to take care of themselves and their own possessions. This is learning that is necessary for good civic behavior in the classroom and in society. Children can also discover how other people have learned and worked together by hearing stories of times past. In kindergarten, children should learn that they make choices and that their choices have consequences for themselves and others.

Grade One

Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, BAAS-SB , and community. Understand the ways in which American Indians and immigrants have helped define Californian and American culture. Understand the concept of exchange and the use of money to purchase goods and services.

Exit Outcome

Children in the first grade are ready to learn more about the world they live in and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation. Children's expanding sense of place and spatial relationships provides readiness for many new geographical learning. Children also are ready to develop a deeper understanding of cultural diversity and to appreciate the many people from various backgrounds and ways of life that exist in the larger world that they are now beginning to explore. Children begin to develop a sense of an economy in which people work both in and outside the home and exchange goods and services for money.

Grade Two

Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. Locate on a map where their ancestors live (d), telling when the family moved to the local community and how and why they made the trip. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

Exit Outcome

Children in the second grade are ready to learn about people who make a difference in their own lives and who made a difference in the past. People who make a difference in the child's world are, first, those who care for him or her; second, those who supply the goods and services that are necessary for daily life; and third, those extraordinary men and women who have made a difference in our national life and in the larger world community.

Grade Three

Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline). Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Exit Outcome

Although third graders are not ready for a formal study of history, they can begin to think about continuity and change in their own locality and nation. By exploring their locality and locating some of the features that were built by people who lived long ago, children can make contact with times past and with the people whose activities have left their mark on the land.

Grade Four
Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
Exit Outcome
The story of California is an important one for fourth-grade students to learn. Not only is California their home; it is a fascinating study in its own right. The ethnic diversity, the richness of its culture and multiethnic heritage, the economic energy of its people, and the variety of its geographical settings make this state a creative focus of education for students in the fourth grade.
Grade Five
Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
Exit Outcome
This course for grade five presents the story of the development of the nation, with emphasis on the period up to 1850. This course focuses on one of the most remarkable stories in history: the creation of a new nation peopled by immigrants from all parts of the globe and governed by institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. This experiment was inspired by the innovative dream of building a new society, a new order for the ages, in which the promises of the Declaration of Independence would be realized.
Science
Kindergarten
<i>Students know</i> objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). Observe common objects by using the five senses. <i>Students know</i> how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
Exit Outcome
Students should develop their own questions and perform investigations.
Grade One
<i>Students know</i> how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. <i>Students know</i> roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
Exit Outcome

Students will demonstrate an understanding of the facts, concepts, principles, and theories organized under the headings of physical, life, and earth sciences.
Grade Two
<i>Students know</i> that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. <i>Students know</i> light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants. Write or draw descriptions of a sequence of steps, events, and observations.
Exit Outcome
Students will have learned the process of classification and categorizing.
Grade Three
<i>Students know</i> plants and animals have structures that serve different functions in growth, survival, and reproduction. <i>Students know</i> the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
Exit Outcome
<ul style="list-style-type: none"> • Students use Science Process and Thinking Skills • Students manifest Scientific Attitudes and Interests • Students understand Science Concepts and Principles • Students communicate effectively using Science Language and Reasoning
Grade Four
<i>Students know</i> decomposers; including many fungi, insects, and microorganisms, recycle matter from dead plants and animals. <i>Students know</i> some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes. Differentiate observation from inference (interpretation) and know scientists' explanations come partly from what they observe and partly from how they interpret their observations.
Exit Outcome
<ul style="list-style-type: none"> • Students will learn essential investigation and experimentation. • Students will raise questions, follow their curiosity, and learn to be analytical.
Grade Five
<i>Students know</i> properties of solid, liquid, and gaseous substances, such as sugar (C ₆ H ₁₂ O ₆), water (H ₂ O), helium (He), Oxygen (O ₂), nitrogen (N ₂), and carbon dioxide (CO ₂). <i>Students know</i> how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO ₂) and oxygen (O ₂) are exchanged in the lungs and tissues. <i>Students know</i> that the amount of fresh water located in rivers, lakes, underground source, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
Exit Outcome
Students will learn critical analysis techniques and be able to assimilate to other core subject areas

Project-Based Learning

A key instructional approach to meeting a variety of student needs is standards-based Project - Based Learning (“PBL”). Standards-focused PBL is a "systematic teaching method that engages

students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks." Research shows that students engaged in PBL "construct solutions, thus shifting the emphasis [from the product] toward the process of learning." (Buck Institute for Education, 2004.)

Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn what is most meaningful to us. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent "Review of Research on Project-Based Learning" (Thomas, 2000) suggests that PBL is a teaching method that may be particularly well-adapted to urban disadvantaged youth such as the ones who will be served at BAAS-SB. According to this research, PBL makes the content areas more relevant and meaningful to young children, while enhancing the quality of student learning, and the development of self-directed learners. The same review also suggests that PBL can enhance professionalism and collaboration among and between educators.

Every educator integrates meaningful, real-world projects into their curriculum, and they are encouraged to integrate those projects with as many content areas as possible. All project-based units reflect the principles of backward design - the project content and processes will be framed by an essential question that is aligned to standards. Each project is anchored by an enduring understanding standard or big idea that educators have identified within the content. Enduring understandings generally require high levels of critical thinking (analysis, synthesis and evaluation on Bloom's Taxonomy) and also require a performance assessment to adequately assess student mastery of such standards. Therefore, project based learning provides a successful vehicle through which students can demonstrate their mastery of big ideas that reside at the heart of content standards. Along with the enduring understanding standard that anchors each project, educators will identify standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students address these standards in relation to the big idea which will enable students to see the connections between isolated facts or discrete skills and the big idea. This approach to curricular design and delivery is solidly grounded within the backward design approach to curricular planning and provides for a meaningful, comprehensive way in which to promote mastery of content standards.

Students are assessed for their mastery of standards, as well as their ability to solve problems individually and in cooperative groups. Project design incorporates rigorous and complex problems that require students to understand the relationships between concepts from different disciplines. All projects culminate in a tangible product and often a public exhibition of the students' work. Furthermore, all projects reflect the "6 A's" of high quality PBL:

- Authenticity
- Academic rigor
- Applied Learning
- Active Exploration
- Adult Relationships
- Assessment

Throughout their tenure at BAAS-SB, students develop skills in the scientific method and habits of inquiry. In addition to professional development and ongoing support, educators will have access to a variety of high-quality resources to ensure that they are designing project-based units reflect the best practices in PBL. For example, educators will be trained to use the “Project Planning Form,” inserted here and available on the Buck Institute for Education (“BIE”) website: www.bie.org.

Project Based Learning fosters the skills of creativity, collaboration, critical thinking, and communication which are all essential to develop college and career ready individuals. Project Based Learning is closely aligned to the Inquiry Learning and the application of the Inquiry Cycle which is readily described by A. Miller as the following:

- **ASK** - It begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences. A question or a problem comes into focus at this stage, and the learner begins to define or describe what it is.
- **INVESTIGATE** - Taking the curious impulse and putting it into action is called the investigation process. At this stage the student begins to gather information: researching resources, studying, crafting an experiment, observing, or interviewing, to name a few.
- **CREATE** - As the information gathered in the investigation stage begins to coalesce, the learner begins to make connections. The ability at this stage to synthesize meaning is the creative spark that forms all new knowledge. The student now undertakes the creative task of shaping significant new thoughts, ideas, and theories outside of his/her prior experience.
- **DISCUSS** - At this point in the circle of inquiry, students share their new ideas with others. The learner begins to ask others about their own experiences and investigations. Shared knowledge is a community building process, and the meaning of their investigation begins to take on greater relevance in the context of the learner's society.
- **REFLECT** - Reflection is just that: taking the time to look back at the question, the research path, and the conclusions made. The student steps back, takes inventory, makes observations, and possibly makes new connections.

To meet the demands of the CCSS, students must be able to build critical thinking skills through inquiry and continuous reflection. Inquiry must be academically rigorous and position students to pose questions, gather and interpret data, ask further questions, and develop and evaluate solutions or build evidence for answers. Well-designed projects teach students how to be deep, analytical thinkers and foster perseverance through the inquiry process.

The following graphic provides a visual representation of the elements of project-based learning and their alignment to CCSS.



In Project Based Learning, student learning is organized around a driving question that leads students to encounter concepts requiring inquiry and investigation and must be student driven focused on exploring and solving authentic problems.

Arts, Music, Science, and Technology Integration

“The most beautiful experience we can have is the mysterious - the fundamental emotion which stands at the cradle of true art and true science.” Albert Einstein

Schools have a fundamental obligation to provide the fuel that will ignite the mind, spark aspirations, and illuminate the total being. The integration of the arts and science serves as that fuel. Arts and Sciences are the way we apply our imagination, thought, and feeling through a range of "languages" to illuminate the future and dreams and fantasy a reality. Arts spur emotion and it is this emotion that creates the field of opportunity for learning while the sciences provide the basis for inquiry and critical thinking. According to the Americans for the Arts Action fund, “Arts reflect the diversity of our experiences and our communities. They remind us of our past and help us imagine our future.” Science allows us to develop and facilitate skills of observation, critical analyses, and reasoning that allow our future to come to life. Arts allow us to imagine the future while science provides our imagination of the future to become our reality.

BAAS-SB’s integration of arts and science is grounded in Howard Gardner’s theory of multiple intelligences (*Frames of Mind*, 1985). He argued for multidimensional assessments that would enable youngsters to show how they could fashion solutions to various real-life and academic problems using domains or frameworks that have become known as the seven (now eight) “intelligences;” verbal-linguistic, musical-rhythmic, logical-mathematical, visual-spatial, bodily-kinesthetic, intrapersonal, interpersonal, natural science. BAAS-SB believes that students excel in multiple domains and that problems can be solved using strategies embedded in visual, kinesthetic and musical disciplines, as well as in more traditional text-based or multiple-choice activities. BAAS-SB will provide students with rigorous standards and project based environment that uses the integration of arts and science as an approach to learning and assessment.

Art and Music

“Every child is an artist. The problem is how to remain an artist when he grows up.” Pablo Picasso

Imagine the world without the arts? No paintings, music, movies, novels, what would our culture be without the arts? The importance of art in a child's education is undeniable; however, art education is on a decline, and in some communities, access to great works is limited or non-existent. Art has proven to keep children in school, provide motivation, and help children better understand the world in which they live in. BAAS-SB recognizes the importance of access to art as essential to opening up the eyes and the minds of children to the world around them. In the 19th century John Ruskin wrote: "The teaching of art is the teaching of all things." It still is.

Art is a universal language that has stretched over several generations and cultures. Often the best record we have of the past is the art that has been left behind. The visual arts, drama, literature, and music enhance the awareness and the understanding of other cultures, both of the past and present: therefore, enabling children to better understand and communicate with others. Through art children learn self-discipline, creativity, and confidence to succeed. The arts help children learn about the world and see it in new ways. It provides a way to express thoughts, feelings, and hopes. Art can also help children become better learners by helping them analyze, interpret, and work hard to complete a goal.

The following is a list of substantive reasons to integrate the arts and music:

- The arts and music make the textbook study of a topic come alive; children therefore learn more and with enthusiasm.
- Art-making is a form of active learning, combining research with demonstration of knowledge (the project).
- Arts and music education gives students opportunities to manipulate ideas and material to engage more effectively in intellectual inquiry.
- Students who are regularly and intensely engaged in the arts and music tend to be the same students who score well on standardized tests, regardless of their family income.
- Learning through the arts and music helps students acquire skills that may be transferable to the workplace.

Carol Fineberg, Planning an Arts Centered School: A Handbook, 2002

BAAS-SB emphasizes academic learning through the arts and music. According to the Arts Education Partnership, “the arts have the potential to aid learning in specific areas such as reading, writing, math, and creativity” (*Eloquent Evidence*).

BAAS-SB art program is developed based on the following guiding principles:

1. The Child:

PRINCIPLE: Children should be encouraged to learn in, through, and about the arts and music by actively engaging in the processes of creating, participating in/performing, and responding to quality arts experiences, adapted to their developmental levels and reflecting their own culture.

BAAS-SB child-centered curriculum is based on the assumption that the learner is the primary focus within the learning experience and environment. Some research in this area reveals that children's art is a result that arises from children's play. To make the most of this learning opportunity, some facilitation by both educators and care givers is required. As they engage in the artistic process, children learn that they can observe, organize, and interpret their experiences. They can make decisions, take actions, and monitor the effect of those actions. They can create form and meaning where none existed before. The arts experience becomes a source of communication and interaction for children and adults.

2. The Arts and Music Experience

PRINCIPLE: Arts activities and experiences, while maintaining the integrity of the artistic disciplines, should be meaningful to children, follow a scope and sequence, and connect to early childhood curriculum and appropriate practices. They also should be designed to contribute to literacy development.

Young children need increasing competence and integration across domains including words, gestures, drawings, paintings, sculpture, constructions, music, singing, drama, dramatic play, movement, and dance. BAAS-SB believes children learn more through meaningful activities in which the arts are integrated with other subject or content areas. Activities that are meaningful and relevant to children's daily life experiences provide opportunities to teach across the curriculum and assist children in seeing the interrelationships among things they are learning. BAAS-SB Art and Music experiences recognize children's active role in learning and offers many opportunities for them to construct and elaborate meaning communicated through language and other expressive modes.

3. Learning Environment and Adult Interactions

PRINCIPLE: The development of a childhood arts and music program (including resources and materials) should be shared among arts education specialists, practicing artists, educators, parents, and care givers; and the process should connect with community resources.

Children need interested adults and others to listen to their plans, respond to their ideas, and offer assistance and support for their explorations. BAAS-SB learning process and content is predicated on the developmental level of the child: therefore, planning and curriculum development must first be child-centered, then content relevant. The arts and music curriculum will adapt to the child's cognitive, physical, and socio-emotional development, and incorporate arts education resources in the community.

Sample of Art and Music Activities

BAAS-SB begins with a rigorous focus on the language arts as a core foundation. Educators use performing arts as a strategy for reinforcing effective language arts skills and usage. For example, students may be asked to draw a storyboard of pictures to express the beginning, middle, and end of a story or an original writing piece. Educators will continue to build on the core mastery of language arts with the addition of performing arts as a strategy for improving content knowledge acquisition. Arts and music will be an integral piece of everyday learning and will often be the mode for which instruction is delivered. Art and music use a variety of different instructional strategies to include visual, auditory, and kinesthetic. Art and music will be effective with multiple learners based upon its ability to be individualized. Students will be provided with opportunities to apply their proficiency in language arts to an exploration of personal creativity through performance. Reciting poetry, converting literature to screenplays, and scripting single and multi-act plays are examples of the language and content-based performance tasks intermediate students may complete. BAAS-SB envisions its students writing, casting, staging, and directing an original performance production as a culmination of the arts integrated instruction they will receive while enrolled at BAAS-SB. This production will include collaboration from all grade levels including acting, set design, singing, and scripting. Below is a sample of art and music activities and principles that will be used at BAAS-SB:

- Reinforce child-directed opportunities of expression and exploration.
- Engage children in creating, reflecting, and presenting their own art in child-friendly environments and setting.
- Build upon the curricular goals and sequential skills of each artistic discipline and make interdisciplinary connections with learning across subject areas.
- May lead to performance or presentation of children’s artwork when they are socially, emotionally, physically, and developmentally ready.
- Emphasize the process of learning the arts and music and are not solely dependent on finished product.
- Are balanced between child- and adult-initiated activities, reflective and active activities, indoor and outdoor activities, and group and individual activities.
- Provide many opportunities for child-initiated action- children need to make their own choices and see their choices acted upon.
- Are stimulating and contain quality materials for children to use, including a selection of books and arts materials.
- Allow children time to repeat and practice new skills.
- Focus on children’s experiences and the process of learning the arts rather than on isolated tasks or performance goals.
- Encourage expression and imagination.
- Are flexible in structure, allow for improvisation and encourage spontaneity.
- Introduce children to works of art- including performances, exhibitions, orchestra, and literature – of the highest quality that are developmentally appropriate in content and presentation.

Once again, imagine the world without art and music. Unfortunately, if children are not receiving the art and music education that they need, this may become a reality. Parents, educators, and

community leaders must make an effort to expose children to the arts, be it a play; a ballet, or a museum, children need the arts and music. Art and music improve children's motivation, encourages self-discipline, and open-mindedness. Art and music are important to every child's education. For all children, at all ability levels, the arts play a central role in cognitive, motor, language, and social-emotional development. The arts motivate and engage children in learning, stimulate memory and facilitate understanding, enhance symbolic communication, promote relationships, and provide an avenue for building competence. Through arts and music education, children can experience nontraditional modes of learning that develop intrapersonal, spatial, kinesthetic, and logic abilities, skills, and knowledge, as well as traditional modes of learning that develop mathematical and linguistic abilities, skills, and knowledge. Because children learn in multiple ways, activities will reflect these multiple ways of knowing and doing.

Science

"One new idea leads to another, that to a third, and so on through a course of time until someone, with whom none of these was original, combines all together, and produces what is justly called a new invention." Thomas Jefferson

Imagine a world without skateboards or computers, without digital music or space travel, without vaccines for measles and polio, or antibiotics such as penicillin? What if we never walked on the moon? What if people who lost their arms could not use a computer to access the future? The world we live in, the world we take for granted, is ours, thanks to science. To be more precise, thanks to basic research. Before engineers came up with space capsules or high stress materials that made skateboards possible, basic researchers were following where curiosity led in the effort to understand materials, the principles of physics, and the nature of viruses.

Science is not a big book of answers, but a matter of asking the best questions and devising the best methods for getting at the answers. It is what happens when a three-year old, who is always asking "Why?" It happens when a 1st grader asks why water turns to steam when it boils. Science aids us solving the puzzles in the world around us. It is what happens if we keep being inquisitive but begin employing the scientific method of observing, forming hypotheses, and setting up controlled experiments to test the hypotheses.

BAAS-SB approach to science is based on the inquiry approach. Inquiry can be best described as "investigation" and encapsulates the educational approach to science in the last thirty years. Through the inquiry method, students will gain capacity in observation and critical thinking and analysis. These skills will transfer and provide a foundation for academic subjects. These skills are essential for effective learning across all subjects. The approach will be student centered and students will be encouraged to ask questions and engage in investigation. According to Postman and Weingarten's, the inquiry method prepares good learners and sound thinkers who center their attention and activity on the dynamic process of inquiry itself, not merely on the end product of static knowledge. They write that certain characteristics are common to all good learners:

- Self-confidence in their learning ability
- Pleasure in problem solving

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- A keen sense of relevance
 - Reliance on their own judgment over other people's or society's
 - No fear of being wrong
 - Flexibility in point of view
 - Respect for facts and the ability to distinguish between fact and opinion
 - No need for final answers to all questions, and comfort in not knowing an answer to difficult questions rather than settling for a simplistic answer

The National Science Teachers Association supports the notion that inquiry science must be a basic in the daily curriculum of every student at every grade level. Early experiences in science are essential so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. BAAS-SB provides opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world. Students learn science best when:

- They are involved in first-hand and hands on exploration and investigation and inquiry/process skills are nurtured;
- Instruction builds directly on the student's conceptual framework;
- Content is organized on the basis of broad conceptual themes common to all science disciplines and
- Mathematics and communication skills are an integral part of science instruction.

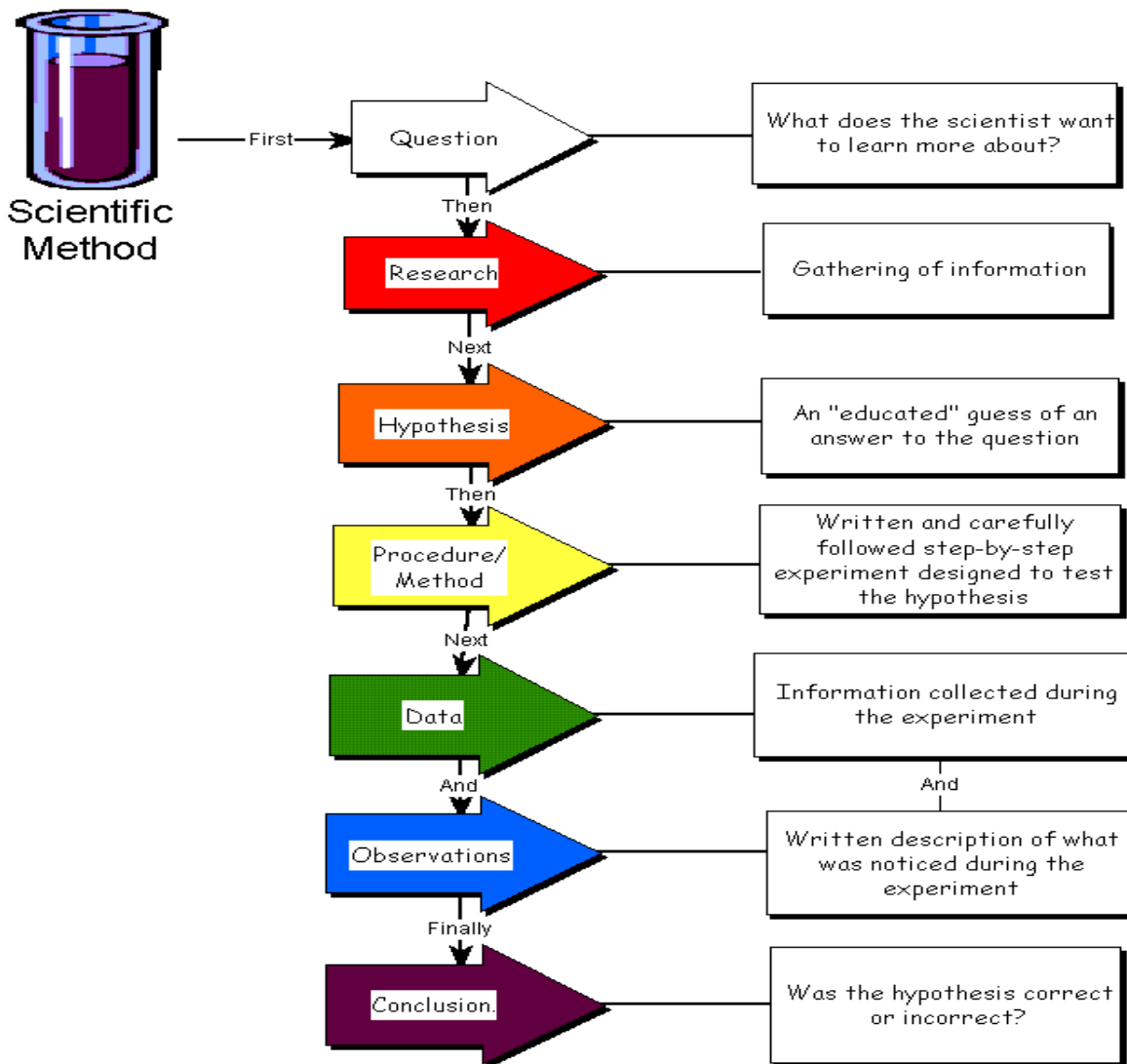
The elementary science program must provide opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world.

According to the National Science Teachers' Association, elementary school students learn science best when they are involved in first-hand exploration and investigation and inquiry process skills are nurtured. The Association further exposures that science instruction must build directly on the student's conceptual framework, content is organized on the basis of broad conceptual themes common to all science disciplines and mathematics and communication skills are an integral part of science instruction (NSTA,2002). The learning environment for science will be hands on based on inquiry learning, and will foster positive attitudes towards self and society, as well as science. At BAAS-SB, science is a hands-on or experiential curriculum designed to provide students with a basic understanding of earth and space, life, and physical science concepts. Students develop a solid base of science knowledge, apply learned knowledge to solve problems, communicate information, use experimental design, and make connections to science in our everyday world. Inquiry-based teaching and learning can be defined as a dynamic approach to learning that involves exploring the world, asking questions, making discoveries, and rigorously testing those discoveries in the search for new understanding. However, inquiry is a tough concept to pin down. It is complex, multifaceted, and looks different in different classrooms and contexts. Students will learn that science is a dynamic process of investigation, not a static collection of inalterable facts.” Strategies include:

- A variety of presentation modes are used to accommodate different learning styles

- while students are given opportunities to interact and share ideas with their peers
- The scientific contributions of individuals from all ethnic origins are recognized and valued
- Other subject areas are infused into science inquiry skills and positive attitudes are modeled by the educator and others involved in the education process

Through CCSS-aligned projects, BAAS-SB educators integrate the learning approach of science as inquiry. The inquiry approach emphasizes the process of learning how to ask the right questions, which in turn, initiate effective academic investigations. The National Academy of Sciences (“NAS”) deems this intellectual process of questioning and exploring knowledge as more important than coming up with the “right answer.” (*Integrating the Science Curriculum*, 1998). The overarching principles of the foundation of the science framework are outlined below and excerpted from the National Academy of Science:



The BAAS-SB science program incorporates the following elements to ensure effective science curriculum delivery and academic excellence:

- Integration of language and science. As with the arts program, science is used as a basis to develop strong foundation in language arts. Students will explore science through reading, writing, and analyzing.
- Hands on approach. Students have the opportunity to practice and explore what they are learning. As with arts, technology will create this bridge into the world of science.
- Developing key science concepts. Students develop key concepts and explore scientific phenomena through the steps of the scientific method.
- Building knowledge on essential concepts. Students learn big ideas about real world happenings.
- Using cooperative groups. Students work in groups to learn and challenge one another. The best learning occurs with peers. Peers stretch each other's minds and foster engagement.
- Differentiating instruction. Learning and instructional strategies are modified based on the needs of each individual learner and according to each student's pace.

BAAS-SB anticipates needing the expertise of science experts in the fields of agriculture and energy to provide students with meaningful, authentic, and reliable integrated science projects. BAAS-SB will partner with science and arts departments in the local university system to find students and professors that will fulfill this need. BAAS-SB will explore providing students with daily stipends for their participation in the enhanced arts and sciences curricula.

Technology

“As we push the frontiers of human knowledge, work at every level becomes more complex, requiring more pattern recognition and problem solving.” Thomas Friedman

Technology is the bridge from the present to the future. Technology is the ultimate tool for educational change and will provide students to be equipped with tools for the future. It is technology that will allow students to access their dreams, experience worlds only in the imagination and evolve into the great artists and scientists of the future. Research demonstrates technology:

- Improves student learning,
- Increases engagement,
- Improves the economic viability of students by increasing ability to succeed in the 21st century through the use of teaming, technology fluency, and high productivity,
- Increases relevance and real-world applications,
- Closes the digital divide and
- Builds global awareness, sound reasoning, visual literacy, scientific reasoning, and critical thinking

Technology is an integral part of educational instruction at BAAS-SB. Technology is an effective learning tool and can promote engaged students. Technology can facilitate active student learning by requiring them to “pull together bits and pieces of information from several sources, gather data, generate personal interpretations and summaries, and make decisions” (Grabe and Grabe, 2004). Technology is the bridge which takes a child remotely removed from exhibits and collections of the Masters and allows access which awakens artistic and scientific curiosity. Technology in the form of desktop computers will navigate students through museums, galleries, galaxies, and scientific phenomena. Technology is used to develop skills in all core subjects while assisting students in the completion of work and extend learning beyond the classroom. Educators and administration will benefit from technology through its use in the collection and analysis of assessments and as a source of instructional data. It is the foundation for differentiating and individualizing instruction for multiple types of learners including special needs, EL, migrant, and academically high-achieving students.

All students at BAAS-SB have the opportunity to become proficient users of computer technology. Technology education occurs with students using computers individually and in small groups. Among other applications, students will use technology in the writing process, to research content on the internet, and to run software that provides practice in basic skills development such as reading, writing, and math. Educators might use Google Apps for Education (“GAFE”), web-based applications, or other software that teaches and reinforces collaboration, coding, research, and critical thinking skills, as well as safe use of the device. Students will have access to large device that facilitate collaboration, as well as individual use of tablets or laptops. BAAS-SB will also seek to find software that will advance the acquisition of English in its students.

Arts, Science, and Technology

A unique aspect of the educational program at BAAS-SB is the integration of the arts and sciences. The foundation of instructional program is merging these two rich subjects together. Arts spur creativity and science will allow this creativity to become a reality. Technology provides the bridge to access both disciplines. The following pictorial illustrates how the arts, sciences, and technology integrate with one another.

The following table illustrates ways arts and science may be integrated into the primary and intermediate grades.

Enhanced Science and Arts Curricula

Transitional Kindergarten – Third	
Arts	Science
<ul style="list-style-type: none"> • Dioramas of picture book setting • Mobiles of the parts of speech • Flipbooks of story plot • Puppets in literary characters • Storyboards of writing • Illustration of emotional response to literature • Making models of historical figures • Collage of sound/symbol pictures 	<ul style="list-style-type: none"> • Water cycle projects • Observations of the structures of life • Germination of seeds • Investigations the effects of sunlight/ water on plants • Composting • Earth Day Celebration • Moon journaling • Charts of the constellations • Planet reports • Field trip to a planetarium • Batteries from Lemons
Fourth – Fifth	
Arts	Sciences
<ul style="list-style-type: none"> • Recitation of poetry • Author’s Day • Screenplays of converted literature • Lyrics that explain content knowledge • Interpretive essays • Original fictional plays • Plays that embed non-fiction content knowledge • News broadcasts • Original movies 	<ul style="list-style-type: none"> • Ecosystems • Measuring the effects of pollutants of crops/the environment • Research on the Greenhouse effect • Exploration of eco-friendly pesticides • Exploration of photosynthesis • Development and use of “green” products • Charting the rotation/revolution of the Earth • Investigations of the sustainability of life on other planets • Debate the rejection of Pluto as a planet • Calculations of the effects of a planet’s gravity on weight • Field trip to an observatory • Solar Ovens • Using the Energy Grid to Predict Energy Shortages

The following table illustrates sample lesson plans of the arts, science, and technology across grade levels.

Enhanced Science and Arts Curricula

	Arts	Technology	Science
Kindergarten	Construct a sunflower with different textures	Using Internet to access art of Van Gogh	Planting a sunflower and examining parts of the flower – stem, leaves, etc.
First Grade	Rain dance	Use computer to experience different properties of geography - visual representation	Explore properties of sun, land, water, air
Second Grade	Cosmic Dancer Sculptor	Use Internet to explore NASA	Construct a pendulum and explore properties
Third Grade	Write poetry	Record poetry	Explore the properties of sound – create a sound device
Fourth Grade	Language Arts Nature Walk	iPod to listen to sounds of birds	Study of Birds
Fifth Grade	Painting of “Starry Starry Night”	Use computer to experience the virtual stars and planets	Explore the stars with a telescope, build a telescope, field trip to a science museum

Instructional Materials

During the planning period for BAAS-SB, the Charter School staff examined and researched additional curriculum programs and materials available for use. Educators, parents, and community members have been involved in the selection of course textbooks and supplemental materials and will continue to have opportunities for input. It is firmly believed that by utilizing faculty to design curricular approaches to teaching and learning, BAAS-SB provides a superior learning environment tailored to the individual needs of the student population.

BAAS-SB uses a combination of State-adopted K-5 curricular materials, supplemented by other research-based curricula and resources. BAAS-SB uses CCSS as its curricular foundation and weaves Project Based Learning into the lessons and activities.

Faculty also uses the following to supplement the core curricula to emphasize arts, science, and technology.

Supplemental learning aids as selected by educators to aide in instruction:

-
- Compass Learning (Ingenuity)
 - Inquiry-based Science Units
 - Technological tools, such as computer software and the internet
 - Manipulatives
 - Laboratory equipment
 - Newspapers and curricular materials provided by the community and educational partners

All educators will continue to be trained in CCSS-based instructional design and expected to teach a CCSS-based (as opposed to textbook based) curriculum. In this context, the texts become a resource for classroom instruction, and educators use the SDSA process to identify gaps in the curriculum and supplement the adopted materials to ensure that students master all content standards. BAAS-SB teaching staff evaluate all curricula on an ongoing basis to determine if other standards-based curriculum, instructional materials, and activities result in better educational outcomes for BAAS-SB's unique student population.

Sample scope and sequence, pacing guides, curriculum maps, and assessments

The pacing guides include the integration of arts and sciences into the core academic subjects of language arts and math. The pacing guides were developed in partnership with the principal and the teaching staff at BAAS in El Centro, modified for BAAS-SB, and now reflect the individualized needs of the students. The pacing guides are fluid and dynamic based on student needs. BAAS-SB believes that curriculum development and planning should be a collaborative process and requires educator's input as well as modification based on students' needs. BAAS-SB uses assessment results to drive instruction and the modifications to the pacing guides as needed. BAAS-SB is committed to creating a personalized learning environment that reflects the philosophy and research of Dennis Littky, Ted Sizer and others who believe that each student's learning plan should grow out of his or her unique needs, interests, and passions. BAAS-SB believes that the education system must ensure that students and families are active participants in the design and authentic assessment of each child's learning.

Curriculum Map – Serves as a Guide For Instructional Staff Sample of Kindergarten ELA

English/Language Arts Core Standards—Kindergarten CCSS Map				
Δ =NEW Standard Introduced	\surd =Continue (as needed)	M=Mastery for		
Grade Level				
Reading Literature (“RL”)	1	2	3	4
Key Ideas and Details				
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Δ	\surd	\surd	M
RL.K.2 With prompting and support, retell familiar stories, including key details.	Δ	\surd	\surd	M
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Δ	\surd	\surd	M
Craft and Structure	Δ	\surd	\surd	M
RL.K.4 Ask and answer questions about unknown words in a text.				
RL.K.5 Recognize common types of texts (e.g., storybooks, poems)		Δ	\surd	M
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Δ	\surd	\surd	M
Integration of Knowledge and Ideas	Δ	\surd	\surd	M
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).				
RL.K.8 Not applicable for literature				
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			Δ	M
RL.K.10 Actively engage in group reading activities with purpose and understanding.	Δ	\surd	\surd	M
Reading Informational Text (“RI”)	1	2	3	4
Key Ideas and Details	Δ	\surd	\surd	M
RI.K.1 With prompting and support, ask and answer questions about key details in a text.				
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Δ	\surd	\surd	M

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		Δ	√	M
Craft and Structure				
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	Δ	√	√	M
RI.K.5 Identify the front cover, back cover, and the title page of a book.	Δ	√	√	M
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Δ	√	√	M
Integration of Knowledge and Ideas				
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Δ	√	√	M
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.			Δ	M
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			Δ	M
RI.K.10. Actively engage in group reading activities with purpose and understanding.	Δ	√	√	M

Sample lesson plans depicting the integration of arts and sciences

BAAS-SB must underscore the belief that the integration of activities of arts and sciences into core subject areas will most effectively and comprehensively be developed by the instructional staff to align with students' needs. All of the lessons, units, and activities listed below are meant only as samples. All lessons, units, and activities would be analyzed by the instructional team at the Charter School using SDSA principles to ensure standards alignment, suitability, and cohesion. Sample lesson plans have been included below, for reference:

Sample Lesson Plans for Arts and Science Integration

Theme/Project: Integrating Kid Pix into the Language Arts Program
Unit: Language Arts and Science (habitats)
Grade Level: Grade 1
Abstract: In a small reading group the students will read the book Droo (by Barbara Hill). After reading the book the students will write a story about an imaginary animal and its habitat. Using Kid Pix students will draw and paint their creatures including the creature's habitat. The educator will insert the text. Students will read their stories and share their pictures with the class. The story and pictures will be compiled into a class book. The class book will be displayed on the internet through a link.
Generalization: Some animals need a special habitat and would not make good pets.
Purpose/Learner Outcomes: Through this activity students will : 1) learn new vocabulary words 2) make connections between habitats discussed in science and the story character's habitat. 3) find rhyming words throughout the story 4) write about their inventive animals and the animal's living environment 5) experiment with the draw/paint program in Kid Pix.
Outcomes Reading/literature (primary level) 1) Student makes up his or her own story with text 2) Student responds to literature in a variety of ways. Science (primary level/Nature of Technology) 1) Student uses a computer to assist in the completion of a task.
Guiding Questions: Why did the Droo not make good company? What was the problem with the habitat the Droo was living in? What kind of habitat would the Droo need?

Special Characteristics: This is a small group activity but it can also be adapted to use with the whole class. In order to do this activity with the whole class it would be best to do the draw portion of the lesson in the computer lab.

Technology description: Using the class computer the educator will demonstrate how to use the draw/paint in Kid Pix. Also, the educator will show students how to save their pictures in a file.

Rationale for using technology: Students enjoy writing and creating pictures with Kid Pix. In my class the students only use the stamps to create their pictures. I would like them to be more inventive and creative by using the pencil and paints. This is a good lesson to get those creative juices going. By drawing imaginary creatures students' art work would not have to be so precise. This activity is also a great motivator. Other students see what their classmates are accomplishing and become inspired to write and illustrate their own stories.

Other materials needed:

Educator suggestions:

Procedure:

Into: (Preparation)

- 1) Introduce and discuss vocabulary words on the chalkboard prior to the reading of the story.
- 2) Review the meaning of habitat

Through: (Learning Activities)

Choral read the story together. As students read the story have them point out the rhyming words and review the vocabulary words

Ask questions (including the guiding questions)

When done lead students to a generalization or to their own meaning of the story

Discuss the assignment. Choose one or two students to draw an imaginary creature on the board. With the group brainstorm what the imaginary creature's habitat would be like and include this in the chalkboard drawings.

Go to the computer area and demonstrate how to use the pencil and paints in Kid Pix. Show students how to save their pictures in a file

Assign times students can draw their creatures on the computer

Have students write in their journals about their imaginary animal and its habitat.

THIS LESSON PLAN IS TO BE DONE OVER SEVERAL DAYS.

Beyond: (Extension Activities)

Language Arts:

- 1) Read similar stories and compare and contrast the habitats. Similar stories that could be read are the Salamander Room by Ann Mazer and the Jigaree by Joy Cowley.

Science:

- 1) habitat activities can be found in the Ohio Project.
- 2) Set up animal habitats for classroom animals such as meal worms, toads, tadpoles, mice etc.

3) Go on an animal hunt in the school yard. Have students describe the different animals' habitats.

Assessment:
Class discussion
Journal Writing
Illustrations

Evaluation:
The student will participate in the small group discussion.
The student will write about an imaginary creature describing its habitat.
The student's illustration will include an imaginary painted creature and show its habitat.

Quilt Sharing

Social Studies, Language Arts, and Math

Grade Level: First

Introduction/ Background:

The sharing of family quilts is an activity that will be used to introduce the unit, as well as one that will continue throughout the course of the year as new quilts are brought in by students and their families. This activity is used both as a motivation for interest in the topic, and a spring board into our study that covers all curriculum areas. The sharing of quilts will be done as a whole group during our meeting times and quilts will be displayed around the room for further exploration and study.

Objectives:

- Students will begin to develop a sense of history and a fascination with historical documents by sharing in the family histories of their peers as told through the quilt stories.
- Students will apply math skills by using invented strategies to determine the (approximate) age of the quilt from the information given about the date it was made.
- A stronger sense of classroom community and personal connections between students will be developed by the sharing of personal stories and artifacts. This builds a connection between home and school and helps to establish a more secure environment where students' backgrounds are respected and celebrated.

Materials:

- Quilts brought in by students and educator (or others in the school)

-
- Background information about the quilts: who made it, when, where, occasion, pattern, etc.
 - Family photos of the maker of the quilt and people from the generations in between that person and the student sharing the quilt. (This is optional, but helps by giving students a concrete image of the people involved, the personal nature of quilt making, and the time that has passed between the date made and now.)
 - Camera to take pictures of each quilt as it comes in, many students will not be able to leave their quilts at school. A photo will enable further study to take place, serve as a record, and be used to make charts or class books on our quilts.

Procedure:

1. I will share a family quilt to introduce the topic and serve as a model for how to share quilts and possible aspects to highlight. Some of the highlights will be: looking at the pattern, generating possible names and researching to find actual name; share name of the person who made it and the connection that they have to me (at this time I will share the photo of my great-great aunt Grace Ogg, her sister-my great-great grandmother, my grandmother, mother, and myself); the date the quilt was made and any other available information.
2. Give students the opportunity to make comments and ask questions about each quilt. As you look at the first few quilts that are brought in brainstorm to generate a list of questions that the students would like to answer through research and further investigation.
3. After sharing the date the quilt was made, ask how we could figure out how old it was. Let students devise their own strategies. (My class generated: counting by ones, counting up by tens, and using our base ten blocks to help us count and show our answer.)
4. If possible, display quilt in the room so students can investigate during free time and get a closer look.
5. Take a picture of each quilt that is brought into the room. One set of these will be used on chart where data will be recorded as we find it; another set will be used in a class book where children's family stories will accompany them.
6. If a student is not able to bring in a quilt, have them take a photo at home and bring that in. If a student does not have a quilt, let them pair up with another student or choose a quilt out of one of our trade books to share.
7. After I model the sharing of my quilts, students may bring their own and will have the opportunity to share it during our morning meeting. This will be ongoing throughout the unit, closure of this ongoing activity will be provided in a class book about all the quilts that were shared.

Evaluation:

1. Students will not be assessed per se during this lesson, but rather observed in terms of interest, motivation, and participation. I am looking for students to become involved with the unit topic and take initiative to investigate through trade books to find out more about our quilts.
2. I am looking for students to become interested in learning about their peers and their backgrounds, accepting and celebrating the similarities and differences in experiences and beliefs, along with gaining confidence in their ability to speak in front of the class.

Extension Activities:

1. Use trade books to look for the pattern names of the quilts brought in and find out how those patterns got their names.
2. Use photos in a class book where students write stories or poems to accompany the picture of their quilt.
3. Create a class chart with the photos, where information about date and pattern can be recorded.
4. Interview parents or grandparents about the quilt or the person that made it. Share interview with the class, write up information to accompany picture or newspaper article for "Room 1 News".

Sample Lesson Plans for Project

This is adopted from the Buck Institute

P R O J E C T D E S I G N : O V E R V I E W				page 1
Name of Project: Amazing Race (CA Regions)			Duration: 4 weeks	
Subject/Course: Social Studies		Educator(s):		Grade Level: 4th
Other subject areas to be included, if any: Language Arts – Reading, Writing, Listening and Speaking				
Significant Content (CCSS and/or others)	4.1.1, 4.1.3, 4.1.4, 4.1.5 W. 4.3, W. 4.7, W. 4.9 RI.4.1 SL. 4.1, SL.4.4			
21st Century Competencies (to be taught and assessed)	Collaboration – teamwork, finding information, presenting		Creativity and Innovation – create a map of California, create questions for Amazing Race, PPT or poster	
	Communication – teamwork, finding information, and presentation		Other -	
	Critical Thinking – creating their questions, writing the final paper and project			

Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)	Each group will learn the four regions of California. As a final product, each group will create a PPT or poster and present their finding. Individual product will be a narrative essay describing what they would pack in their suitcase if given a chance to travel to one of the regions. As a celebration at the end of the project, both 4 th grade classes will play Amazing Race.	
Driving Question	How regions in California influence our community?	
Entry Event	We will watch an episode of Amazing Race.	
Products	Individual: narrative essay describing what they would pack in the suitcase if given a chance to travel to one of the regions in California.	Specific content and competencies to be assessed: Social Studies, writing, reading, and responsibility.
	Team: 4 th grade	Specific content and competencies to be assessed:

P R O J E C T D E S I G N : O V E R V I E W

page 2

Public Audience (Experts, audiences, or product users students will engage with during/at end of project)	Both 4 th grade classes		
Resources Needed	On-site people, facilities: educators and school		
	Equipment: computers		
	Materials: maps, video of amazing race, posters, crayons-markers, paper		
	Community Resources: N/A		
Reflection Methods (Individual, Team, and/or Whole Class)	Journal/Learning Log: Each student will reflect on their work.		Focus Group: Each group is responsible to know the 4 regions of California.
	Whole-Class Discussion: Need to Knows, daily review of need to knows		Fishbowl Discussion: Students will use the fishbowl to write down questions they have in order to complete the project.

	Survey		Other:	
Notes:				

Parent Contracts

Home – school relationships are important for any BAAS-SB program and emphasized at BAAS-SB. Forming partnerships with parents means supporting them in their role both as parents and as the primary educator of their child and thereby involving them in their child’s educational program in meaningful ways. Because parents are viewed as the primary educator of their children, parents are treated as partners in developing an individual learning plan for their children.

Frequent and regular communication with parents will advance each child’s learning. Educators will share with parents the classroom goals that have been planned with the child and invite their input. Creating good rapport with a child’s family not only helps families and children, it also provides educators with insights that are essential to responding to each child’s individual needs. Parents are invited to extend their child’s learning in the home through discussion and home-based activities that utilize the curriculum. Families participate in all aspects of their child’s educational experience. Opportunities may also include volunteering in the classroom and participating in governance as well. See Element Four below for a description of ways in which parents may participate in the governance of the Charter School.

Student Calendar

This represents a tentative schedule for the school year 2020-2021. This model will be used in subsequent with modifications to dates.

Single Track	
First Day of Instruction	August 24
Labor Day	September 7
Veteran’s Day	November 11
Thanksgiving Break	November 23-27
Winter Recess	December 21-January 3
MLK Holiday	January 18
President’s Day	February 8
President’s Day	February 15
Spring Break	April 9-16
Memorial Day	May 25
Last Day of Instruction	June 14

Total Days of Instruction 183 days

Educator Professional Development Days

Single Track	
Summer Professional Development (pupil free)	Aug. 13-21
Fall Professional Development (pupil free)	Nov. 11

Winter Professional Development (pupil free)	Feb 8
Year Close Out (pupil free)	June 13-14

Total number of days of Professional Development: 9 days

Currently BAAS-SB anticipates the day will begin at 8:00 am and conclude between 3:00 – 3:30 pm, based on grade level. BAAS-SB plans to observe a weekly early release day to provide academic coaching and professional development for the instructional staff. Each day includes a 45-minute lunch. The total number of instructional days and instructional minutes offered per year exceeds the California Educational Code and is outlined below for each grade:

Instructional Minutes By Grade

The following chart provides the total number of instructional minutes and instructional days by grade level.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	141	340	36	235	6	225	0	0	183	36000	57750	21750
1	Yes	141	355	36	265	6	225	0	0	183	50400	60945	10545
2	Yes	141	355	36	265	6	225	0	0	183	50400	60945	10545
3	Yes	141	355	36	265	6	225	0	0	183	50400	60945	10545
4	Yes	141	355	36	265	6	225	0	0	183	54000	60945	6945
5	Yes	141	355	36	265	6	225	0	0	183	54000	60945	6945

Daily Schedule

The schedule below is a sample daily schedule, which is modified based on the needs of each student and their respective elective classes. In addition to the core academic subjects that integrate the arts and sciences, BAAS-SB will offer enhancement/elective classes on a grade rotation basis by semesters. Students will participate in concentrated, focused classes in fine arts one semester and in the following semester focus on concentrated course work in music. Students will also participate in an offering of technology, and library. These classes will provide the students with the skills and foundation to be successful.

Subject	Time
English Language Arts	8:00 – 9:30
English Language Development (“ELD”) /Enrichment	9:30-10:00
Morning Recess	10:00-10:25
Math	10:30 – 11:15
Math	11:15 – 12:10

Lunch / Recess	12:10 – 12:50
Social Studies	12:50 – 1:50
Art/Music/Technology/Science	1:50 – 3:15

Longer periods of ELA and Math will give educators the time to develop deep subject understanding and implement the project-based methodology set forth in the BAAS-SB’s mission. This schedule was created to allow time to implement the instructional program goals set forth in BAAS-SB’s mission and vision. Additionally, BAAS-SB believes this schedule enables students to meet the goal of content standard mastery. Time has also been allotted for students needing remediation to meet the goal of content standard mastery in the half hour of intervention/enrichment time after BAAS-SB.

Nutritional Services

BAAS-SB participates in in the National School Lunch Program following all applicable laws for such participation. As noted in Element Six below, the Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. BAAS-SB shall comply with all applicable requirements under Education Code Section 49557.5 to ensure that a student with unpaid school meal fees is not denied a meal of the student’s choice, shamed, or treated differently.

Faculty/Staff

All educators will hold the Commission on Teacher Credentialing certificate, permit, or other document required for the educator’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Educators employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the educator’s certificated assignment. By the academic year of 2022-2023 BAAS-SB expects to employ approximately 14 educators to accommodate the enrollment of 350 students in kindergarten through fifth grade.

At all grade levels, educators have the ability to work as a member of a team and possess a demonstrated willingness to take responsibility and exercise leadership for the Charter School as a whole. Teaching applicants must welcome being treated as critical stakeholders as they are expected to assume significant administrative, governance and school development responsibilities. The hiring criteria are discussed further in Element 5.

BAAS-SB hires a diverse faculty composed of appropriately credentialed and assigned educators, in accordance with Education Code Sections 47605(1) and 47605.4(a). We will achieve this goal by conducting a comprehensive search using multiple strategies to hire the finest educators available. We implement a comprehensive recruitment plan to seek educators with the above-mentioned qualifications. This plan includes, but not be limited to posting job openings at major

teaching university websites, posting job openings in local newspapers, and offering competitive salary and benefit packages to prospective faculty members. Opportunities at educator recruitment fairs and national advertising mediums are also used. Element Five includes a more detailed description of the employee qualifications for educators.

Professional Development

BAAS-SB implements a comprehensive model of continuous improvement, which includes full staff professional development as well as personalized coaching to help educators implement concepts in their classroom in a practical way that meets their needs. Additionally, educators will need personalized coaching to help implement concepts in their classroom in a practical way that meets students’ needs. Below is a table of related professional development topics that will be addressed regarding each educational program to ensure that educators can deliver instruction in the most effective way possible.

Professional Development Topics

Academic Program Component	Topics of Professional Development
Standards-Aligned Instructional Design (SDSA)	<ul style="list-style-type: none"> • Analysis and prioritization of CCSS • Clustering standards to create meaningful, relevant units of study • Designing assessments that effectively measure mastery of CCSS • Using projects as summative assessments • Data analysis to inform instruction
Project Based Learning	<ul style="list-style-type: none"> • Using projects to achieve standards academic excellence • Developing Essential Questions • Real life experiences • Strategies and Best Practices
Arts and Science Integration	<ul style="list-style-type: none"> • Integrated lesson planning • Promoting reading and writing through the arts • Science as inquiry • Developing critical thinking through science
Technology	<ul style="list-style-type: none"> • Digital literacy • Using technology as an effective instructional strategy
Differentiation	<ul style="list-style-type: none"> • Strategies and best practices • Multicultural awareness • Specially Designed Academic Instruction in English (“SDAIE”)

Academic Program Component	Topics of Professional Development
	<ul style="list-style-type: none"> • Identification/SST • Intervention programs PD • Migrant Students • Academically high-achieving Students • Trauma Informed Care

Additional topics of professional development will also include, but are not limited to, the following:

- Assessment design
- Classroom management and culture
- Examining student work
- Analysis of student achievement data

To round out the formalized professional development stated above, BAAS-SB provides its educators with ongoing mentoring and coaching from outside consultants with expertise in each area of the educational program. Educators are instructed in research-based intervention strategies for students reading below grade level. This training may include workshops on decoding, fluency, vocabulary, and text comprehension. In this way, BAAS-SB ensures that educators are fully supported in their preparedness to meet the needs of the targeted student population. In addition, BAAS-SB educators are encouraged to attend conferences and institutes sponsored by San Bernardino County and other institutions to learn about the most recent research and to incorporate the new knowledge into their daily practice.

Professional development is at the core of BAAS-SB culture. Staff members are part of a professional learning community, constantly engaging in cycles of inquiry to determine the best practices for raising the achievement of every student. Faculty meetings are not didactic, but rely on dialogue between staff and administration to foster professional learning communities as described by Richard Dufour. BAAS-SB regularly provides in-service for staff on current trends in educational practice while reinforcing existing methods central to teaching and learning. All collaborative staff development activities are grounded in data analysis and principles of effective instructional design.

BAAS-SB also schedules regular grade-level meetings which are used as focused time to build on the on-going professional development discussed above. For example, a professional development session might include learning about a protocol to be used to analyze student work. Staff members would then be expected to implement the protocol in a collaborative setting by using the protocol to analyze student work during a grade-level meeting. Therefore, professional development time will be maximized through the thoughtful, explicit connection between the scheduled professional development days and educator planning time. An important objective of professional development is to assure that educators and administrators are aware of the breadth of student needs and the ways they are manifested in the classroom. Educators who skillfully target students’

diverse needs through appropriate instruction can do a lot to reduce the need for additional supplemental services.

As a demonstration of BAAS-SB 's commitment to continuous BAAS-SB improvement, a minimum of nine (9) days of professional development on a specified topic have been set aside throughout the BAAS-SB year. Additionally, each day will be complemented by coaching to help educators implement the concepts discussed during the full-day in-service. Coaching will take place between each of the full-day training sessions. Below is a sample outline of the ongoing professional development plan, including an overarching objective to be accomplished by each day of training.

DAY 1: Begin with the End in Mind (desired results, goals, or standards)

Objective: Participants will examine the backward design process and use specific tools (e.g. Bloom's Taxonomy, CAASPP Blueprints) and critical questions to "unpack" and prioritize CCSS.

DAY 2: Clustering Standards to Create Standards-Based Units

Objective: Participants will review their prioritized standards and work collaboratively to cluster standards around "big ideas." The "big idea" standards will serve as anchors for units.

DAY 3: Think Like an Assessor

Objective: Participants will analyze achievement targets embedded in standards, as well as assessment options available to them in order to design effective assessments that are aligned to standards.

DAY 4: Communicating Criteria for Success to Students

Objective: Educators must establish specific criteria that will be used to determine student proficiency on any given task (essay, projects, oral presentations, etc. and then communicate the criteria to students prior to giving the assessment.

DAY 5: Learning Experiences that Promote Understanding and Engagement

Objective: Participants will develop instructional techniques that are proven to have a positive effect on student achievement. Participants will gain skills to effectively use the arts and sciences as instructional methodologies. Participants will also learn how to differentiate the strategies in order to meet the needs of students with special needs, English learners, migrant students and academically high-achieving students.

DAYS 6-8: Project Based Learning

Objective: Participants will develop instructional techniques are aligned with the 8 essential elements of project based learning. Participants will understand the difference between doing projects and project based learning to provide relevant, authentic and

rigorous instruction resulting in the mastery of CCSS and 21st century core competencies skills.

Educators will also be trained in topics that are relevant to the BAAS-SB's mission and health and safety training to include but not limited to disaster training, communicable diseases, and bomb threats.

Interventions and Supplemental Curricula

BAAS-SB is committed to the ideals of Academic Excellence, Democratic Leadership and Personal Growth for all students including students with special needs. Our mission includes full inclusion of all students across the range of academic and language achievement from the educationally disadvantaged to the academically high-achieving. Specific special populations BAAS-SB expects to serve include English Learners, academically high-achieving students, academically low-achieving students, and special education students.

Families enrolling with documented special needs students will participate in further discussion with qualified, certificated staff and work together in developing, implementing and/or modifying special needs services. Based on data gathered from existing documentation and the BAAS-SB Intake Procedure, the staff of BAAS-SB will make every effort to put services in place for students based on students' anticipated needs. Requests, conferences, and assessments are documented and kept in students' files.

BAAS-SB primary instructional methodology to address all learners' needs is based on differentiated instruction. According to the Center for Applied Technology, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires educators to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process. Differentiated instruction adopts the concept of "readiness". That is the difficulty of skills taught should be slightly in advance of the child's current level of mastery. Learners will be identified through an assessment, identification, and selection process specific to each learning group.

English Learners

The Charter School will meet all applicable legal requirements for English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, educator qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

ELPAC Testing

The ELPAC initial assessments shall be administered as follows:

Any pupil whose primary language is other than English as determined by the home language and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The ELPAC summative assessments shall be administered annually as follows:

The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window (February 1 – May 31).

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing. Parents or guardians will be informed of their rights, and they will be encouraged to participate in the reclassification process. BAAS-SB has established an English Learner Advisory Committee ("ELAC").

Goals for English Learners

1. To provide each student with equal access to academic achievement.
2. To develop literacy appropriate to grade level content and performance standards
3. To improve English language proficiency, as rapidly and efficiently as possible, in order that students can participate fully in meaningful instruction.
4. To develop academic achievement in all content areas appropriate to grade level standards.
5. To promote a strong, positive self-image among English learners that supports student achievement and citizenship.

Each English Learner will receive a program of instruction in English language development in order to develop proficiency in English as rapidly and as effectively as possible. English Language Development is a specific program curriculum aligned to the ELD standards. BAAS-SB will provide ELD instruction from an ELD specialist as a part of the academic core curriculum to EL students. All four domains (listening, speaking, reading, and writing) of the ELD standards are used as a vehicle to move students into the ELA standards as quickly as possible. NWEA MAP assessments will be used to determine whether English Learners are learning at a rate that will enable them to achieve academically.

Strategies for English Learner Instruction and Intervention

All English Learners are supported through a combination of modified instruction, a supportive school culture, and additional academic support as needed. ELs have daily access to the core curriculum and are taught through structured English Immersion with additional supports as necessary, including SDAIE strategies, instructional techniques, assessments, materials and approaches will focus on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California ELD and Content Standards) in all areas of the curriculum. SDAIE strategies emphasize comprehensible input, including the use of visuals, graphic organizers, and hands on learning. These strategies allow the student to access the curricula while providing the necessary support to be successful. EL students will receive ELD and core content instruction appropriate for their English proficiency and grade levels.

Educators are trained to provide sheltered instruction using SDAIE techniques when some students have difficulty understanding English. Educators will also be trained in the CCSS for ELA and ELD Standards, as well as other research based instructional strategies to address English Learners' needs, including the SIOP. The SIOP Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

Research shows that when educators fully implement the SIOP Model, English Learners' academic performance improves. For a detailed review of the research, as well as, sample lessons and activities using the SIOP Model see the Center for Applied Linguistics, SIOP, 2014.

Using instructional strategies connected to each of these components, educators are able to design and deliver lessons that address the academic and linguistic needs of English Learners.

Educators also pair English Learners with students who can effectively translate, and many activities will be hands-on rather than text-based, diminishing reliance on reading and listening as the only learning methods.

Strategies to be used include, but are not limited to the following techniques:

- **Total Physical Response (“TPR”).** Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the educator. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*
- **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students’ at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for educators who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).
- **Language Experience Approach** (also known as Dictated Stories). This approach uses students’ words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a educator or peer. The educator or another student writes down the story, using the

student's words verbatim. The educator/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).

- **Dialogue Journals** (Also known as Interactive Journals). This approach is a way for educators to engage students in writing. Students write in a journal, and the educator writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the educator does not evaluate what is written, but models correct language and provides a non-threatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a educator to be beneficial in improving spelling and fluency.
- **Academic Language Scaffolding**. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. *(See Gibbons [2002] for specific scaffolding strategies.)*
- **Native Language Support**. Whenever possible, EL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student's native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave educators a way to show their respect and value for students' languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students' development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

All English Learners will receive a program of English Language Development as well as access to the core curriculum. English Language Development is embedded in all lessons conducted in English and incorporated through differentiated practice. In

addition, for a portion of the day the focus is English Language Development geared to each student's language proficiency and is provided by an ELD specialist. BAAS-SB will ensure that English Language Development supplements not supplants English Language Arts. This time will usually occur as an extension of the literacy block and when possible directly linked to the topics and content of the literacy lessons. Instructional dialogues will make the assumptions that all student will require language development based on the demographics of the student population. Instructional design will ensure all students have access to the curriculum and content. There will be visual supports and explicit based language. In response to specific methods of differentiation for EL students. Our education plan repeatedly refers to our commitment to implement research-based practices that are tailored to meet individual needs of students. One such practice BAAS-SB discusses is cooperative learning.

Parent Involvement for English Learners

BAAS-SB provides parents of English Learners with opportunities to be active participants in assisting their children to achieve academically. Parents are encouraged through newsletters, mail, email, and telephone to participate in school activities, such as regularly held School Site Council meetings and participation on the DELAC and ELAC. As part of this committee, parents participate in the BAAS-SB's program for English Learners, participation in the annual language survey; the school's needs assessments and supporting the school in ways to make parents aware of the importance of regular school attendance.

Reclassification to FEP Status

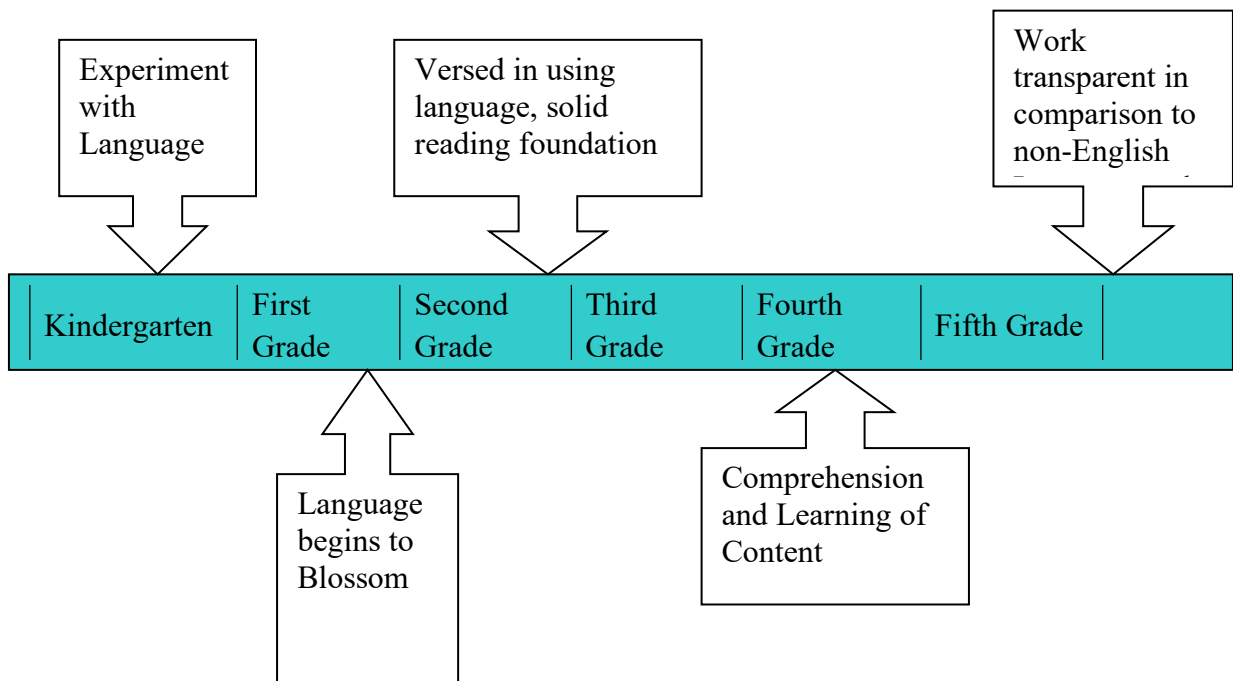
The Charter School will develop criteria to determine fluent English proficiency ("FEP") for ELs consistent with legal requirements regarding standardized testing and other required assessments. In addition, the Charter School will monitor to ensure on-going academic success for reclassified students for at least three years from their reclassification date. Reclassification procedures will 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 English Language Proficiency ("ELP") using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom educator 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 parent's opportunity to participate and encouragement of the participation of parents or guardians in the school's 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 and basic skills based upon the performance of English proficient pupils of the same age that demonstrate 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.

Differentiated instruction and multiple intelligences (students learn through multiple modalities) are the basis for the approach for English Learners. Continuous assessments will also be the basis for instruction. Children are given multiple opportunities to practice using language – a technique highly correlated with effective English Language proficiency. The use of pictures, charts, maps and visuals as well as hands on learning strategies are implemented. BAAS-SB uses hands on science activities and arts as fun and exciting modes of language exposure and opportunities. Instruction focuses on keeping the child’s affective filter low (when children are stressed, they are less likely to learn). Integrating arts is a strategy to keep the student’s affective filter low and have the opportunity to demonstrate other skills in different venues.

BAAS-SB recognizes that many students may come to our school with limited or no English language skills. BAAS-SB approach to English Language proficiency is based on graduated levels of proficiency. Strategies will be focused on enhancing proficiency in oral, writing, and literacy. Ultimately BAAS-SB anticipates our English Language model to demonstrate the following results:



English Learners Arriving after Kindergarten

BAAS-SB recognizes that students will enter into BAAS-SB after kindergarten and might have varying needs both academically and social/emotionally. The graphic provides a theoretical framework for the model that BAAS-SB will use for EL students and identifies expected outcomes for each grade levels. The diagram reflects research pioneered by Cummings in 1979 which distinguished between L2 basic interpersonal communication skills (“BICS”) and cognitive/academic language proficiency (“CALP”). Cummings’ research indicated that CALP typically took five to seven years. Therefore, BAAS-SB would reasonably expect an EL student who enters school in kindergarten to acquire CALP by the end of 5th grade. If an EL student enters BAAS-SB after kindergarten, the timeline would shift according to the entry date of the student. If an EL student arrives at BAAS-SB after the grade of kindergarten, the techniques of differentiated instruction and Specially Designed Academic Instruction will be used. Students are identified with the Home Language Survey and the ELPAC will be completed within 30 days of enrollment. These tools form the basis for identifying appropriate instruction. Instructional strategies also include total physical response, cooperative learning, language experience approach, dialogue journals, academic scaffolding and native language support.

BAAS-SB adopts the following principles for instruction for EL regardless of when they enter into BAAS-SB . These principles align specifically to differentiation of instruction, a key instructional strategy at BAAS-SB.

- All English Learners are capable of learning to high standards if optimal teaching and a supportive environment are provided.
- Learning is a process of apprenticeship in which novices become expert with scaffolding from the educator or a more capable peer.
- Language is acquired through social interactions that are engaging, meaningful, and purposeful.
- Teaching/learning needs to be responsive. Cultural norms and expectations for effective participation in mainstream social and academic life need to be explicitly taught to English Learners.
- Using language is more than using correct grammar and vocabulary. It requires cultural knowledge of what is appropriate and an understanding of rules of discourse.
- Use of rituals or familiar participation structures is necessary when concepts of language are novel. Familiar concepts can serve as the vehicle to learn new rituals or ways of participating in academic events.
- Language learning requires conscious effort by the student, and by the informed support (scaffold) of the educator.
- Students should be encouraged to engage varied resources (intonation, stress, facial expressions, and body language) including their native language in the learning of English as a second language.
- In instruction, the content must be rich and challenging, the language must move beyond the “sentence” level to approximate natural discourse, and the teaching must be carefully scaffold and cyclically structured to promote depth of knowledge.

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- Self-assessment, academic practices, and learning strategies need to be explicitly taught to English learners.
 - Evaluation, curriculum, and assessments need to be aligned to reflect high standards and best practices.
 - All parents can become successful partners in the education of English learners by continuing to support the development of the first language.

BAAS-SB recognizes that to ensure the student is prepared for academic success, an accelerated plan may be required, based on the individual needs of the student, and depending on when the student enters BAAS-SB. A key element of the intervention or catch up plan is as follows:

- Focuses on CCSS
- Annual Benchmarks tied to English Proficiency and time at BAAS-SB
- Interim benchmarks
- Ongoing assessments using multiple types such as language observation task, NWEA Measures of Academic Progress, and ELD standards checklist
- Interventions based on assessment
- Interventions to social emotional needs, cultural articulation
- Evaluate process

Educators design lessons based on their students' individual proficiency levels. Each part of the lesson design must entail carefully selected, scaffold activities or tasks based on their students' proficiency levels and the subject matter. For ELs, "preparing the learner" and/or "frontloading" is often 80% of the lesson and is an integral part of setting ELs up for success. The table below lists scaffolding techniques implemented to accelerate EL to academic success.

English Language Development Instructional Techniques, adapted from San Diego County Office of Education

Scaffolding Strategies	How It Supports Students' Building of Their Own Understanding	Some Tasks That May Be Appropriate	Additional Considerations (e.g., time, assistance, variety of activities)
Schema Building	<ul style="list-style-type: none"> • Helps students establish that connection between and across concepts that may otherwise appear unrelated 	<ul style="list-style-type: none"> • Compare/contrast matrix • Story graph • Concept review-jigsaw • Jigsaw project 	<ul style="list-style-type: none"> • One-to-One tutorials • Whole group instruction (monitor/provide feedback) • Group or partner work for L1 and L2 • Interdependency of student roles • Understanding of social skills • Project-based tasks • Monitoring of group progress • Peer and/or cross age tutoring • Guided reading and comprehension activities • Time to demonstrate readiness for transition from guided to independent work
Metacognitive Development	<ul style="list-style-type: none"> • Supports students' internalization of strategies (makes students aware of own thinking processes while speaking, reading, writing) 	<ul style="list-style-type: none"> • Reciprocal teaching (adapted) • Think aloud • Self-assessment tasks 	<ul style="list-style-type: none"> • Use of observation data for assessment of student progress • Management of groups (monitor/provide feedback) • Time for interactive activities
Text Representation	<ul style="list-style-type: none"> • Provides opportunities to students to build repertoire of English and content area knowledge • Helps students to learn the process of research to locate additional information 	<ul style="list-style-type: none"> • Focus questions and use of manipulatives, video clips, etc. • Visualizations • Oral language development • Focus on repetition to support vocabulary (e.g., jazz chants, raps) 	<ul style="list-style-type: none"> • Use of a variety of writing genres • Assistance in use of note taking materials • Time for students to revisit and revise work

Scaffolding Strategies	How It Supports Students' Building of Their Own Understanding	Some Tasks That May Be Appropriate	Additional Considerations (e.g., time, assistance, variety of activities)
Primary Language Support	<ul style="list-style-type: none"> • Supports students in content instruction and analyzing word meanings through use of cognates 	<ul style="list-style-type: none"> • Preview/review by educator or paraprofessional having academic knowledge and primary language proficiency • Scaffold vocabulary development (analyze word meaning) focusing on Spanish cognates, English morphemes 	<ul style="list-style-type: none"> • Home/community/school communication and connections • Time for students to access parallel materials, media resources • Parallel text in L1/L2 • Communication with other support personnel (e.g., bilingual staff, migrant education)

In addition, technology will be used to increase EL academic and social emotional progress.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

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

To address the specific needs of EL and to ensure competencies, BAAS-SB has designated a specific time during the instructional day for English Language Development focus. This designated time allows additional support, however it should be noted educators use EL supports throughout the entire instructional day to ensure English Language competency.

Socio-economically Disadvantaged Students

BAAS-SB maintains high aspirations for all students regardless of their background. BAAS-SB promulgates that all students can succeed, provided that they are given the right mixture of the environment and support systems. Research has shown the following initiatives to be helpful in closing the achievement gap for socio-economically disadvantaged students; a focus on educating

and learning, leadership, creating an information-rich environment, creating a positive school culture, building a learning community, continuous professional development, involving parents, and external support and resources (Improving Schools in Socio-economically Disadvantaged Areas – A Review of Research Evidence. Daniel Muijs, Alma Harris, Christopher Chapman, Louise Stoll, Jennifer Russ). The programs and methodologies used at BAAS-SB along with the professional development model that is set for the educators address each of these research-based initiatives. In addition, BAAS-SB assesses the achievement level of each student regardless of socioeconomic level and uses the numerous intervention strategies stated in this petition to address the individual needs of each and every student. An essential instructional strategy used by BAAS-SB is Project Based Learning. PBL is an innovative and empirically proven instructional strategy that engages students in learning and encourages deep understanding. Based on decades of research in cognitive psychology (e.g., Boaler, 2002; Bransford, Brown & Cocking, 1999), PBL has been shown to be especially effective with unmotivated, low achieving students (Mergendoller, Maxwell & Bellisimo, 2003). Specifically, the following strategies will be used to support socio-economically disadvantaged students:

- Identify and appropriately meet the needs of students who have a learning difficulty or disability, physical or intellectual disability, or other special learning needs;
- Strengthen parents' engagement in their children's education;
- Collaborate with other workers and services within the community who are also involved in students' education and welfare and provide linkage to school and home;
- Foster a school culture which embraces diversity within the student population and focuses on high expectations for performance;
- Create print rich classrooms that is student centered and aligned with timely assessment;
- Provide an environment rich in multiple diverse experiences; and
- Provide home to school liaison services when necessary.

Academically High-Achieving Students

Some students will enter the Charter School better prepared or will be naturally endowed to learn at a faster pace than the majority. BAAS-SB is committed to assuring that all students' educational experiences are rigorous and educators are prepared to provide additional challenges for these students who move at an accelerated pace.

Identification of Academically High-Achieving Students

BAAS-SB identification practices rely on multiple criteria to look for students who are academically high-achieving. Multiple criteria will involve:

- Multiple types of information (e.g., indicators of student's cognitive abilities, academic achievement, performance in a variety of settings, interests, creativity, motivation; and learning characteristics/behaviors);

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- Multiple sources of information (e.g., test scores, school grades, and comments by classroom educators, specialty area educators, counselors, parents, peers, and the students themselves);
 - Multiple time periods to ensure that students are not missed by "one shot" identification procedures that often take place at the end of second or third grade; and
 - Feedback and involvement from the student's parents.

BAAS-SB also ensures that standardized measures use normative samples appropriate to the students being tested and taking into account factors such as ethnicity, language, or the presence of a disability. The use of multiple criteria does not mean the creation of multiple hurdles to jump in order to be identified as academically high-achieving. BAAS-SB looks for students with outstanding potential in a variety of ways and at a variety of time periods to ensure that no child who needs services provided through gifted education is missed. Data collected through the use of multiple criteria will give indicators of a student's need for services. These indicators often vary in strength and may differ according to specific domains being measured. For example, a student may be academically high-achieving in math but not academically high-achieving in reading and spelling and because of this, it is inappropriate to simply add the results together as they are measuring two very different areas. When used appropriately, no single criterion will prevent a student's identification as academically high-achieving; however, any single criterion, if strong enough, can indicate a need for services. BAAS-SB will use behavioral screenings, educator input and parent input as well as contributors towards determining if a student is academically high-achieving.

The Association for the Gifted ("TAG") refers to the identification process as searching for "hints and clues" of giftedness in all of our students (CEC, 2001). This means that the Charter School must learn to recognize the indicators of potential that our students show us and that BAAS-SB must nurture this potential when we see it. To find students who have historically been overlooked and underserved by gifted education the Charter School must be proactive in searching for abilities that can be masked or hidden (National Research Council, 2002). BAAS - SB includes planned experiences that are specifically designed to give students an opportunity to show their abilities in safe environments. The Charter School may also establish programs that will give children of promise developmental opportunities that will prepare them to profit from academically demanding programs. We also provide specific supports and professional development to educators to help them recognize and nurture students with outstanding potential who have been historically missed in our identification processes (National Research Council, 2002).

Steps in the Identification Process

An identification process has been adopted regarding the procedure, timing, and criteria for identification of students as academically high-achieving.

The identification process must be dynamic with both formal identification checkpoints and ongoing opportunities for students to be identified as their needs are recognized. Parents will be involved at the initial phase and throughout the entire process. Prior to the start of the process,

parents will be notified via written correspondence and invited to participate in this process. The three phases in this process are:

- **General Screening or Student Search:** The purpose of this phase is to establish a pool of students who might qualify for services, ensuring that no student falls through the cracks. This process involves formal designated times at which the total school population or all students in a designated grade level are reviewed, including students whose primary language is not English and students with disabilities. Screening methods can rely on student data that are readily available for all students (e.g., standardized scores taken for state or district assessments) and/or may involve specific cognitive and academic assessments given as part of the screening process. Comprehensive screening also includes invitations to educators, parents, and students to suggest names of individuals who might need services.
- **Review of Students for Eligibility.** At this phase all the data are reviewed to look for indicators that show a need for services. A given student may be designated as clearly needing or not needing gifted services, as potentially eligible at a later review, or as tentatively placed to see whether the available services are a good match. In the decision-making process it is essential to remember that no single piece of evidence should disqualify a student, but any single piece of evidence that is strong enough can reveal a need for services.
- **Services Options Match.** Based on a comprehensive review of the student's strengths and needs, the best match for services will be made. Students whose first language is not English, students who also have a disability, and students whose past experiences may not have prepared them for advanced academic challenges may need special consideration in the configuration of their services (Castellano, 2003; Coleman, 2001). Academically high-achieving students will need different options than mildly or moderately academically high-achieving students. In all cases the appropriateness of the service match should be monitored and reviewed periodically to make sure it is still a good fit for the student.

Parent Notification and Involvement

Parents will be notified that their student is a high achieving student through a written invitation for a meeting with principal and the student's educator. Parents will be actively engaged in the services provided to their students and will be invited to participate in ongoing meetings with the student's educators. Additionally, at the parent's request, the educator can provide supplementary materials for the parent and student to complete in partnership after school including access to instructional software, lessons, and projects individualized to their student's level.

Instructional Strategies with Academically High-Achieving Students

Educators at BAAS-SB use strategies such as differentiated instruction, cubing, tic-tac-toe, independent learning contracts, and rubrics to differentiate content, process, and product for *all* students. Educators use the work of Carol Ann Tomlinson as a resource for instructionally effective differentiation. Differentiated instruction is defined an approach to teaching that is comprehensive and guides educators in all aspects of their practice. It does not mean grading academically high-achieving students harder than other students or assigning extra work to keep students busy (Tomlinson, 1995). It is a continuous process of learning about students' individual needs and interests and using that knowledge to guide instruction. This process is most effective in a flexible and supportive learning environment, which encompasses both the physical setting of the classroom and its climate. The educator sustains a relaxed yet challenging environment by encouraging responsibility and autonomy, supporting students' different needs, and emphasizing students' strengths. In addition, sharing responsibility for the classroom climate with students helps to ensure that it is productive and comfortable for everyone. Portfolios and exhibitions are particularly useful in assuring that students are accountable for working up to potential by customizing expectations to the learner. Students working at different levels will sometimes be paired so that students excelling in a particular subject can help another student struggling with material that may be more challenging for them. Brain-based research shows that people deepen understanding through the process of teaching others (Caine & Caine, 1998). Responses to the needs of high achieving students include:

- Classroom organized for flexibility and openness.
- Educator concentrates on creating and selecting learning opportunities for students, guiding them, and working with them to assess their progress while giving choices and fostering independence.
- Using "anchor activities" that students can complete with little supervision-tasks such as writing journal entries or working on a portfolio which provides time for the educator to work directly with other students (Feldhusen, 1993; Tomlinson, 1999).
- A student might serve as "Expert of the Day" when there is a deep understanding of the concept or task.
- Involving the students in creating classroom procedures and rules and in organizing their time helps them to build important skills in decision making, negotiating, and planning.
- Content with greater depth and higher levels of complexity.
- A discovery approach that encourages students to explore concepts.
- Focus on solving complex, open-ended problems.
- Opportunities for interdisciplinary connections
- Use of Bloom's Taxonomy.
- Advanced curricula.
- Flexible pacing.
- Project Based Learning.
- Learning Centers.
- Developing divergent and creative thinking based on the cognitive affective model.
- Students will work on higher standards at a more in-depth level.

Social and Emotional Needs of Academically High-Achieving Students

A non-threatening atmosphere is important for all students, including high ability learners. Academically high-achieving students are often perfectionists, and they may place great significance on getting the right answers or completing tasks quickly. They are sometimes outsiders among their classmates because of their unusual abilities, or they may be accustomed to having a higher status than other students in the classroom. Academically high-achieving students may appear to be troublemakers or unmotivated in the classroom; they often display disruptive behavior, restlessness, and inattentiveness. Academically high-achieving students may often challenge authority figures by questioning classroom rules. The behavior of an academically high-achieving child is sometimes confused with attention disorders such as attention deficit disorder (“ADD”) and/or attention-deficit/hyperactivity disorder (“ADHD”). Children with either disorder generally show an inability to concentrate for long periods of time, regardless of the task. In contrast, academically high-achieving children become immersed in a task when interested, focusing for long periods of time; however, they may become bored while waiting for other students to grasp concepts that they already understand. When not engaged, academically high-achieving children often develop negative patterns such as daydreaming, doodling, excessive talking, and failing grades. The foundation of a good learning environment is a feeling of safety and acceptance. Educators will help to create this atmosphere by modeling respect and care for all members of the classroom. Educators are also trained in trauma informed instructional strategies to be mindful and support student behavior to be equipped to meet the individualized needs of each student. Emphasizing every student's strengths is another important element of an effective atmosphere for learning. All students need to feel and recognize the value of the abilities and experiences of themselves and others.

Academically Low-Achieving Students

Identification of academically low-achieving students is based on student academic performance as demonstrated by reading/language arts and mathematics assessment results such as the NWEA MAP that is administered three times a year. Student performance criteria will be defined based on common, school wide assessment measures in literacy and mathematics. Cut-points will be set which identify student performance as above/at/close to, below, or significantly below grade level. An annual circular will be distributed to educators delineating the performance cut-points to identify students for support/intervention and promotion/retention. Parent(s)/guardian(s) of at-risk students must receive written notification as early as possible as and no later than the tenth week of enrollment for grades 1-5 students, or the twentieth week of enrollment for kindergarten students. Individualized interventions will be developed for each academically low-achieving student, and documented through the MTSS process. The educator will convene and conduct a conference with the parent/ guardian to document student’s at-risk status and develop the interventions plan. The plan includes the intervention programs and strategies that the educator(s) and the Charter School will provide to help the student succeed, what the child and parent/guardian will work on at home, and how the educator will keep the parent/guardian informed about the child’s progress. The parent/guardian, student and educator(s) shall sign the plan, indicating their

understanding of each party's responsibilities and potential outcomes. Such interventions may include daily guided reading, early literacy support, targeted support program, focus on SDAIE methodologies, and special education supports identified in an IEP or 504 plans.

BAAS-SB supports a Three-Tiered Model. The model monitors student progress with different levels of intervention intensity. Prior to a low-performing child being referred to special education, he or she is offered intense, individualized academic intervention. The student's progress is evaluated and recorded to see if interventions yield adequate academic growth.

- Step 1- use of clear criteria and assessment tools to assess a child's ability.
- Step 2- if the child is significantly behind, initiation of scientifically-based instruction, closely monitored by the child's educators.
- Step 3- if the child fails to respond to scientifically-validated programs, that is if the child is *intervention resistant*, inception of more child centered evaluations to determine why the child is not reading on grade level. Does the child need special education services?

BAAS-SB takes a systematic approach to closing the achievement gap by targeting multiple resources and interventions towards low performing students. Students who are not meeting grade level benchmarks will be provided additional interventions. The interventions focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum. Additionally, the interventions provide opportunities for students to re-learn concepts taught during the day.

Academically low-achieving students are expected to demonstrate at least the equivalent of *one and a half years* of growth in relation to CCSS each school year. However, they may require additional time and resources to meet expected levels of proficiency. Therefore, in addition to in-class differentiation of instructional activities, low-achieving students will be provided with supplementary intervention courses until they have attained the expected level of proficiency. When additional interventions are needed, the staff are proactive in coordinating support services. Additionally, BAAS-SB takes a systematic approach to closing the achievement gap by targeting multiple resources and interventions towards low performing students.

A key component of addressing the needs of at-risk students (students not proficient in English Language Arts or Mathematics grade level standards) at BAAS-SB will be early intervention. BAAS-SB focuses on closing the achievement gaps before they become too large (DuFour, 2002; Haycock, 2001). Instructional activities vary to accommodate different learning styles to draw out students' various strengths. Students simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues in an advisory capacity or one-on-one with staff. When additional interventions are needed, the staff are proactive in coordinating support services.

Services for academically low achieving students begin with a diagnostic assessment of student abilities and needs. Depending on identified needs, students will receive one or more of the following interventions based on various research based interventions listed below. It is essential for BAAS-SB to monitor closely each intervention and its impact to ascertain progress for each student. The NWEA MAP assessment in concert with formative assessments and parent educator feedback will be used as ongoing evaluation to evaluate academic progress. Additionally, the following strategies will be implemented to identify educational needs.

- Classroom-based: Instructional activities will be modified to accommodate different learning styles to draw out students' various strengths.
- Students' simply needing additional assistance in particular subjects or skill areas may obtain additional help from peers, staff, tutors, and mentors.
- A Student Success Team meeting will be conducted with a student's parent/guardian and BAAS-SB personnel if a student is still not achieving grade-level standards.
- BAAS-SB may develop intervention classes either during, before, or after school depending on student needs, staff availability, and scheduling demands.
- BAAS-SB implements tiered instruction to ensure all learners' needs are met, in this case a student might move down a level.
- One on One support.
- Afterschool intervention/tutoring classes.
- Parent training/Workshops to Assist Student;
- Instructional software.
- Re-teaching.
- Differentiated instruction.

Parent Notification and Involvement

Parents will be notified that their student is a low achieving student through a written invitation for a meeting with principal and the student's educator. Parents will be actively engaged in the services provided to their students and will be invited to participate in ongoing meetings with the student's educators. Additionally, at the parent's request, the educator can provide supplementary materials for the parent and student to complete in partnership after school including access to instructional software, lessons, and projects individualized to their student's level.

The Pre-Referral Intervention Manual ("PRIM") by Stephen B. McCarney will be available to assist educators in developing a comprehensive plan of pre-referral intervention strategies for students who are at-risk of not meeting grade-level standards.

MTSS

BAAS-SB has included the Multi-Tiered Support System ("MTSS") process as a regular education process. Please note, including the MTSS under the special education section is meant to reflect

the language in the 2004 reauthorization of Individuals with Disabilities Education Improvement Act (“IDEA”) which allows schools to “use a process which determines if a child responds to scientific, research-based intervention.” If the educator or those closely associated with an at risk and/or academically low achieving student determine that the student needs further intervention and support, the parents of the student shall be contacted and included in the development of strategies to meet the specific learning needs of the student. BAAS-SB is committed to working with students who are academically low-achieving to help them increase performance and move closer to achieving grade level standards of academic performance, those students who are performing above grade level and needing additional challenge, and those students who are struggling at BAAS-SB for any reason. BAAS-SB will identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a MTSS process to develop a plan to address their individual needs.

An MTSS uses a systematic problem solving approach to assist students with concerns that are interfering with success. The MTSS clarifies problems and concerns; develops strategies and organizes resources; provides a system for BAAS-SB accountability; and serves to assist and counsel the parent, educator and student. A MTSS is a general education function. All students can benefit from MTSS, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to the MTSS for consideration following documented attempts to address the concern. Anyone who is connected with that student can be included in the MTSS to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, educators, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to create program modifications for the student that will result in greater student achievement.

The BAAS-SB 12 MTSS meeting steps shall include:

1. Team members introduce themselves and their roles;
2. Purpose and process of the meeting are stated;
3. Timekeeper is appointed;
4. Strengths are identified;
5. Concerns are discussed, clarified and listed;
6. Pertinent information and modifications are listed;
7. Concerns are synthesized with one or two chosen for focus;
8. Strategies to deal with concerns are chosen; concerns are brainstormed;
9. Team chooses best strategies to carry into actions;
10. Individuals make commitments to actions;
11. Person responsible and timelines for actions are recorded and
12. Follow-up date is set.

After implementation of an MTSS plan and follow up, if the problem continues after 60 days, revisions to the plan may be necessary, or a referral for special education/related services or a Section 504 assessment might be deemed necessary by the MTSS.

Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area (“SELPA”) policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

BAAS-SB recognizes its legal responsibility that no qualified person with a disability shall, on the basis of the disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of BAAS-SB. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team is assembled by a designated principal, educator, or administrator and includes the parent or legal guardian, the student (when appropriate) and other qualified persons knowledgeable about the student, the meaning of evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under IDEA, those evaluations should be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team who evaluates the nature of the student's disability and the impact on the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may consider the following in its evaluations:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with an impaired sensory, manual, or speaking skills, the test accurately reflects the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or legal guardian of the student in their primary language along with procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per IDEA, and then a referral for assessment under IDEA will be made by the IDEA team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team is responsible for determining if what, if any, accommodations or services are needed to ensure the student receives free appropriate public education ("FAPE"). In developing the 504 plan, the team will consider all relevant information used during the evaluation of the student, drawing on a variety of sources, including but not limited to, assessments conducted by the Charter School's professional staff. The 504 plan shall describe the section 504 disability and any program

accommodations and modifications to the traditional instructional program and classrooms that may be necessary.

All 504 team participants, parents, legal guardians, and any other participants in the student's education, including substitutes and tutors, must have a copy of the 504 plan, with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 plan will be maintained in the student's file. Each student's 504 plan will be reviewed at least once a year to determine the appropriateness of the plan, responses to intervention, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA as a Public School of the District Pursuant to Education Code Section 47641(b)

The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA. The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

The District shall be designated the Local Educational Agency ("LEA") serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. Section 1413, the Charter School seeks services from the District for special

education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

The parties shall maintain a Memorandum of Understanding (“MOU”), which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

A Typical Day at BAAS-SB

The scene described below represents a snapshot of the kinds of conversations that staff expects to hear at BAAS-SB. This conversation demonstrates a few of the principles that inform our practice and shape our philosophy. BAAS-SB is a place where students want to come.

“Good morning Jade!” The principal greets Jade and her grandmother, Mrs. Mendoza, at the entrance to the school.

“How are you, Jade? I am excited to see you today” Jade answers, “I’m good. I am going to breakfast!”. The principal answers, “I know they are having waffles! I also know that you are working on your house project today”. Jade answers, “Yes, I am adding the roof today. I learned about 3D shapes!” The principal tells Jade that she will come by later in the day to see her work. The principal also says, “Mrs. Mendoza, tomorrow is the ‘Coffee with the Principal’. Are you able to come? We will be talking about our goals for the year, and scheduling computer classes for parents!”. Mrs., Mendoza answers, “Yes, I am looking forward to it! I also want to tell you how much Jade is loving school. She talks about the 3D shapes and her house project all the time. I am coming in today to look at it.

Jade gives her grandmother a hug and says goodbye. The principal says goodbye to Mrs. Mendoza, and wishes her a good day. Mrs. Mendoza says, “I will see you tomorrow morning!”

Charter School Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii), a reasonably comprehensive description of the Charter School’s annual goals and actions, both schoolwide and for each subgroup of pupils, to achieve the State Priorities as described in Education Code Section 52060(d), can be found in

the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available as Appendix A. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

ELEMENT TWO: MEASURABLE OUTCOME GOALS

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

Goals, Actions and Measurable Outcomes Aligned with the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available as Appendix A. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site

School Wide Outcomes

Accomplishments for each of the goals and outcomes in the LCAP, along with a summary of the goals included below, support our mission to provide all students with meaningful learning experiences through the integration of arts, sciences and technology.

Data Analysis and Reporting

BAAS-SB is committed to reflective practice and gathering, analyzing and synthesizing data in order to guide our instructional and curricular program and identifying methods to support our students academically, and social-emotionally. Numerous types of data are used to identify students who need additional academic support and/or supplemental resources. In preparation each school year, the Charter School's Principal convenes with all educators to assist in the collection, disaggregation and analysis of student achievement data. This is an ongoing process that occurs throughout the school year that will include state mandated assessments. In addition, our educators collaborate in teams to review, discuss and modify instruction based on findings from student assessment results. Data is shared with parents during parent meetings and/or parent-educator conferences.

BAAS-SB will accurately submit and meet all established timelines for California Longitudinal Pupil Achievement Data System ("CALPADS") reporting or any other system required by CDE for student data and logistics. For all assessments and testing documentation, BAAS-SB will be an independently reporting charter school for State data submission and will annually submit the appropriate LEA Coordinator designation forms.

BAAS-SB will pursue the school-wide and subgroup outcome goals outlined in the LCAP, as measured by multiple and varied benchmark assessments that are aligned to state standards including the CCSS and reflect proficiency measures required by the NWEA MAP assessments and formative assessments, as well as applicable state priorities detailed in Education Code Section 52060(d) that apply for the grade levels served by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined in accordance with Education Code Section 52052(a)(3)(A)-(B).

Outcome Goals

BAAS-SB pursues the following outcome goals, as measured by multiple and varied benchmark assessments that are aligned to CCSS and reflect proficiency measures required by the Smarter Balanced Assessment System. Students at BAAS-SB will become self-motivated competent lifelong learners that are career and college ready and demonstrate an integrated proficiency in arts, science, and technology. BAAS-SB students will:

- Demonstrate a proficiency in reading and writing as a foundation for academic success in the arts and sciences.
- Demonstrate a mastery of designated outcome goals in the areas of English Language Arts, Math, and Science.
- Have the knowledge, skills, and motivation to continue to pursue academic study in the arts, sciences, and technology.
- Respect technology and use technology as a bridge and advancement of academic success.

Goals and Objectives

Below is a concise description of the program goals followed by specific, measurable objectives that students at BAAS-SB will attain.

1. Rigorous Academic Participation (CCSS Based Learning based on SDSA)
 - Will strive for mastery of CCSS by the end of each grade level.
 - Understand their learning goals for any given lesson or activity as measured by the ability to articulate daily objectives.
 - Be able to describe the criteria by which they will be assessed and identify the characteristics of grade-level work that reflects mastery of standards as measured by annual growth.
 - Know what steps they must take to meet standards and produce mastery-level work.
2. Project-Based Learning
 - Will be prepared to demonstrate how math, science, writing, reading, social studies and other content knowledge can be applied in the real world to solve authentic problems and lead their communities.
 - Be able to articulate that interrelation of subject knowledge helps us understand and solve real world problems as measured by project.
 - Complete at least one cross-curricular project each year.
3. Arts, Music, Science, and Technology Integration
 - Provide children an enriched and accelerated education program, including the use of school wide programs or additional services that increase the amount and quality of instructional time. Will use the integration of arts and sciences as a vehicle for accessing and thinking critically about core content subjects.
 - Use art and music as a strategy for understanding, analyzing, and developing content knowledge.
 - Apply the process of scientific inquiry in critically exploring and examining knowledge in all subject areas.
 - Educators will integrate technology, arts, music and science into all facets of teaching and learning on a regular basis (e.g., projects, performance based assessments, multi-media assessments, and instructional activities).
4. Ensure children's access to effective, research-based instructional strategies and challenging academic content;
 - Educators will receive training in standards-based learning environments and differentiated instruction.

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- All educators will be appropriately credentialed and assigned.
5. Enable pupils to become self-motivated, competent, and life-long learners;
 - Students will demonstrate proficiency in academic areas on the Smarter Balance Assessment System.
 - The Charter School will demonstrate progress in the aggregated results of the pupil outcomes.
 - The Charter School will demonstrate student improvement on standardized tests, including Smarter Balance Assessment data that compare favorably with schools that have similar student populations (e.g. race, gender, socioeconomic status, etc.).
 6. Ensure that high quality academic assessments, accountability systems, educator preparation and training, curriculum, and instructional material are aligned with challenging State academics standards so that students, educators, parents, and administrators can measure progress against common expectations for student academic achievement;
 - Educators will integrate research based instructional technology to develop grade level benchmarks based on state standards.
 - Curriculum will be evaluated continuously to determine quality of curriculum, instruction, and assessments and to ensure vertical curriculum articulation between grades.
 7. Improve and strengthen accountability, teaching, and learning by using CAASPP assessment systems designed to ensure that students are meeting challenging CCSS achievement and content standards and increasing academic achievement overall, but especially for English Learners and the disadvantaged;
 - Students (aggregate and subgroups) will meet or exceed annual improvement targets and demonstrate an increase in academic performance.
 - Standardized test score data will demonstrate a pattern of raised achievement over time for traditionally underserved minority students.
 8. Meet the educational needs of low-achieving children while closing the achievement gap between high and low achieving children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
 - Ongoing data analysis of disaggregated student achievement on standardized statewide assessments and classroom-based assessments will be conducted.
 - Curriculum and program modifications will be based on student performance.

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9. Elevate the quality of instruction by providing staff with substantial opportunities for professional development;
 - All educators and administrators will maintain Personal Professional Development Plans and participate in content based professional development and will be reviewed and updated annually.
 - All educators will participate in professional development which will be reviewed and updated annually.

 10. Afford parents substantial and meaningful opportunities to participate in the education of their children;
 - BAAS-SB will have a school site council which will be responsible for the creation of an annual data driven school improvement plan and ongoing evaluation of school policies, instructional practices, and curriculum in relation to student achievement data.
 - BAAS-SB will invite parents to be part of the Board of Directors.
 - BAAS-SB will invite parents to participate on the ELAC which will be responsible for the review of English Learners' services, school survey, and school needs.

As the Charter School becomes more familiar with its student population, school-wide performance goals may be modified to reflect the needs of its actual students. The Board of Directors is accountable for monitoring student progress towards goals.

Retention and Promotion Policy

The policy of BAAS-SB is to ensure the academic success of every student. Students are expected to meet grade-level standards and shall receive the necessary instructional support to enable them to be successful. The decision to promote or retain a student in a grade level shall be based on consistently applied criteria for standards-based academic performance. BAAS-SB strongly discourages retention in the elementary grades. BAAS-SB recognizes that retention must be considered if the student has not met the criteria and has not participated in the required intervention supports. The decision to retain will be based on Board policy. The Principal makes the decision concerning student promotion or retention in kindergarten following consultation with the educator and parent/guardian. Retention in kindergarten can only be done with parental consent.

ELEMENT THREE: METHODS OF ASSESSMENTS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Student Information System

BAAS-SB uses Synergy as its Student Information System.

Mandated State Assessments

BAAS-SB complies with all applicable state requirements for participation and administration of all state-mandated standardized tests, including computer-based assessments. The Charter School shall submit and maintain up-to-date and accurate CALPADS data. The Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

School-wide and student subgroup progress is objectively measured by state-mandated annual assessments within the CAASPP administered to our students in grades 3-5 in ELA/Math, California Alternate Assessment (“CAAs”), the California Science Test (“CAST”) in grade 5 and the Physical Fitness Test (“PFT”) in grade 5, and the ELPAC for ELs.

NWEA Measures of Academic Progress

BAAS-SB will administer the NWEA MAP for all grade levels.

MAP creates a personalized assessment experience by adapting to each student’s learning level and precisely measuring student progress and growth for each individual. MAP assessments are computer adaptive interim assessments in Reading, Language and Mathematics that will be administered three times per year. MAP results provide powerful student growth data that informs instruction using valid, reliable and real-time data. It measures the growth of every student over time regardless of on, above, or below grade level performance and even if standards change. MAP data identifies concepts students are ready to learn, and group students for instruction. MAP also provides Skills Navigator that provides focused information educators need to guide daily classroom instruction, and instructional resources that help each student master the specific skills they need to be successful. Skills Navigator supports educators in the classroom, enabling them to help students with diverse needs, close achievement gaps, use data to inform instruction, and monitor progress for every student, and can be used for Tier 2 Response to Intervention (“RTI”)

progress monitoring programs. It creates and reinforces evidence-informed instructional practices and evaluates programs and professional development needs. The staff can compare and predict student achievement and growth over time via exclusive normative and growth information. MAP for Primary Grades is an interim assessment for grades K-2, that supports students with colorful graphics and audio support.

Methods for Measuring Pupil Progress Towards Outcomes

The following chart provides an overview of the types of local and state-mandated assessments administered by subject area and frequency. These types of assessments are used to develop annual measurable outcomes, and further refine school-wide assessments in order to monitor student academic progress, inform instruction, drive curricular modifications, and measure program efficacy. The Principal, educators and staff are held accountable by the Charter School’s governing board, to ensure all students are meeting annual growth targets and school-wide measurable outcomes.

Students are assessed using various types of assessments including those outlined in the assessment schedule chart, projects, and presentations of learning. Educators meet weekly to collaborate in grade level planning, review samples of student work, analyze various types of assessment data, and identify students who require academic intervention. Educators continue to receive professional development on how to analyze assessment data including NWEA Measures of Academic Progress to ensure students are on track towards grade level mastery.

BALLINGTON ACADDEMY FOR THE ARTS & SCIENCES - SAN BERNARDINO: ASSESSMENT SCHEDULE			
ASSESSMENT	GRADE(S)	DESCRIPTION	SCHEDULE
ENGLISH LANGUAGE ARTS			
CAASPP	3-5	State Mandated	ANNUALLY
NWEA MAP: READING & LANGUAGE	2-5	Local Assessment	3 TIMES/YEAR
NWEA: READING (MAP for Primary Grades)	K-1	Local Assessment	3 TIMES/YEAR
STAR READING	K-5	Local Assessment	3 times/year
FORMATIVE ASSESSMENTS	TK-5	Local Assessment	DAILY
SUMMATIVE ASSESSMENTS	TK-5	Local Assessment	WEEKLY
MATHEMATICS			
CAASPP/SBAC	3-5	State Mandated	ANNUALLY
NWEA MAP (MAP for Primary Grades)	K-1	Local Assessment	3 TIMES/YEAR
NWEA MAP	2-5	Local Assessment	3 TIMES/YEAR
FORMATIVE ASSESSMENTS	TK-5	Local Assessment	DAILY
SUMMATIVE ASSESSMENTS	TK-5	Local Assessment	WEEKLY
SCIENCE			
CALIFORNIA SCIENCE TEST (CAST)	GRADE 5	State Mandated	ANNUALLY
FORMATIVE ASSESSMENTS	TK-5	Local Assessment	DAILY
SUMMATIVE ASSESSMENTS	TK-5	Local Assessment	WEEKLY
HISTORY			
FORMATIVE ASSESSMENTS	TK-5	Local Assessment	DAILY
SUMMATIVE ASSESSMENTS	TK-5	Local Assessment	WEEKLY

ENGLISH LANGUAGE DEVELOPMENT			
ELPAC	TK-5	State Mandated	ANNUALLY
PHYSICAL EDUCATION			
PHYSICAL FITNESS TEST (PFT)	GRADE 5	State Mandated	ANNUALLY

Reporting of Data

BAAS-SB will develop an annual School Accountability Report Card (“SARC”), administer report cards, hold Parent-Educator Conferences and hold LCAP meetings as methods to inform all stakeholders on the Charter School’s performance. Parents can participate and provide input in the Charter School’s educational program. BAAS-SB uses our accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives.

The Principal presents at each governing board meeting on enrollment, attendance, student achievement, professional development, and issues pertaining to the Charter School.

Assessment Assumptions

Assessments guide instruction and are the foundation to address individualized educational needs. Assessments must be ongoing, comprehensive, across multiple time periods and use multiple sources. The methods below will guide our assessment process:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- As is integral to the process of SDSA, there should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized CCSS and student objectives.
- Evaluation criteria should be studied and aligned to student assessment, then communicated to students prior to instruction. Identifying what BAAS-SB expects students to know and be able to do with specific information is a vital piece of all assessment methods (Stiggins, 2001).
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

BAAS-SB shall adhere to all applicable state mandated testing requirements, and any revisions of Education Code that are applicable to charter schools. As established in the previous section, BAAS-SB will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state standards. Student assessment will focus on the CAASPP for 3rd -5th grades completed in the spring and BAAS-SB will also implement the NWEA MAP assessment for grades Kindergarten – 5th grade three times a year.

Assessment Design

Student's performance and assessment take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment*, 3rded. 2001. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Educators will be trained to use tools such as Bloom's taxonomy and the Smarter Balance Assessments to identify the exact achievement target that is required by each content standard. Those tools and resources will allow them to determine the most appropriate type of assessment to measure student mastery of a given CCSS.

Student progress is measured through varied and diverse methods which include traditional forms such as grades, unit tests and standardized tests as well as through on-going "authentic assessment" methods such as demonstrations, performances, and exhibitions. Students are also measured in non-curriculum areas such as class attendance and discipline to ensure that they are meeting their social responsibilities. BAAS-SB believes that students develop important life skills when they are held responsible for both performance and conduct.

State Mandated Assessments

As is required by the California Department of Education, students will participate in state mandated assessments as outlined in the Assessment Schedule chart, including CAASPP, CAAs (where applicable), ELPAC, CAST, PFT, etc. as required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. BAAS-SB will conduct its state testing independently from the District. BAAS-SB firmly believes that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (e.g., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be considered to ensure that students surpass the performance of their peers in comparable school settings.

The primary BAAS-SB wide accountability measures will be based on the California Assessment of Student Performance and Progress (CAASPP) program and BAAS-SB will use California Dashboard as measure of BAAS-SB success. BAAS-SB will:

- Perform an analysis of the previous year's assessment results
- Establish target areas among sub-groups including curricular areas, low achieving students, and English Learners.
- Analyze standard cluster results in each area and set targets to raise an area that requires it.
- Align financial and staff development resources with established target areas.
- Monitor results on NWEA benchmarks tests
- Reaffirm standards-based instruction ensuring that all assessments and instruction are aligned with the standards.

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- Monitor pacing to ensure that all priority standards are taught and reviewed prior to CAASPP testing.

Benchmark Assessments

The expected outcome for all students at BAAS-SB will be mastery of grade-level CCSS and, in the case of students with an IEP, mastery of CCSS and outcomes as defined by the IEP. In order to ensure students achieve this academic growth, BAAS-SB will use benchmarking techniques to assess, analyze, and remediate, on an ongoing basis, the content knowledge and specific skills mandated by the CCSS.

BAAS-SB administers diagnostic tests on a school-wide basis to set benchmark scores and assess students' aptitude and level of content and skill mastery in relation to the standards-aligned objectives. The Charter School then uses a data management system to identify trends and track individual, class, and school-wide academic progress. The following is implemented to accurately assess students' performance.

Formative and Summative Assessment

To concretely measure progress towards mastery of the CCSS, educators will create specific objectives for each of their units and lessons. The intent of the objectives is to break down the standards into concrete, measurable units. To measure individual student's content and skill strength and weakness, educators will administer classroom based formative and summative assessments. Aligned to the CCSS-aligned course objectives, these assessments will drive instructional practice by identifying the areas for enrichment or remediation for each individual student. In this way, educators can provide a differentiated learning experience for all students that ensure positive achievement outcomes on both school-wide benchmarks and state-wide standardized tests. Due to varied learning styles, language proficiency, readiness, and prior knowledge, no single assessment option is adequate to measure student mastery of standards. Educators at BAAS-SB will use multiple assessment measures including selected response, constructed response, performance assessment, and personal communication (Stiggins, 2001). In this way educators will afford students varied opportunities to demonstrate their knowledge.

Examining Student Work

To evaluate the effectiveness of the CCSS-aligned course objectives and formative and summative assessments, educators will regularly examine student work using the Tuning Protocol (or similar process) developed by the Annenberg Institute. In doing so, they will systematically identify focus areas and redirect their teaching efforts. This will be the focus of collaborative work sessions in order to promote continuous improvement in teaching and learning. Cumulative portfolios will be used and include self-selected works that exemplify mastery of standards-based content knowledge and skills. Report cards will be issued on a semester basis accompanied by detailed educator narratives.

Grading and Report Cards

BAAS-SB issues standards-based reports cards four times per year (quarterly). The report cards are handed in-person to parents. Parent-educator conferences take place twice per year. If parents are unable to attend the parent-educator conference at the school site, the educator will arrange to meet with the parent/guardian at a time and place that is convenient for the parent/guardian.

Educator Use of Assessment Data

BAAS-SB will use CAASPP data and administer diagnostic tests on a school-wide basis to set benchmark scores and assess students' aptitude and level of content and skill mastery in relation to the standards-aligned objectives. The Charter School then uses a data management system to identify trends and track individual, class, and school-wide academic progress. Data also is used to evaluate benchmark assessment tools. These reports are used by educators and other staff to collectively analyze student performance. BAAS-SB conducts a multi-year study of student performance by sub-group and grade level. This process is led by the Principal in partnership with the educators. Weekly staff meetings are used to analyze data and create action plans for educational achievement and review student work. BAAS-SB staff and its governing board examines the findings and plan to make appropriate adjustments to ensure the success of all students in the school and drive instruction. In addition, parent participation is essential to the assessment process at BAAS-SB and invited to participate.

The staff are trained on how to interpret data and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis is tied to professional development on standards-based instruction, so that educators can enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. In this way, staff are continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

BAAS-SB centrally manages scores from assessments and other meaningful quantifiable data so that students' progress within particular subjects and across all subjects and areas of interest can be monitored. BAAS-SB provides the students and educators this progress data so that the school staff, students, and parents can track individual student performance throughout the student's career at BAAS-SB. Educators and students shall be able to critically analyze student data, identify strengths and opportunity areas, develop individualized learning plans, and define goals for the students. Goals will be jointly set by educators and students, and student progress tracked and discussed with both students and parents on a regular basis. Parent participation is essential in setting up these individual students educational contracts, and managing the students as they successfully progress through their goals and objectives. This information is used to identify areas of student, educator and program level improvement within our school program.

Staff use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will BAAS-SB become

complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest quality educational program that is possible. Staff are continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. Pursuant to Education Code Section 47604.3 BAAS-SB shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records, from the district, the County Office of Education, and the State Superintendent of Public Instruction.

BAAS-SB will also use the assessment data to support the generation of specific reports to include the SARC, reports to the Charter School's Board and the District to demonstrate progress towards LCAP goals on multiple levels to identify the academic performance of sub groups to include ethnicity, gender, English Learners, students with disabilities, and socioeconomically disadvantaged students.

As BAAS-SB grows as a charter school, BAAS-SB will review the possibility of the Western Association of Schools and Colleges ("WASC") accreditation. BAAS-SB will have an accreditation committee for the express purpose of engaging in the self-study required to acquire and maintain accreditation through WASC. The Accreditation Committee will include educators, parents, staff, and members from the Board of Directors. A work plan for WASC accreditation will be developed. This work plan will include an extensive review of curriculum and educator standards and will be modeled after the WASC publication, "WASC accreditation procedures models" and will consist of an onsite consultation and the utilization of the WASC development checklist for accreditation.

ELEMENT FOUR: GOVERNANCE STRUCTURE

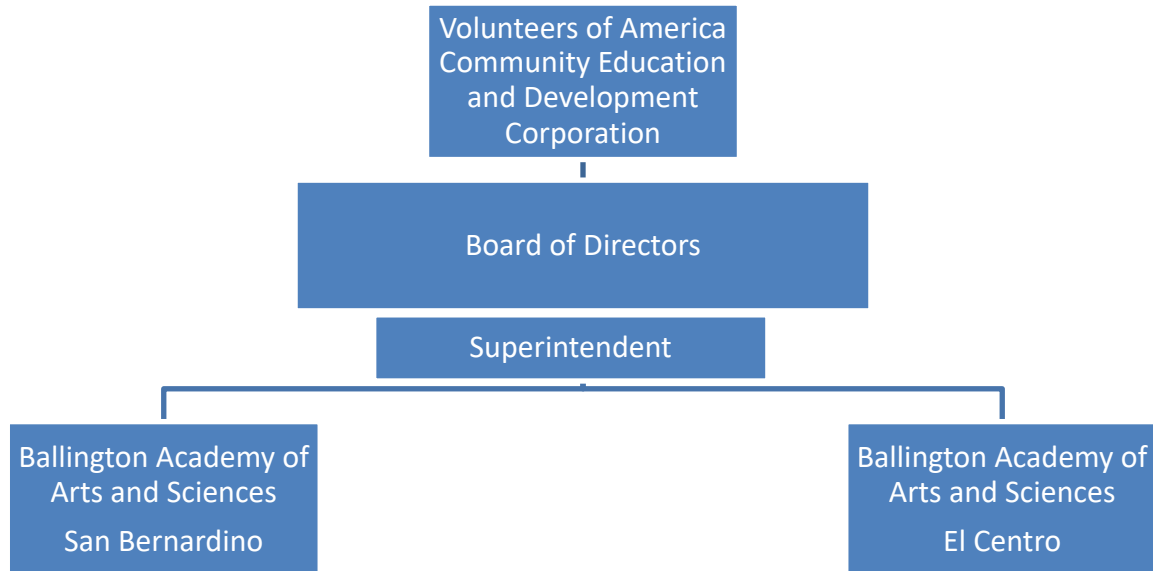
Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Non Profit Public Benefit Corporation

The Charter School is a directly funded independent charter school that is operated by a California nonprofit public benefit corporation, pursuant to California law. Volunteers of America Community Education and Development Corporation (CEDC) is a 501(c)(3) tax exempt nonprofit public benefit corporation and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, as subsequently amended from time to time, which are consistent with the terms of this charter. The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. CEDC has made provisions for the liabilities, debts and financial obligations of the Charter School and to indemnify, defend, and hold harmless the District for damages resulting from the acts, errors or omissions of the Charter School.

The District shall not be responsible or liable for the operations of BAAS-SB/CEDC.

Figure 10: Governance Structure



The Charter School will be governed pursuant to this Charter and CEDC’s Articles of Incorporation and Bylaws (Appendices B and C). CEDC may not delegate any or all of its governance or management duties for BAAS-SB to another person or entity, including but not limited to, a parent, subsidiary or related corporation, except as specifically provided for in this Charter, or as otherwise agreed to in writing with the District.

Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the Charter School or the corporation, the provisions of this Charter shall prevail. BAAS-SB and CEDC shall provide written notice to the District Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the CEDC governing board. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to BAAS-SB’s governance structure or Charter, CEDC may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should CEDC adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).

BAAS-SB /CEDC shall be subject to Government Code section 1090 et seq., the Political Reform Act of 1974 (Gov. Code section 87100, et seq., the “PRA”) and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to

California nonprofit corporations and/or California charter schools. All officers¹, employees, and members of the governing board of BAAS-SB /CEDC shall comply with the requirements of each and all of those conflict of interest laws and regulations.

Board of Directors

The Board of Directors shall consist of not less than (5) five and no more than (11) eleven Directors, and any vacancies occurring on the Board must be filled in the manner as set for in the Bylaws (Appendix C). The Board of Directors will reserve one spot on its Board for representation by a parent of a student enrolled or previously enrolled in BAAS-SB. In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Directors.

The Board of Directors are comprised of highly esteemed and diverse professionals and parents with multiple years of education, experience, and expertise in the professions of elementary education, finance, law, governance, and school administration, among others. Their combined competencies provide a solid foundation for a school built on excellence, high standards, integration of arts and sciences, and innovation paving the way for the future of education. CEDC recruits Board members that are representative of the San Bernardino community. The Board of Directors holds the fiduciary and legal responsibilities for the Charter School. Below is a brief synopsis of each Director's qualifications:

- *Ms. Kristi Harris, Chair* – Ms. Garcia has over 30 years of experience in the engineering (STEM) and construction profession.
- *Ms. Denise Garcia, Vice Chair* – Ms. Garcia has over 20 years of experience as a human resource professional in both school districts and private industry.
- *Ms. Carla Kuhns, Treasurer* – Ms. Kuhns, a Certified Public Accountant, serves as a partner a large CPA firm and has over 30 years of experience in accounting and fiscal management.
- *Dr. Anne McKenzie* – Dr. McKenzie has over 30 years in education including both general education and special education. Ms. McKenzie holds her Ed.D in Educational Policy and has served in numerous roles such as educator, principal, administrator, and currently is a Superintendent.
- *Ms. Elizabeth Villalobos*,– Ms. Villalobos has over 30 years of experience in the banking industry and is most recently retired as an executive for a large national bank.
- *Mr. Dilda McFadden*² – Mr. McFadden is an active community member with many years of experience in community planning and welfare organizations.

¹ By June 1, 2020, CEDC shall provide evidence that Marie McKenzie and Nagham Hakeem no longer serve as corporate officers to the CEDC Board.

² The Charter School affirms that Board Member Dilda McFadden and President/CEO Gerald McFadden are not related to one another.

Two spaces are reserved for a representative of each of CEDC's two charter school authorizers: the San Bernardino City Unified School District Board and El Centro Elementary School Board.

By June 1, 2020, the Charter School will submit documentation evidencing that the above individuals and only the above individuals constitute the CEDC Board, excluding any charter school authorizer appointed representatives, as of that date.

The Board of Directors will bring to the Charter School a variety of perspectives and skills derived from high quality education, business, community and professional experience.

1. Directors will possess the highest personal and professional ethics, integrity and values, and be committed to representing the best interests of our stakeholders. They must also have an inquisitive and objective perspective and mature judgment.
2. Cultural diversity and strong knowledge of the surrounding community will also be vital in selecting board members for CEDC.
3. Those who will be considered for placement for representation for CEDC will be individuals who are 21 or older and possess one or more of the following:
 - Current or former Parent of a Student(s) of BAAS.
 - Background in elementary education, curriculum, or assessment.
 - Background in child development or psychology.
 - Experience with the inner workings of public schools.
 - Experience with nonprofit finance, preferably educational finances.
 - Experience with legal aspects of a non-profit or charter school.
 - Proven track record of successful business dealings.
 - Experience and expertise with technology or innovation in sciences.
 - Experience and expertise in the Arts, Music, Science, and Technology.
 - Experience in nonprofit fundraising.
 - Experience in community outreach and/or public relations.

Board Meetings and Duties

The Board of Directors shall meet every month in accordance with the Brown Act and Education Code Section 47604.1(c), but the Board reserves the right to cancel meetings during the summer and winter breaks, and reserves the right to meet more frequently if the need arises.

BAAS-SB shall provide to the District Superintendent copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of the Board committees, on or before the date required for posting of such agendas in compliance with the Brown Act.

Brown Act

BAAS-SB /CEDC shall comply with the Ralph M. Brown Act as set forth in California Government Code Section 54950, et seq., and any attendant regulations as they may be amended from time to time. All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), and Education Code Section 47604.1(c), and shall take place at least every month, reserving the right to cancel meetings during the summer and winter breaks and also to meet more frequently if need arises. In accordance with Education Code Section 47604.1(c)(4)(A)-(B), the CEDC Board shall meet within the physical boundaries of the county in which the greatest number of pupils enrolled in CEDC's charter schools reside, and a two-way teleconference location shall be established at each school site. Notices, agendas, and minutes of meetings will be posted in compliance with all applicable legal requirements, recorded and retained in the BAAS-SB files. These records will be accessible for public and District review upon request. The Board of Directors and BAAS-SB Staff will be trained at least annually on the requirements of the Brown Act.

The Board will oversee the implementation of the Charter and approve necessary revisions to its bylaws, policies, and procedures. The Board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the Charter School's annual budget, and overseeing the Charter School's fiscal affairs, including but not limited to, maintaining overall fiduciary responsibility. Specific duties may include, but are not limited to, the following:

- Ensure BAAS-SB is on course with the mission and vision.
- Hiring and evaluating the Principal of the BAAS-SB in collaboration with the Superintendent and CEO.
- Approving and monitoring the implementation of general policies of the BAAS-SB. These will include effective human resource policies for career growth and compensation of the staff.
- Developing and monitoring an operational business plan that focuses on student achievement and artistic development.
- Approving and monitoring the Charter School's annual budget and fiscal and performance audits.
- Acting as fiscal agent. This includes the receipt of funds for the operation of BAAS-SB in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the BAAS-SB.
- Retain independent Certified Public Accounting Firm to produce an annual financial audit according to generally accepted accounting practices.
- Establishing operational steering committees of parents and educators.
- Approve all business services agreements, leases, contracts and significant purchases
- Regularly monitoring progress of both student and staff performance.
- Involving parents and the community in the support of school programs.

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- Executing all other responsibilities provided for in applicable law.
 - Developing, reviewing, or revising the SARC.
 - Developing Board policies and procedures.
 - Reviewing and approving requests for out of state or overnight field trips.
 - Participating in the dispute resolution procedure and complaint procedures when necessary.
 - Approving charter amendments.
 - Appointing an administrative panel to act as a hearing body and take action on recommended student expulsions; and acting as an appellate body to hear appeals of student expulsions.
 - Creating of Board committees as needed, in accordance with the Bylaws, including but not limited to, a compensation committee and an audit committee.

The Board may initiate and carry on any program or activity that is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which CEDC has been established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing; specify the entity designated; describe in specific terms the authority or its exercise and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Conflict of Interest Code

A Conflict of Interest Code has been developed that complies with the Political Reform Act, Government Code Sections 87000, *et seq.*, Government Code Section 1090 and nonprofit corporation law, which shall apply to all board members and designated employees. Additionally, the governing board and administrative leadership will receive annual conflict of interest training to ensure requirements are understood and correct practices are in place. The Board of Directors shall receive no payment of honoraria, stipend, health or wellness insurance coverage, or any other form of monetary compensation for their service. Reimbursement for expenses incurred in performance of voluntary BAAS-SB activities, will be allowed in accordance with Charter School policies, and reported at each board meeting. The Board of Directors shall serve BAAS-SB with the highest degree of undivided duty, loyalty and care and shall undertake no enterprise to profit personally from their position with the Charter School. The Board of Directors shall have no direct or indirect financial interest in the assets or leases of BAAS-SB. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial

interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

Administrative Oversight

The Charter School receives funding pursuant to Education Code Section 47613.5 and its successors and opts to receive its funding directly from the state. Any funds due to the Charter School that flow through the District shall be forwarded to the Charter School in a timely fashion.

The District may inspect or observe any part of the Charter School at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the District without the consent of the Charter School Board of Directors.

The day to day operations of the Charter School is overseen by the Principal. The Principal shall be directly accountable to the Superintendent who in turn is accountable to the Board of Directors CEDC. The Superintendent shall work with the Charter School Principal and the CEDC Board of Directors to ensure compliance with the charter and all applicable legal requirements regarding the operation and management of the Charter School. It is anticipated that an Assistant Principal and Director of Instructional Services will join the Charter School to provide additional onsite administrative support to the Principal as the Charter School grows in size.

CEDC shall continue to purchase certain administrative back office and professional business services from VOA Southwest for its charter schools, including BAAS-SB, pursuant to any applicable business services agreement as approved by the CEDC Board. Any such business services agreement must be negotiated and entered into on an annual basis and shall outline the specific costs and services CEDC shall retain the right to provide or procure administrative services either through its own staff or through any other appropriately qualified third-party contractor.

Any such agreement shall be negotiated and entered into on an annual basis and be documented by a formal business services agreement that outlines the specifics costs and services. The business services agreement for the 2020-21 school year will be negotiated by the CEDC Superintendent with VOA SW and be approved by the CEDC Board to be effective July 1, 2020. CEDC shall provide a copy of this business services agreement to the District by June 1, 2020. Thereafter, CEDC shall annually provide copies of any business services agreement with VOA SW to the District.

If agreed to by the parties pursuant to a business services agreement approved by the CEDC Board, VOA Southwest shall continue to provide such services for BAAS-SB, while ensuring compliance with the Education Code as it applies to charter schools, fiscal standards as defined by Generally Accepted Accounting Principles ("GAAP") and California School Accounting Manual ("CSAM"), other applicable state and federal laws and regulations, and ensures quality and upholds the charter. In accordance with this, BAAS-SB's budget and fiscal records will be

maintained separately from the funds of any other charter schools operated by CEDC. All charter schools operated by CEDC will be maintained separately and utilized for the benefit of the specific charter school and their respective students. CEDC will practice fund accounting for all schools to ensure separate and transparent allocations of funds and to ensure funds specific to each charter school are utilized in that specific school. There is a separation of expenses for each charter school and direct expenses are charged to the specific school for which the expense was incurred.

There may be rare circumstances where there are shared costs across the charter schools. The allocation for these costs will be based on a cost allocation to ensure a fair and equitable distribution of costs. It is anticipated the only shared personnel position will be the Superintendent who will have oversight of both schools. Allocation of this expense will be based on actual time spent on each project. Professional Development trainings costs will be allocated based on participation rates. CEDC and the charter schools that it operates are all committed to transparency, separation, and ensuring funds are used for the benefit of the specific charter school. Each charter school will have separate audits, separate financial reports, and will consider the use of different back office providers to safeguard separation between the schools.

The back office and business services that CEDC shall continue to purchase from VOA Southwest may include, but not be limited to, the following:

1. **Performance Management & Accountability:** Essential services related to performance mapping and report management:
 - Record Keeping & Report Management
 - Enrollment & Attendance Management
 - Auditing and Reporting
 - Policy and Procedures
2. **Fiscal Management:** Administration and oversight of accounting procedures, controls and systems for the development, preparation and safekeeping of administrative and financial records and books of account relating to the business and financial affairs of the public charter schools:
 - Back office Business Services
 - Audit Selection
 - Asset Management
 - Financial Review and monitoring
 - Budget development and oversight
 - Purchasing & Acquisition
3. **Human Resource Management:** Essential HR functions for the recruitment and retention of qualified employees as well as management of labor:
 - Recruitment, Selection
 - Professional Development and Trainings
 - Employee Orientation

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- Performance Evaluation Process & Oversight
 - Salary Administration
 - Payroll
 - Collective Bargaining
 - Grievance Investigation
4. **Technology Management:** Maintenance and upgrading of IT systems:
- IT support and maintenance agreements with hardware and software vendors,
 - New and replacement equipment, computer supplies, data communication charges, utilities and other related costs
 - Selection and Management of Software and Hardware for school
 - Trouble shooting and hardware maintenance
5. **General Administration:** Business oversight and administrative services as it relates to contracts, services, planning and governance:
- Leases (facility & equipment
 - Agreements (contracts, MOU's and service agreements)
 - Vendor Selection
 - Board Coordination & Management
 - Management and Professional Development
 - Administrative oversight
 - Compliance management
6. **Risk Management & Safety:** Illness/injury prevention protocols, safety inspections, safety trainings and mass casualty and disaster planning:
- Safety inspections and reviews
 - Safety Committee oversight
 - Safety & Disaster Planning
 - Emergency Procedures
 - Vulnerability Assessment
7. **Communication & Fundraising:** Advertising and marketing services and materials and other services related to development of unrestricted resources and community involvement for the Charter School:
- Grant Writing
 - Marketing
 - Fund raising
 - Public Inquiry
 - Community Engagement

School Leadership

The Charter School will implement a high-quality leadership team to ensure students are afforded the opportunities to achieve the greatest success. Further, the team will ensure the effective and efficient administration of the Charter School. Each CEDC charter school will be assigned its own administration and instructional teams and work solely at the assigned charter school. Administration consists of the Principal, Director of Instruction, and support staff. Instructional team members include educators, aides, and enhancement specialists. The Superintendent will be the only position shared across sites and the allocation of salary will be based on time spent at each location.

Charter School Superintendent

The position will report to the Board of Directors serve as the administrative link between CEDC and the District. The focus will be primarily on administrative support to the Principal, securing additional funding, academic success, evaluation, and oversight of charter compliance. The Principal reports directly to the Superintendent. The Superintendent's responsibilities may include, but are not limited to, the following duties:

- Supervise and evaluate the Principal, in concert with the Board of Directors;
- Serve as the administrative conduit between District and the BAAS-SB;
- Support the implementation, evaluation, and improvement of the instructional design;
- Stay informed on current school laws and regulations;
- Assess and analyze student assessment scores;
- Tracks and respond to additional revenue streams (grant writing);
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as necessary; and
- Assist in the development and monitoring of the budget.
- Work with VOA Southwest, and or any other third party vendor(s), to the extent necessary to ensure that the necessary back office services approved by the CEDC Board are provided to CEDC and its schools.

By June 1, 2020, Charter School shall submit its revised Bylaws with revisions that clarify the Superintendent's authority over BAAS-SB's day-to-day operations that have been approved by the CEDC Board.

Principal (San Bernardino)

The Principal will oversee the Charter School and be responsible for the day to day operations of the Charter School and will work directly at BAAS-SB. S/he will serve as the instructional leader and will fulfill all academic and curriculum leadership functions until the Director of Instructional Services joins BAAS-SB. BAAS-SB has placed its priority on maintaining a low percentage of spending on administration and in the first few years has a relatively low enrollment that would not merit an additional administrator. The Principal will support educator development, coordinate student services, write and revise curriculum with Charter School educators, facilitate educator evaluations and peer reviews, and supervise student assessments, and monitor student achievement. The Principal reports to the Superintendent and meets the minimum employment requirements as outlined in the Human Resource section. The Principal's responsibilities may include, but are not limited to, the following duties:

- Supervise and evaluate all employees of BAAS-SB;
- Stay informed on current school laws and regulations;
- Approve all purchase orders, pay warrants, and requisitions;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as necessary;
- Develop and administer the budget in accordance with generally accepted accounting principles;
- Monitor site safety;
- Provide assistance and coordination in the development of curriculum;
- Oversee parent/student/educator relations;
- Ensuring site level implementation of IEP and Section 504 plans;
- Provide oversight for academic program and curricula until the Director of Instructional Services joins BAAS-SB;
- Supervise student disciplinary matters;
- Coordinate the administration of all mandated state standardized testing;
- Plan and coordinate student orientation;
- Facilitate educational events and activities;
- Make recommendations to the Board of Directors regarding BAAS-SB calendar and schedule;
- Establish and administer enrollment procedures;
- Participate in the hiring of Charter School employees;
- Attend the District's administrative meetings as necessary;
- Provide input for Board meeting agendas in compliance with the Brown Act;
- Propose policies and make recommendations for adoption by the Board;
- Has overall oversight for the evaluation of the BAAS-SB staff;
- Has overall oversight for the special education program;
- Has overall oversight for outreach and recruitment;
- Handle crime reports;
- Handles Child protective services referrals;
- Comply with applicable reporting requirements, including, but not limited to:

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- California Basic Educational Data Systems (“CBEDS”);
 - SARC;
 - CALPADS;
 - CAASPP TOMS;
 - Monitor Western Association of Schools and Colleges reporting and compliance requirements upon WASC accreditation;
 - Participate in complaint and dispute resolution procedures;
 - Attend Board of Directors meetings;
 - Maintain communication between the District staff and Board of Education, and CEDC administration office; and
 - Communicate with District and/or third-party service providers regarding development and implementation of IEPs and Section 504 plans.

Director of Instructional Services (targeted to join BAAS-SB once school reaches enrollment capacity).

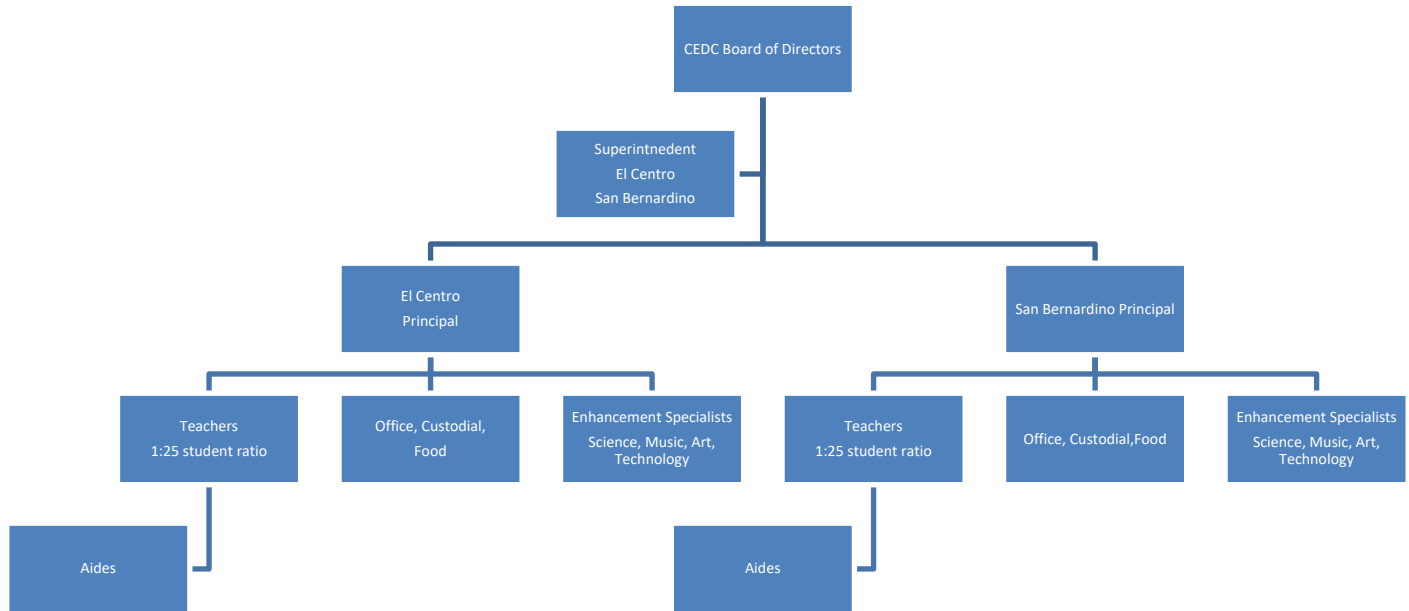
The Director of Instructional Services will support the oversight of the educational curricula and will be hired to work directly at BAAS-SB. ***(The Principal will assume all these duties until this position is brought on based on growth.)*** The position will work directly with the teaching staff to ensure quality instructional services. This position will take a key role in analyzing and assessing the test results and providing strategies for continuous improvement. The position will report directly to the Principal. His/her responsibilities may include, but are not limited to, the following duties:

- Oversee the educational program;
- Advise on modifications to the curriculum;
- Coordinate and oversee a tiered leveled educational program;
- Serve as a educator coach to optimize educator professional development;
- Act as the lead on site administrator in absence of the Principal;
- Analyze test scores and advise on strategies for quality improvement;
- Provide onsite observation of teaching staff and make recommendations for improvement; and
- Communicate with District and/or third-party service providers regarding development and implementation of IEPs and Section 504 plans.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the CEDC Board to a business administrator of BAAS-SB or other employee, or to a third party provider.

Organizational Chart

The staffing design has been developed provide students with exemplary instructional staff as well an administrative and support team to ensure students are provided with opportunities to reach their potential. In addition to academic support, staffing considerations also include the necessary operational staff to ensure a clean and safe environment conducive to learning. Each CEDC Charter School will have its own separate and distinct staff assigned specifically to the respective charter school. The only shared position is the administrative position of Superintendent. The organization chart depicts the relationship of the staffing for both Charter Schools below.



Educators Council

The Educators Council will be comprised of all full-time educators and the Principal. CEDC will empower its educators and trust their professional expertise to have authority over the creation and administration of the BAAS-SB educational program. Responsibilities will include but not be limited to:

- Making recommendations about classes and daily classroom operations;
- Generating and implementing policies and decisions regarding curriculum design, and educational methodology;
- Selecting of resources and materials;
- Recommending expenditures that support the instructional program;
- Collaboratively creating school calendar of events and activities;
- Selecting, designing and implementing on-going assessments and student evaluations; and
- Participating on Staff Selection committee.

School Site Council

To serve the needs of BAAS-SB students and their families and to ensure parental engagement, involvement and input, BAAS-SB will develop a School Site Council (“SSC”). It will be made up of parents/guardians of our students and attended by a BAAS-SB educator representative. Meetings shall be held throughout the year, allowing parents to be informed about and to participate in the operations, educational decisions, and community accountability of BAAS-SB. The BAAS-SB SSC facilitates communication among parents, educators, and the Board as well as promote cultural and social activities within the BAAS-SB community. Members from the BAAS-SB SSC will be invited to attend the Board of Directors meetings. Responsibilities of the SSC will include but not be limited to:

- Serving as a forum for the discussion of matters of interest and concern to the parents of the Charter School;
- Acting as a communication channel between the parents and other individuals and groups, both within and outside the BAAS-SB community;
- Coordinating and sponsoring committees, clubs, and other activities that enhance the intrinsic value of the Charter School and contribute to the fulfillment of its mission;
- Coordinating SSC fundraising activities and, in collaboration with the Principal, overseeing the allocation and disbursement of funds raised by the SSC;
- Reporting as needed to the Board of Directors at the Board meetings; and
- Participating on Staff Selection committee as needed.

Parent Involvement

BAAS-SB understands the importance of involving parents and this practice is fundamental to BAAS-SB and thus BAAS-SB has systematically implemented several strategies to support parent involvement at BAAS-SB. Parent involvement promotes good will and has been linked to significantly higher student achievement. These strategies are as follows:

- Opportunity to serve on the Board of Directors and Charter School Committees to include the School Site Council, DELAC, and other ad hoc committees.
- Involves parents and the community in the development of the long-range planning of the Charter School.
- Have a coordinated involvement program where the involvement activities of the Charter School enhance the involvement strategies of other programs.
- Meetings to share with parents about the state's content and achievement standards, state and local student assessments, how the Charter School's curriculum is aligned with the assessments and how parents can work with the Charter School to improve their child's academic achievement.
- Encourage parent's participation in their student's academic journey to include the assessment process, projects, curricula, student learning goals, parent-educator conferences, and the learning plan.
- Provide parents with the materials and training they need to better support their child meet and exceed standards.
- Keep parents informed about parental involvement programs, meetings and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand.
- Find ways to eliminate barriers that work to keep parents from being involved in their child's education.
- Train parents to enhance and to promote the involvement of other parents.
- Volunteer opportunities such as participation in planning events, fundraising, recruitment, tutoring, etc.

Also, a key to parent involvement is to ensure effective communication with parents. BAAS-SB communicates in multiple forms with its parents, including verbal announcements, flyers, letters, emails, the Charter School website, etc.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

All individuals to be employed by BAAS-SB must possess the characteristics, knowledge, and qualifications identified in posted job descriptions.

The Charter School recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. BAAS-SB believes that all its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. BAAS-SB conducts background checks on employee candidates to provide for the health and safety of the Charter School's faculty, staff, and pupils and the academic success of the pupils. Employees meet specific qualifications for employment as outlined in their job descriptions and below. Educators at BAAS-SB meet all requirements for employment set forth in applicable provisions of law, including all applicable educator credentialing requirements outlined in the Charter Schools Act. Educators are highly skilled and have the knowledge to instruct in the specific subject areas that they of the field of instruction. Educators specialize in specific content areas. A educator's mastery of the academic content of what he or she teaches is critical to engaging students and inspiring them to academic excellence. A well qualified educator will hold a minimum of a bachelor's degree, full CA State certification, and demonstrated competence in each of the academic subjects in which the educator teaches.

Recruitment and Training

BAAS-SB employee recruitment plan includes advertising available positions on various employment websites such as Ed Join, through local universities, as well as local media. BAAS-SB also participates in local job fairs to ensure access to a qualified and diverse candidate pool.

BAAS-SB recognizes the importance of professional development and the significance of educators constantly perfecting their skills as educators and its impact to students. BAAS-SB provides all educators with Professional Development prior to the start of the school year that continues throughout the school year. Professional development is aligned to the needs of our students, including English Learners, Special Education students, and low achieving students. Each educator will also have an individualized professional development plan that is geared to support individualized capacity building.

BAAS-SB ensures all educators hold the Commission on Teacher Credentialing certificate, permit, or other document required for the educator's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated educators, in the same manner as a governing board of a school district. Educators employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the educator's certificated assignment. Educators will

meet all applicable requirements for their employment, including Education Code Section 47605(1) and 47605.4(a); paraprofessionals will meet all applicable requirements for their employment, including Education Code Section 45330. There will not be discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. BAAS-SB is a School of Choice and no employee will be forced to work there. BAAS-SB will comply with all applicable state and federal laws applicable to its employees, including requirements regarding background checks and clearance of all personnel, and concerning the maintenance and disclosure of employee records.

Employee Qualifications

The Charter School's key staff members will meet the following qualifications:

Superintendent

Candidates for this position will possess:

- A Master's Degree and at least five (5) years of administrative or management experience. Preference will be given to candidates with experience working for educational or human service agencies;
- Collaborative group process skills;
- Demonstration of leadership skills;
- Knowledge of strategic planning and project management; and
- Knowledge of school finance, budget and/or business operations.

Principal

Candidates for this position will possess:

- A Master's Degree and at least three (3) years of administrative or management experience. Preference will be given to candidates with experience working for educational or human service agencies;
- An Administrative Credential is preferred;
- Collaborative group process skills;
- Demonstration of leadership skills;
- Knowledge of curriculum development;
- Knowledge of project-based learning, backward design, and differentiated instruction; and
- Preference will be given to candidates with school finance, budget and/or business operations.

Director of Instructional Services

Candidates for this position will possess:

- A Master’s Degree and at least three (3) years’ experience with instruction. Preference will be given to candidates with experience working for educational or human service agencies;
- California Teaching Credential;
- Curriculum development;
- Administrator’s Credential or in progress preferred;
- Collaborative group process skills;
- Demonstration of leadership skills;
- Knowledge of curriculum development;
- Knowledge of project-based learning, backward design, and differentiated instruction; and
- Preference will be given to candidates with school finance, budget and/or business operations.

To ensure that the BAAS-SB employs well qualified instructional, administrative, and support staff, BAAS-SB will select its own educators and staff via the Staff Selection Committee. This committee will be comprised of educators and parent representatives and will make recommendations to the Principal for hiring new employees.

Educators

Candidates interested in teaching at BAAS-SB must possess the following:

- Bachelor’s Degree;
- A valid California teaching credential;
- Meet any applicable ESSA requirements;
- CLAD Certificate;
- Special Education Credential, if appropriate

In addition, educators who desire a position with CEDC must:

- Have background, knowledge, experience, and/or expertise in serving a student population similar to that which BAAS-SB will serve;
- Be willing to work collaboratively with parents in classroom and community; open to the concept of community as classroom;
- Show enthusiasm for collaboration with other educators at classroom and school levels;
- Be willing to participate in professional development opportunities, and to engage in continuous reflection on the goals and methods of education; and
- Be willing to work beyond the parameters of a regular school day to assure the success of the program.

Non-Credentialed Employees

The Charter School may also employ full-time, part-time, temporary or short-term non-credentialed instructional and/or non-instructional employees, who shall meet all applicable requirements and qualifications for their respective positions.

BAAS-SB may have non-credentialed educators, staff, and student interns to the extent permitted by State law. Their role is to directly provide and/or provide for the means and the atmosphere that enables students to learn. The selection procedure shall not discriminate on the basis of ethnicity, national origin, religion, gender, gender identity, gender expression, age, disability, or sexual orientation or any other characteristic described in Education Code Section 220.

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

BAAS-SB is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. BAAS-SB will ensure the safety of all students and staff by complying with the District's directed policies on health and safety, as well as all state and federal laws.

BAAS-SB has adopted and implemented a comprehensive set of health, safety, and risk management policies in consultation with the Charter School's Board, staff and insurance carrier's risk managers upon charter approval and site acquisition or lease. These policies include but are not limited to the following:

- A policy outlining the health and safety screenings, requirements, and annual parent notifications provided by the Charter School.
- A requirement that all entering students provide records documenting legally required immunizations pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.
- A policy stating the Charter School adheres to Education Code Section 49423 regarding administration of medication in school.
- A requirement that faculty and staff are screened for tuberculosis every four (4) years and that new employees are assessed and examined (if necessary) prior to commencing employment and working with students as required by Education Code Section 49406.
- A policy establishing that the Charter School functions as a drug, alcohol, and smoke-free workplace.
- Training in and materials for emergency procedures and preparedness for site-based staff.
- Training for staff relating to preventing contact with blood-borne pathogens.
- A requirement that all facilities will comply with Local Zoning and Fire Safety Code requirements as required by Education Code section 47610 and that facilities utilized are assessable in compliance with minimal standards established under Section 504 and the Americans with Disabilities Act.
- A requirement that all employees are mandated child abuse reporters and comply with all applicable reporting laws.

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- A policy to provide and maintain an employment and an educational environment free of sexual harassment.
 - A requirement that each person employed by the Charter School submits to a criminal background check and furnishes a criminal record summary as required by Education Code Section 44237, as well as a requirement to seek a criminal background check of vendors as required by Education Code Section 45125.1.
 - A policy that all volunteers must be professional in their conduct and all confidential items are only to be handled by certificated or classified personnel.
 - A technology acceptable use agreement.

These policies are incorporated, as appropriate, into parent and staff handbooks and are reviewed on an ongoing basis.

BAAS-SB will maintain a safe environment for students. All visitors to the school are required to check-in in the main office and register in the visitor's log book. All school visitors are required to wear a visitor or volunteer badge while on campus. No one will be permitted to disrupt the educational program.

Additionally, the policies of BAAS-SB include procedures for the following Health and Safety practices:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors. The Superintendent shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Conditions that^[SEP]preclude^[SEP]working at BAAS-SB include a conviction on charges of serious or violent misdemeanors or felonies particularly those committed against minors or involving abuse or molestation. Additionally, should an employee subsequent to their employment with BAAS-SB be convicted of serious or violent misdemeanors or felonies, it is expected that the employee report such to the Principal.

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. Staff will receive training on mandated reporting annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunization

BAAS-SB will require all enrolling students to provide documentation of immunization in accord with requirements of the Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations Sections 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B as describe in Department of Health Services Document IMM-231.

Medication in School

BAAS-SB will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. The Charter School's health aide will monitor any medicine procedures and logs, medication storage, answer basic medical questions as needed, and otherwise support BAAS-SB and its students. For any services that are beyond the scope of the health aide's duties and/or licensing requirements, the Charter School shall obtain the necessary services from an independent nurse.

Mental Health Services

BAAS-SB shall notify students and parents/guardians at least twice during the school year of how to initiate access to available student mental health services on campus or in the community in the manner required by Education Code Section 49428.

Vision/Hearing/Scoliosis

BAAS-SB shall adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School. The Charter School will provide health screening of students' vision, hearing, and scoliosis to the same extent as would be required if the students attended a traditional public school.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

School Safety Plan

The Charter School shall adopt a School Safety Plan (see Appendix D), to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify educators of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

By June 1, 2020, CEDC shall provide the District with a copy of its adopted School Safety Plan for the 2020-21 school year.

Emergency Preparedness

BAAS-SB shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the BAAS-SB site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for BAAS-SB.

Blood borne Pathogens

BAAS-SB shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free//Smoke-Free Environment

BAAS-SB shall maintain a drug/alcohol/smoke-free environment.

Integrated Complaint and Investigation Procedure:

BAAS-SB has developed a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. BAAS-SB also has developed a Uniform Complaint Procedure that has been approved by the CEDC Board. Under the direction of the Board, the Principal shall be responsible for investigation, remediation, and follow-up on matters submitted to BAAS-SB through this procedure. If the complaint is in reference to the Principal, parties may submit their complaints to the Superintendent for investigation, remediation, and follow-up.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

BAAS-SB is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. BAAS-SB shall maintain a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section

231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Facility Safety

BAAS-SB shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. This includes both zoning and building code requirements. BAAS-SB agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. BAAS-SB shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities). The District intends to conduct an inspection of the facilities within 90 days of the lifting of the stay at home order.

Emergency Preparedness

BAAS-SB will further develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract trainers to train, all instructional and administrative staff in basic first aid.

Fire Drills

Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, educators will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, educators will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest educator existing the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, educators and other staff will ensure that all students find their respective educators. Educators will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their educators at the designated evacuation site until the administrative staff gives the “all clear” signal.

Disaster Drills

Students will be taught the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is the emergency drill. Duck and cover”. During the “duck and cover” routine in the classroom, educators will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of an earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the educator determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, educators will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, counsel staff of potential dangers, and give further directions or orders. Educators and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the educator must make sure that all doors, windows and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Educators will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated. “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and parents. If an immediate evacuation is not warranted, the administrative staff will notify educators to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the Charter school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Educators will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, educators will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest educator exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas and outdoor facilities will be searched by staff members designated by the administration.

Once at the designated evacuation site, educators and other staff will ensure that all students find their respective educators. Educators will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Educators will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Educators will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their educators at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on their emergency information card. Parents will be asked to remain in a designated area and students will be escorted to the designated area for release.

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. BAAS-SB will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process or business practice for which BAAS-SB is responsible; the employee will bring it to the attention of their supervisor or administration immediately. The Superintendent will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem and timetable for correction.

Employees will be encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis the Board may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Parental Concerns and Communication

Should parents have any concern regarding any health and safety matter within BAAS-SB, it will be strongly encouraged that the parent informs the Superintendent or Principal immediately. BAAS-SB will provide all parents with multiple means of communicating concerns such as: dedicated concern email address, a dedicated concern phone number, a suggestion box, and time for face to face meetings. All concerns provided by parents or guardians will be recognized in a timely manner. At a minimum, a phone meeting will be scheduled with the parent at their earliest convenience. Based on that meeting, if a plan to correct said issue is needed, the parent will be kept informed of necessary steps and timetable for correction.

Should any major decision or action by BAAS-SB Board affect the facility or health and safety of BAAS-SB, the Superintendent and the Principal will enact an immediate communication plan to inform all parents of said changes and timetable.

ELEMENT SEVEN: STUDENT DEMOGRAPHIC BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

To create a school community that reflects a balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population residing within the territorial jurisdiction of the San Bernardino City Unified School District, BAAS-SB must recruit students from a significantly wide range of ethnic, linguistic and racial populations, along with special education students and English Learners.

Recruitment strategies include:

- The design and distribution of outreach and informational materials to appeal to the various racial and ethnic groups within the District;
- The development of outreach materials in other languages to reach parents who are not English speakers;
- Outreach to community groups, agencies and other organizations that have direct contact with diverse racial and ethnic communities in the District;
- Outreach meetings in several areas of the District to reach prospective students and parents;
- Establishment of internal and external feedback processes to ensure maximum impact and accessibility of the Charter School's commitment to diversity;
- The employment of a variety of outreach strategies, including written materials, community presentations, mailings, and press releases and
- An enrollment timeline that allows for a broad-based recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population.

BAAS-SB will abide by all applicable state and federal laws regarding admissions and enrollment procedures. BAAS-SB will strive, through recruiting, to achieve a racial and ethnic balance of students that reflects the general population of the District. BAAS-SB will rigorously recruit students in impacted areas and provide assistance to families in completing and returning registration applications.

BAAS-SB's Outreach Plan includes a marketing plan which details significant outreach activities in the local newspapers and libraries, community club-houses and newsletters, local community groups, and local businesses. The marketing plan shall include the preparation and distribution of recruiting materials in English and Spanish. Specific recruitment details include the following and will be updated annually to reflect the most successful:

- Presentations to local preschools
- Door to door recruitment in targeted areas
- Community Events to include fairs
- Public Places such as malls, movies, restaurants, and family friendly areas
- Radio advertising
- Billboards
- Bus shelters
- Presentations to families enrolled in Volunteers of America Early Head Start and Preschool Programs

BAAS-SB implements an aggressive grass roots student recruitment strategy and viable plan that includes, but is not necessarily limited to, the following elements or strategies to ensure a balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population residing within the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.
- Outreach meetings in several areas of the district to reach prospective students and parents.
- Orientation sessions for parents.
- Written advertisements in local papers, flyers, bulletins, and websites.

In order to attract a diverse student body and win the support of parents around the community, BAAS-SB will visit numerous community centers and summer programs that is representative of the District. Informational sessions and tours will be provided on site at BAAS-SB. Tours and materials will be offered in multiple languages. Prospective students and their parents or guardians will be briefed regarding the Charter School's instructional and operational philosophy.

ELEMENT EIGHT: ADMISSIONS POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with subdivision (d). Education Code Section 47605(c)(5)(H).

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Before students are enrolled, their parent(s) are encouraged to attend an orientation meeting to ensure their understanding of and commitment to the Charter School's vision and policies. All families seeking admission will receive extensive information about the Charter school philosophy and educational program, through the following 3-step process: an orientation meeting, a tour of school classrooms, and a full morning visitation for the child and parent in an appropriate school classroom. No student will be denied admission, dis-enrolled or otherwise harmed due to their parent/guardian's failure to volunteer. If the child is admitted, and the family chooses to enroll, a school enrollment form will be submitted.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Release of records³

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (lottery) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- i. Students residing in San Bernardino City Unified School District
- ii. Siblings of admitted or attending students.
- iii. Children of Charter School educators and staff, not to exceed 10% of student enrollment.
- iv. Other applicants.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second

³ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT NINE: ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

BAAS-SB will facilitate an annual independent audit of the BAAS-SB's financial affairs. The Board will select and oversee an auditor with education audit experience. The Charter School will submit the name of the selected auditor and contract fee for the upcoming year by no later than April 1 of each year. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller and to the California Department of Education ("CDE") by December 15th each year. The Board will review any audit exceptions or deficiencies. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

The Charter School shall provide and submit on time the annual audit and other required reporting requirements imposed by the District to support the District in ascertaining the financial status of the charter. Failure to meet established deadlines, provide inaccurate or incomplete records, failure to respond to concerns or requests by SBCUSD shall be documented and used as a basis for recommendation for non-renewal or revocation by the District Staff to the SBCUSD Board.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students served by Volunteers of America Community Education and Development Corporation ("CEDC"), which operates Ballington Academy for the Arts and Sciences in El Centro and Ballington Academy for the Arts and Sciences - San Bernardino, collectively Ballington Academy of Arts & Sciences ("BAAS"). In creating this policy, CEDC has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.*

Compliance with the procedures set forth in this charter regarding student discipline shall be the only process for BAAS to either temporarily or permanently involuntarily dismiss, remove, or otherwise exclude a student who attends BAAS from further attendance at BAAS for any reason. If any other document, handbook, or policy adopted by the Charter School conflicts with the charter, the procedures and policies set forth in the charter shall prevail as long as they do not conflict with changes in state or federal law. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

BAAS shall make efforts to develop alternative strategies for addressing student behavior to prevent the need for suspensions and expulsions, while ensuring the safety of all students, staff, and families at BAAS. Students who enroll in BAAS will be given a School Handbook with all pertinent information, including the Suspension and Expulsion Policy. Expectations for students regarding attendance, mutual respect, work habits, safety, violence, and substance abuse will be clearly described. BAAS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

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

Any student who engages in repeated violations of BAAS's behavioral expectations may be required to attend a meeting with the Principal, the classroom educator, and the student's parent or guardian. The group will discuss strategies that have been tried and collaboratively create a specific written agreement, outlining expectations for future student conduct. A support plan to assist the student, timelines, and consequences for failure to meet the expectations will also be provided.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

The Charter School’s policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal and state law regarding students with exceptional needs. Please note a full set of BAAS’s discipline policies and procedures and a copy of the School Handbook is available upon request.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student’s parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

I. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

II. Enumerated Offenses

A. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

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1. Caused, attempted to cause, or threatened to cause physical injury to another person.
 2. Willfully used force of violence upon the person of another, except self-defense.
 3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 5. Committed or attempted to commit robbery or extortion.
 6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 9. Committed an obscene act or engaged in habitual profanity or vulgarity.
 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 15. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the

organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events

16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and database, or the personal property of the person threatened or his or her immediate family.
17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 and 5, inclusive.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 and 5, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in grades 4 and 5, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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- i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (a) A message, text, sound, video, or image.
 - (b) A post on a social network Internet Web site including, but not limited to:
 - (i) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph i. above.
 - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph i. above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil

and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph i. above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(c) An act of cyber sexual bullying.

(i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph i. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs i. and ii. above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily

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- injury shall be subject to discipline pursuant to subdivision (II.A.1-2).
22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- B. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 2. Brandishing a knife at another person.
 3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
- C. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
1. Caused, attempted to cause, or threatened to cause physical injury to another person.
 2. Willfully used force or violence upon the person of another, except self-defense.
 3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 5. Committed or attempted to commit robbery or extortion.
 6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew

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- packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
 10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
 16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

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17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 5, inclusive.
 18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 5, inclusive.
 19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in grades 4 and 5, inclusive.
 20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable student to experience substantial interference with his or her ability to

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- participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (a) A message, text, sound, video, or image.
 - (b) A post on a social network Internet Web site including, but not limited to:
 - (i) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph i. above.
 - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph. above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph i. above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (c) An act of cyber sexual bullying.
 - (i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph i. A photograph or other visual recording, as described above, shall include the depiction

of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iii. Notwithstanding subparagraphs i. and ii. above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (II.C.1-2).

22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

D. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or destructive object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm, explosive device or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the

student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. Suspension Procedure

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures:

1. Conference

Upon the notification by staff that a student may have violated a disciplinary policy that may require suspension, the Principal or the Principal’s designee shall investigate the incident. The student shall be provided an opportunity to provide either a written or oral statement to the effect. Witnesses, if available, shall also either provide a written or oral statement to the incident. After the investigation is completed, the Principal or the Principal’s designee shall inform the student whether he or she will be suspended, the rule that was violated, and the length of the suspension.

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent/guardian and, whenever practical, the educator, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency exists. An “emergency” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to the Charter School for the purpose of a conference.

At the conference, the parent/guardian shall be informed of the reason for the disciplinary action and the evidence against his or her student and shall be

given the opportunity to listen to the version and evidence provided by his or her student in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to the Charter School. The student and the parent/guardian shall be informed that the student will be provided the opportunity to make up any missed assignments. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/ Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of placement/expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student shall be given the opportunity to complete all missing assignments during this suspension.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a educator shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the educator by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the educator, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

IV. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel following a hearing before it. The Administrative Panel shall be assigned by the Board of Directors as needed, and shall consist of at least three members who are certificated and neither a educator of the pupil nor a member of the CEDC Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense. Upon appeal by the guardian/parent of the Administrative Panel's decision to expel, the Board of Directors will hear the appeal.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

An Administrative Panel will hear the case and determine whether to expel the student. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which

shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the

presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The Administrative Panel makes the determination regarding the expulsion and shall include written findings of fact. The decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the student's name and the specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the

District of the pupil's last known address within 30 days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. Right to Appeal

The pupil and parents/guardians may appeal an expulsion decision by the Administrative Panel to the Board of Directors. The Board's decision shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action

taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Educators

The Charter School shall notify educators of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any educator observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

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- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time

period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's educators, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's educator, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT ELEVEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

In order to secure and hold specialized and experienced staff committed to innovative curriculum and instruction, BAAS-SB recognizes the importance of an attractive compensation package, which includes salaries and health benefits.

All part-time and full-time employees age 21 and over can elect to participate in the 403(b) retirement plan offered by the Volunteers of America Community Education and Development Corporation. Employees are eligible for a percentage of employer match based on years of employment. All employees are eligible for Social Security benefits.

Volunteers of America CEDC will make all employer contributions required by social security. Volunteers of America CEDC will also make the employer contributions required for Workers' Compensation Insurance and any other applicable payroll benefits. The Director of Human Resources shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies and other options to include independent study, enrollment in school of residence, other public schools and private schools. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at the Charter School. Any District employee who resigns their position with the District to become an employee of BAAS-SB, will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes between BAAS-SB and the District

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of BAAS-SB or the District's oversight obligations, or a dispute otherwise arises between the District and BAAS-SB, the following procedures may be initiated by either party and shall be followed to resolve the dispute:

- (1) Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations.
- (2) In the event that the District believes that the dispute relates to an issue that could lead to revocation of the Charter, participation in the dispute resolution procedures outlined in this Element shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.
- (3) If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation procedures, the District or the Charter School will provide oral or written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the BAAS-SB representative will be the BAAS-SB CEO/President or CEO/President designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4.
- (4) Either party may pursue any other remedy available under the law, and if applicable, the District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable laws.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Internal Disputes

BAAS-SB shall have an internal dispute resolution process to be used for all internal disputes related to BAAS-SB's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, board members, volunteers, and staff at BAAS-SB will be provided with a copy of the Charter School's policies and dispute resolution process. The District will promptly refer all disputes not related to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations to the Charter School for resolution according to its internal dispute resolution process. Should the District receive a complaint regarding BAAS-SB that is referred to BAAS-SB for investigation and/or resolution, BAAS-SB shall provide the District with updates regarding BAAS-SB's investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue.

ELEMENT FIFTEEN: CLOSURE PROCEDURES

Governing Law: The procedures to be used of the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

The following procedures shall apply in the event BAAS-SB closes. The following procedures apply regardless of the reason for closure:

Closure of the Charter School will be documented by official action of the CEDC Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. These activities will be consistent with the normally accepted practice.

The Charter School will promptly notify parents and students of the Charter School, the District, the San Bernardino County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Volunteers of America Community Education and Development Corporation and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Volunteers of America Community Education and Development Corporation Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets and Financial Statements

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

BAAS-SB relies on local property tax in-lieu, State and Federal funding sources to support its basic program, instruction and curriculum. Grant, foundation, and corporate monies as well as in-house fundraising shall be used to support and enhance learning opportunities and provide extra activities and events.

The following section is a narrative description of the three year budget projections provided by BAAS-SB. All estimates are projections based on the currently reported funding amounts by the California Department of Finance and in line with the recently approved State Budget and the Local Control Funding Formula.

The following descriptions are broken up by section for clear articulation of our budget projections.

Budget Assumptions:

The following assumptions were used in creating the budget:

1. Revenue limit rates of \$8235 for TK-3 (inclusive of the grade span adjustment) and \$7571 for G4-6 in 2018-19..
2. BAAS-SB s ADA rate for BAAS-SB of 94%.
3. English Language Learner populations of 25% of total enrollment.
4. 90.0 % of students being eligible for Free or Reduced lunches.
5. Encroachment is calculated at the FY19 UA equivalent rate of \$1218/pupil (ie., FY19 UA reported total cost of \$239,908.18 on enrollment of 197), adjusted upwards each year for CPI.
6. Average full-time educator salary \$51,700 in Year 2020-2021.
7. The current budget has employee health benefits at \$136/mo in FY20, increasing per Health Benefit COLA BAAS-SB has allocated \$414.00 average per student for books and supplemental materials.
8. An aggregate spending rate for books & supplies is not given in the budget. Exclusive of food, the FY20 total of \$112,500 (data from summary on p.4) on 200 pupils = \$562.50 per pupil.
9. SB740 Lease Reimbursement eligibility which BAAS-SB has budgeted to full amount allowable under SB740.
10. BAAS-SB will file a Consolidated Application and will participate in Federal Title 1 programs.

5000 Series Expenditure Breakdown

The 5000 Series Breakdown form is a compilation of all the Service and Other Operating Expenses we project to have in operations. Some notes on the proposed expenditures:

- Due to the current state budget conditions and the dynamic nature of school finance projections, conservative estimates have been used for educator and administrative conference and travel.
- General liability insurance is based on current historical trends for operating a charter school of similar characteristics.
- Professional and Consulting Services include allocations for Business Management, Compliance, Financial, and Audit expenditures.
- Student information System costs which will include all set-up implementation, training and support.
- Phone, internet and other electrical and technology costs are budgeted with the anticipation of receiving E-rate reimbursements.

Employee Salaries & Benefits

While BAAS-SB intends to always provide its employees with fair compensation and benefit packages, we recognize that we will not be able to, nor intend to, match the District's current average salaries or pay scale. BAAS-SB has created its own salary range for our various positions and compensation will be based on experience, skills sets, position demand, and other factors. BAAS-SB will utilize a modified step column salary schedule.

Additionally, while BAAS-SB does realize that our salaries and health benefits may be lower than the School District average, we are fully confident that we will be able to attract and retain very highly qualified educators and staff. The current state economy has left thousands of new and experienced educators seeking quality employment there are also a large number of educators who specifically seek out opportunities to teach in a small charter school atmosphere. As BAAS-SB becomes fiscally stable and state funding improves, BAAS-SB has every intention of compensating our staff accordingly. Additionally, BAAS-SB student per educator ratio is lower than most district schools.

Cash Flow Statement

Included in our budget projects is our 3-year cash flow statement. As a result of our conservative budgeting and projected expenses, BAAS-SB demonstrates a sound and comprehensive cash plan.

4-Year Operating Budget

Our 4-year budget meets the state requirement of a 3-year budget projection and demonstrates BAAS-SB's plan to remain a strong and fiscally solvent operation. We have created a school that is focused on the student's needs and allows us to bring forward the very best elements of a high

performing charter school, which we believe will help hundreds of students to thrive and find their academic place.

We have used conservative revenue estimates and only funding that BAAS-SB is qualified to receive upon opening. BAAS-SB will aggressively seek out additional funding sources, fundraising opportunities, and expense saving opportunities that will likely place the school on even better fiscal footing than we project here.

BAAS-SB has budgeted for a 5% Operating Expense Reserve in Year 2020-2021 and each subsequent year. Budget sections are based on the currently reported funding amounts by the California Department of Finance and in line with the recently approved State Budget and the Local Control Funding Formula.

The following descriptions are broken up by section for clear articulation of our budget projections.

Attached, as Appendix E, please find the following documents:

- A 2020-2025 budget
- Cash Flow for three years of operation
- Monthly cash flow statement
- Monthly budget report

These documents are based upon the best data available to the petitioners at this time and have been prepared with the assistance of consultants with expertise in public BAAS-SB finance.

BAAS-SB will establish a budget development and monitoring procedure. The Chief Financial Officer will, in consultation with the Superintendent and the Principal, develop a budget. The monitoring procedure will be a routine and regular process of comparing actual revenues and expenditures with the budget plan on a report presented at the board meetings.

The Charter School shall provide reports to the District and county office of education as follows in accordance with Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

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4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
 5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

District Oversight and Reporting

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: CBEDS, actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

INDEMNIFICATION

To the fullest extent permitted by law, BAAS-SB/CEDC agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to San Bernardino City Unified School District ("District") and hold harmless the District, the District Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs and interest, that in any way arise out of or relate to any actual or alleged act or omission on the part of BAAS-SB/CEDC, and/or on the part of the board of directors, members, officers, board appointed groups, committees, boards, and any other BAAS-SB/CEDC appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of BAAS-SB/CEDC in any way related to the performance of and/or to the failure of BAAS-SB to perform in whole or in part any obligation under this Charter, any memorandum of understanding (MOU) between the parties (except to the extent specified in such MOU), and/or in any way related to the operation or operations of BAAS-SB/CEDC or of any other facility, program, or activity. The obligations of BAAS-SB/CEDC to defend the District and the other Indemnitees identified herein is not contingent upon any assertion or finding that the person or entity indemnified is liable by reason of a non-delegable duty nor shall be contingent upon there being an acknowledgement of

or a determination of the merit of any claim, demand, action, cause of action, or suit; and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be construed to obligate BAAS-SB/CEDC to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnatee's sole negligence, or willful misconduct, where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnatee accounts for only part of the loss(es) involved, the indemnity obligations of BAAS-SB/CEDC shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

BAAS-SB/CEDC further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter and any MOU between the parties extend to indemnify, defend, and hold the Indemnitees harmless from all financial obligations in the event of an unbalanced budget.

BAAS-SB/CEDC's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter and any MOU between the parties, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end BAAS-SB/CEDC's right to operate as a charter school pursuant to its Charter or cause BAAS-SB/CEDC to cease operations.

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. BAAS-SB/CEDC shall at all times be operated by or as a nonprofit public benefit corporation.

Additionally, to the fullest extent permitted by law, BAAS-SB/CEDC agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District and hold harmless the Indemnitees from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to attorney's fees and litigation costs and interest, that in any way arise out of or relate to claims and/or allegations that BAAS-SB/CEDC has violated Education Code section 47605 or 47605.1 with respect to the location of any resource center operated by BAAS-SB/CEDC. Nothing in this paragraph shall serve to reduce or excuse BAAS-SB/CEDC's obligations to obtain and maintain the insurance required by this Charter and/or any MOU and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter, and/or any MOU between the parties, nor shall limit any rights Indemnitees may have under applicable law, including without limitation, the right of implied indemnity.

INSURANCE

BAAS/CEDC shall always purchase and maintain in full force and effect during the term of this Charter insurance in amounts and types and subject to the terms approved by the San Bernardino City Unified School District's risk manager and as specified below. BAAS/CEDC's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any MOU or any other agreement between the parties or any other act or event that would end BAAS/CEDC's right to operate as a charter school pursuant to this Charter or cause BAAS/CEDC to cease operations until BAAS/CEDC has fully complied with the Closure Protocol set forth in this Charter and/or any closure or termination procedures or requirements in any MOU or other agreement between the parties and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting the obligations set forth in this Charter or any MOU or any other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of BAAS/CEDC, throughout the life of the Charter, and any MOU or any other agreement between the parties, BAAS/CEDC shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows, or as otherwise approved by the District's Risk Manager:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$5,000,000 per occurrence and \$20,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of \$20,000,000 per occurrence.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$5,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of BAAS/CEDC. If any San Bernardino City Unified School District property is leased, rented or borrowed, it shall also be insured by BAAS/CEDC in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage for educators legal liability and error and omissions, including, but not limited to, coverage for sexual abuse/molestation and sexual harassment, in an amount not less than \$1,000,000 per “claim” with an aggregate policy limit of \$20,000,000. This Professional Liability insurance and/or coverage must be “claims made” and not “claims made and reported.”

CYBER LIABILITY insurance and/or coverage for the Charter School and for the Charter School to require Tech or IT Liability from its third party vendors, which shall include coverage for Security, Privacy, Business Interruption, Cyber Extortion, and Denial of Service, in an amount not less than \$5,000,000 or in an amount sufficient to cover the full replacement value of damage to, alteration of, loss of, or destruction of electronic data and/or information “property” of the Charter that will be in the care, custody, or control of the Vendor.. Additionally, the Charter would have vicarious liability for the work performed by the vendor/consultant.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the San Bernardino City Unified School District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the “San Bernardino City Unified School District, and the San Bernardino City Unified School District Personnel, and the Southern California Schools Risk Management JPA”), as additional insureds; (b) shall insure San Bernardino City Unified School District and San Bernardino City Unified School District Personnel to the same extent as BAAS/CEDC; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the San Bernardino City Unified School District and/or by the San Bernardino City Unified School District Personnel shall be in excess of BAAS/CEDC’s insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by BAAS/CEDC; (d) shall be on an “occurrence” basis rather than a “claims made” basis, excepting only educators’ legal liability and errors and omissions insurance and/or coverage, which shall be on a “claims made” basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days’ prior written notice thereof given by the insurer to the San Bernardino City Unified School District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the San Bernardino City Unified School District by the insurer, BAAS/CEDC shall also provide the San Bernardino City Unified School District with thirty (30) days’ prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the

foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, the District may require BAAS/CEDC to cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter may be subject to revocation pursuant to Education Code Section 47607 and/or shall become void at the District's option.

The acceptance by the San Bernardino City Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of BAAS/CEDC or of any insurer or joint powers authority to the San Bernardino City Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the San Bernardino City Unified School District and/or the San Bernardino City Unified School District Personnel are waived.

BAAS/CEDC shall provide to the San Bernardino City Unified School District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the San Bernardino City Unified School District within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of BAAS/CEDC to defend, indemnify, and hold harmless the San Bernardino City Unified School District and the San Bernardino City Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of BAAS/CEDC to defend, indemnify, and hold harmless the San Bernardino City Unified School District and the San Bernardino City Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverage required by the foregoing provisions of this Charter must be declared to and approved by the San Bernardino City Unified School District.

BAAS/CEDC shall promptly respond to all inquiries from the San Bernardino City Unified School District regarding any claims against BAAS/CEDC and/or any obligation of BAAS/CEDC under the foregoing provisions of this Charter. Additionally, BAAS/CEDC shall always, maintain a fund balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School provides or procures most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Charter School is interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. The District shall charge BAAS-SB for supervisory oversight of BAAS-SB, up to any maximum permitted by law (currently described and limited in Education Code section 47613), currently set at 1%. BAAS-SB acknowledges that the District's actual costs in conducting its oversight obligations may meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

BAAS-SB is located in the jurisdiction of the District. The current school facility is located at 799 E Rialto Ave.. The 21,000 sq. ft. facility at growth and build out will accommodate a state of the art educational program with 23 classrooms, offices, restrooms, and outdoor recreation space, and

will comply with health and safety standards. The campus is located in an external environment that addresses the effects of sound, traffic, air quality, safety, and security. The current campus also is -located with an early childhood development program. As the charter grows in its enrollment, the petitioners realize the possibility of a transition into a larger facility to accommodate growth and demand for the school. The petitioners anticipate this move occurring during this charter extension term and commit to keeping the District informed of potential plans. The Charter School cannot add an additional site or move from the current site without approval of a material revision approved by the SBCUSD Governing Board.

The specific design specifications of the school facilities are based on the school goals, objectives, policies and district input that determine the educational program and define the following:

- Enrollment of the school and the grade level configuration.
- Emphasis in curriculum content or teaching methodology that influences school design.
- Type, number, size, function, special characteristics of each space, and spatial relationships of the instructional area that are consistent with the educational program.

Community functions that factored into the school design included:

- Site Layout. Parent drop off and parking shall be separated to allow students to enter and exit the school grounds safely.
- Parent drop off area is adjacent to school entrance and separate from bus area and parking.
- Vehicle traffic pattern does not interfere with foot traffic patterns. Foot traffic does not have to pass through entrance driveways to enter school. Crosswalks are clearly marked to define desired foot path to school entrance.
- Parking stalls are not located so vehicles must back into loading areas used by parents. Island fencing or curbs are used to separate parking areas from loading/unloading areas.
- To provide equal access to insure the purposes of the least restrictive environment, bus drop off for handicapped students is in the same location as for regular education students.
- Playground Areas. Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment.
- A variety of physical education teaching stations are available to provide a comprehensive physical education program in accordance with the BAAS-SB 's adopted course of study (including outdoor and indoor spaces).
- Supervision of playfields is not obstructed by buildings or objects that impair observation.
- Joint use for educational purposes with other public agencies is explored. Joint use layout with parks is not duplicative and fulfills both agencies' needs.
- Delivery and Utility Areas. Delivery and service areas shall be located to provide vehicular access that does not jeopardize the safety of students and staff.

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- Delivery/utility vehicles have direct access from the street to the delivery area without crossing over playground or field areas or interfering with bus or parent loading unless a fence or other barrier protects students from large vehicle traffic on playgrounds.
 - Trash pickup is fenced or otherwise isolated and away from foot traffic areas.
 - Future Expansion. Site layouts shall have capability for expansion without substantial alterations to existing structures or playgrounds:
 - Site layout designates area(s) for future permanent or temporary additions that are compatible with the existing site plans for playground layout and supervision.
 - Utilities to the expansion area are included in the plans and have the capacity to accommodate anticipated growth.
 - Exits and corridors are located to accommodate capacity of additions, particularly in such buildings added as the multi-purpose/cafeteria, administration, gymnasium/or auditorium.
 - Site Layout. Classroom and space location shall consider compatibility of the various functions on campus and provide optimum patterns of foot traffic flow around and within buildings. Site layout of buildings, parking, driveways, and physical education areas shall be adequate to meet the instructional, security and service needs of the educational programs.
 - Building placement is compatible with other functions on campus; e.g., band room is not next to library.
 - Physical relationship of classrooms, auxiliary, and support areas allows unobstructed movement of staff and students around the campus.
 - Building placement has favorable orientation to wind, sun, rain, and natural light.
 - Restrooms are conveniently located, require minimum supervision, and, to the extent possible, are easily accessible from playground and classrooms.
 - Parking spaces are sufficient for staff, visitors, and students (where applicable).
 - Accommodations are made for necessary safety equipment and storage of supplies; e.g., fire extinguisher, first aid kit, master disconnect valve for gas. Secured storage areas are provided for volatile, flammable, and corrosive chemicals and cleaning agents.
 - Properly designated areas are provided with appropriate ventilation for hazardous materials that emit noxious fumes, including a high volume purge system in the event of accidental release of toxic substances which may become airborne.

Classrooms

- Classrooms have adequate space to perform the curriculum functions for the planned enrollment as described in the charter.
- Conduit/cabling and outlets are available for technology in each classroom to provide network and standalone equipment related to the planned and future potential educational functions.
- Specialized Classrooms and Areas. Specialized classrooms shall be designed to reflect the function planned for that portion of the educational program.

-
- Kindergarten classrooms are designed to allow supervision of play and all areas of the classroom.
 - Windows, marking boards, sinks, drinking fountains, and furniture are appropriate heights for kindergarten-age students.
 - Play yard design provides a variety of activities for development of large motor skills.
 - Designated space for the resource specialist program and provides additional space as larger enrollments are being planned.
 - BAAS-SB designates space for the speech and language program which is close to classrooms when an individualized instruction program is necessary.
 - BAAS-SB designates office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs.
 - A conference area is available to conduct annual individualized education program meetings for each special education student.
 - Laboratories shall be designed in accordance with the planned curriculum. Science laboratory design is consistent with the requirements for proper hazardous materials management specified in both the "Science Facilities Design for California Public Schools," published by the California Department of Education, 1993, and the "Science Safety Handbook for California Public Schools," published by the California State Department of Education, 1999.

Computer Instructional Support Area

- A standard classroom is designated as a computer laboratory.
- Room is provided for movement of students around learning stations.
- Sufficient outlets, power sources, and network links for the amount of equipment are provided.
- Proper ventilation is provided.
- Room provides for security of equipment.
- Lighting minimizes screen glare and eye strain.

Art Studios

- Sufficient square feet per student should be allotted for movement and work around easels and project tables.
- Location on the ground floor should be considered for easy movement of heavy supplies and projects.
- Appropriate display space should be provided.
- Adequate electrical outlets should be provided.
- Adequate ventilation for dust and fumes should be provided.
- Room should be able to be darkened for projectable imagery.
- Floor and all surfaces should be easily cleanable.
- Sufficient and secure storage for supplies and projects should be provided.

Music Rooms

- Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments, various presentation arrangements, and acoustical quality.
- Rooms should be acoustically isolated from the rest of the school.
- Sufficient, secure storage space should be provided for instruments, equipment, and instructional materials.

Auxiliary Areas

- Multipurpose/cafeteria area (indoor or outdoor) shall be adequately sized and flexibly designed to protect students from the elements and to allow all students adequate eating time during each lunch period and to accommodate such uses as physical education activities, assemblies, and extracurricular activities:
- Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space.
- The location is easily accessible for student and community use, but is close to street for delivery truck access.
- Area for the cafeteria line is designed for the flow of traffic for each lunch period.
- Design of kitchen reflects its planned function; e.g., warming only.
- Space is available for refrigeration and preparation of foods to accommodate maximum number of students planned for the school.
- Office, changing, and restroom area for food preparation staff is available and shall comply with local department of health requirements.
- Ceiling height allows for clearance of light fixtures for physical education activities.

Administrative Office

- The administrative office shall have sufficient square footage to accommodate the number of staff for the maximum enrollment school district and shall be designed to efficiently conduct the administrative functions.
- Students have direct confidential access to pupil personnel area.
- Counter tops are accessible for an age-appropriate population both at a standing and wheelchair level.
- Space for private conference and waiting area is available.
- Capability for such computer networking functions as attendance accounting and communicating to each classroom is considered.
- A faculty workroom is available for a staff size proportionate to the student population.
- Provide security for technology and media equipment.

-
- Space and capability for computer terminals is considered for student use, research and report writing.
 - Visual supervision from circulation desk is available to study areas, stack space, and student work centers.
 - Design for open and closed-circuit television, dedicated phone line, electrical outlets for stand-alone computers, and conduit connecting all instructional areas is considered.

Lighting

- Light design shall generate an illumination level that provides comfortable and adequate visual conditions in each educational space.
- Ceilings and walls are white or light colored for high reflectance unless function of space dictates otherwise.
- Lights do not produce glare or block the line of sight.
- Window treatment allows entrance of daylight but does not cause excessive glare or heat gain.
- Fixtures provide an even light distribution throughout the learning area.

Acoustical

- Hearing conditions shall complement the educational function by good sound control in school buildings.
- The sound-conditioning in a given space is acoustically comfortable to permit instructional activities to take place in this classroom.
- Sound is transmitted without interfering with adjoining instructional spaces; e.g., room partitions are acoustically designed to minimize noise.
- The ventilation system does not transmit an inordinate sound level to the instructional program.

Plumbing

Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.

Term of Charter

The term of this Charter shall run from July 1, 2020 through and including June 30, 2025. The Charter School may submit request for renewal of its Charter between August 1, 2024 and January 31, 2025, unless otherwise agreed with the District.

Any renewal request shall include the following materials:

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- At least 7 hard copies (in notebooks or otherwise bound) of the entire renewal charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;
 - A redline comparing the renewal Charter to the current Charter included in each notebook, and
 - An electronic (word not PDF) version of the renewal charter and the redline versions of the renewal charter

The renewal process shall be governed by the provisions of Education Code Section 47607 and the California Code of Regulations, Title 5, Section 11966.4, or the provisions of law that may supersede, modify, amend, or succeed those provisions. Each renewal of the Charter shall be for the time period specific by law applicable at the time of the renewal.

The District's Board delegates to the Superintendent or designee and the CEDC Board delegates to the Superintendent or designee authority to waive or extend the timelines in this Charter, law, or applicable regulation for consideration or action on material revisions and/or renewal of this Charter.

Material Revisions

Unless the District Superintendent or designee determines in writing that the proposed revision does not rise to a level of materiality requiring a material revision pursuant to the procedures set forth in Education Code Section 47607, any non-material revisions to this charter shall be made by mutual agreement of the CEDC Board of Directors and San Bernardino City Unified School District Board of Education. Otherwise, this charter may only be amended through a material revision pursuant to Education Code Section 47607.

Material revisions and subsequent charter renewals shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605 and 47607, and applicable regulations.

Banking Arrangements

The Charter School will reconcile the ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis and prepare a balance sheet. A cash flow statement will be submitted. The Charter School will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed five hundred (\$500), may be established with an appropriate ledger to be reconciled quarterly in accordance with procedures adopted by the CEDC Board.

Litigation

The Charter School shall notify the District of any pending litigation or legal action taken by any party against the Charter School or any employee within 30 calendar days of the Charter School receiving such notice.

School Name

The Charter School shall be known as Ballington Academy of Arts and Sciences – San Bernardino (“BAAS-SB”). The Charter School may not change its name, nor operate under any other name, without approval of a material revision. Any such request for material revisions to this charter shall include all of the documents (hard copies and electronic) in the formats specified in this section for requests for renewal. The District’s timelines for considering and acting on any request for material revision shall commence only upon receipt by the District’s Governing Board, which shall be agendaized for the District Board’s next regular meeting following delivery of all of the required documents, as specified in this section, for which meeting the District’s agenda deadline has not yet been passed.

Debts and Obligations

The Charter School shall be solely responsible for all costs and expenses related to the Charter and its operations, including, but not limited to, costs of insurance, reserves, staff and operations.

The Charter School shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents to which District is not a party and/or which are not approved or ratified by the District Board as required by law, shall be unenforceable against the District and shall be the Charter School’s sole responsibility.

The Charter School shall attempt to include the following language in any and all contracts it enters into:

The Charter School shall have no authority to enter contracts for or on behalf of the San Bernardino City Unified School District or the San Bernardino City Unified School District Board of Education. The parties to this agreement understand, acknowledge, and agree that any contracts, purchase orders, or other documents to which neither the San Bernardino City Unified School District Board of Education nor the San Bernardino City Unified School District is a specific party and/or which are not approved or ratified by the San Bernardino City Unified School District Board of Education and, as required by law, shall be unenforceable against the San Bernardino City Unified School District Board of Education of the San Bernardino City Unified School District and shall be the Charter School’s sole responsibility.

Independent Entity

The Charter School and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. The Charter School and the District shall not in any way or for any purpose become or be deemed to be agents,

partners, joint ventures, or a joint enterprise. The District shall not be liable for the actions or liabilities of the Charter School.

Transportation

The Charter School shall not provide daily transportation to and from BAAS-SB, except as required by law for students with disabilities in accordance with a student's IEP.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School is operated by a California non-profit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District will not be liable for the operation of the Charter School.

The corporate bylaws of CEDC shall provide for indemnification of the Board of Directors, officers, agents, and employees, and the Charter School shall maintain general liability insurance, Director's and Officer's insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and type of program. The District will be named additional insured general liability insurance.

The Board of Directors will institute appropriate risk management practices as discussed herein, including employee screening, the establishment of codes of conduct for students, staff, and participating families, and procedures governing financial transactions, and dispute resolution.

Compliance with Laws

The Charter School agrees to comply at all times with federal or state laws (which may be amended from time to time) including but not limited to the following:

- The Brown Act (Cal. Gov. Code, § 54950 et seq.);

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- The Public Records Act (Cal. Gov. Code, § 6250 et seq.);
 - State conflict of interest laws: the Political Reform Act (Gov. Code, § 87100 et seq.; Gov. Code, § 1090 et seq., as set forth in Education Code Section 47604.1);
 - The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164 et seq.);
 - The Individuals with Disabilities Education Act (“IDEA”) (20 U.S.C. § 1400 et seq.);
 - The Americans with Disabilities Acts (42 U.S.C. § 12101 et seq.);
 - The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
 - The California Fair Employment and Housing Act (“FEHA”) Cal. Gov. Code, § 12900 et seq.);
 - Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 794 et seq.);
 - The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 et seq.);
 - The Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g et seq.); and
The Elementary and Secondary Education Act (“ESEA”) as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

CONCLUSION

By approving this charter petition, the District will be fulfilling the intent of the Charter Schools Act of 1992 to increase learning opportunities for all pupils; create new professional opportunities for educators; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. To this end, pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year renewal term from July 1, 2020 through June 30, 2025.

Academically High-Achieving Students

Some students will enter the Charter School better prepared or will be naturally endowed to learn at a faster pace than the majority. BAAS-SB is committed to assuring that all students' educational experiences are rigorous and educators are prepared to provide additional challenges for these students who move at an accelerated pace.

Identification of Academically High-Achieving Students

BAAS-SB identification practices rely on multiple criteria to look for students who are academically high-achieving. Multiple criteria will involve:

- Multiple types of information (e.g., indicators of student's cognitive abilities, academic achievement, performance in a variety of settings, interests, creativity, motivation; and learning characteristics/behaviors);
- Multiple sources of information (e.g., test scores, school grades, and comments by classroom educators, specialty area educators, counselors, parents, peers, and the students themselves);
- Multiple time periods to ensure that students are not missed by "one shot" identification procedures that often take place at the end of second or third grade; and
- Feedback and involvement from the student's parents.

BAAS-SB also ensures that standardized measures use normative samples appropriate to the students being tested and taking into account factors such as ethnicity, language, or the presence of a disability. The use of multiple criteria does not mean the creation of multiple hurdles to jump in order to be identified as academically high-achieving. BAAS-SB looks for students with outstanding potential in a variety of ways and at a variety of time periods to ensure that no child who needs services provided through gifted education is missed. Data collected through the use of multiple criteria will give indicators of a student's need for services. These indicators often vary in strength and may differ according to specific domains being measured. For example, a student may be academically high-achieving in math but not academically high-achieving in reading and spelling and because of this, it is inappropriate to simply add the results together as they are measuring two very different areas. When used appropriately, no single criterion will prevent a student's identification as academically high-achieving; however, any single criterion, if strong enough, can indicate a need for services. BAAS-SB will use behavioral screenings, educator input and parent input as well as contributors towards determining if a student is academically high-achieving.

The Association for the Gifted ("TAG") refers to the identification process as searching for "hints and clues" of giftedness in all of our students (CEC, 2001). This means that the Charter School must learn to recognize the indicators of potential that our students show us and that BAAS-SB must nurture this potential when we see it. To find students who have historically been overlooked

and underserved by gifted education the Charter School must be proactive in searching for abilities that can be masked or hidden (National Research Council, 2002). BAAS - SB includes planned experiences that are specifically designed to give students an opportunity to show their abilities in safe environments. The Charter School may also establish programs that will give children of promise developmental opportunities that will prepare them to profit from academically demanding programs. We also provide specific supports and professional development to educators to help them recognize and nurture students with outstanding potential who have been historically missed in our identification processes (National Research Council, 2002).

Steps in the Identification Process

An identification process has been adopted regarding the procedure, timing, and criteria for identification of students as academically high-achieving.

The identification process must be dynamic with both formal identification checkpoints and ongoing opportunities for students to be identified as their needs are recognized. Parents will be involved at the initial phase and throughout the entire process. Prior to the start of the process, parents will be notified via written correspondence and invited to participate in this process. The three phases in this process are:

- **General Screening or Student Search:** The purpose of this phase is to establish a pool of students who might qualify for services, ensuring that no student falls through the cracks. This process involves formal designated times at which the total school population or all students in a designated grade level are reviewed, including students whose primary language is not English and students with disabilities. Screening methods can rely on student data that are readily available for all students (e.g., standardized scores taken for state or district assessments) and/or may involve specific cognitive and academic assessments given as part of the screening process. Comprehensive screening also includes invitations to educators, parents, and students to suggest names of individuals who might need services.
- **Review of Students for Eligibility.** At this phase all the data are reviewed to look for indicators that show a need for services. A given student may be designated as clearly needing or not needing gifted services, as potentially eligible at a later review, or as tentatively placed to see whether the available services are a good match. In the decision-making process it is essential to remember that no single piece of evidence should disqualify a student, but any single piece of evidence that is strong enough can reveal a need for services.
- **Services Options Match.** Based on a comprehensive review of the student's strengths and needs, the best match for services will be made. Students whose first language is not English, students who also have a disability, and students whose past experiences may not have prepared them for advanced academic challenges may need special consideration in the configuration of their services (Castellano, 2003; Coleman, 2001).

APPENDIX

APPENDIX A: 2019-20 LCAP

APPENDIX B: ARTICLES OF INCORPORATION

APPENDIX C: BOARD BYLAWS

APPENDIX D: COMPREHENSIVE SCHOOL SAFETY PLAN

APPENDIX E: BUDGET DOCUMENTS

APPENDIX F: CERTIFICATES (LIABILITY INSURANCE & CERTIFICATE OF OCCUPANCY)

APPENDIX G : LETTERS OF SUPPORT

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.
[Appendix A](#): Priorities 5 and 6 Rate Calculations
[Appendix B](#): Guiding Questions: Use as prompts (not limits)
[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Ballington Academy for the Arts & Sciences – San Bernardino	Shannon Brandner, Principal	sbrandner@voa-swcal.org 909.332.6699

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Ballington Academy for the Arts & Sciences – San Bernardino (BAAS-SB) was established in 2016 and currently serves 196 students in grades TK-4. Our current student demographics include: 18% English Language Learners (ELL); 6% Students with Disabilities, 2.6% Foster Youth; 1.5% Homeless; and 88% qualify for Free/reduced Lunch, of which 25% are African-American, 66% Hispanic, 3.5% White, and 2.5% 2+ Races.

MISSION

Ballington Academy for the Arts and Sciences San Bernardino seeks to address the need for a rigorous and innovative educational program that prepares young children for the demands of the future, by providing the skills necessary to usher students into the 21st century, ensure each student is educated to the fullest potential and is College and Career ready.

EDUCATIONAL PROGRAM

Our school integrates the Arts, Music, Science and Technology with its educational program. Arts and Music will allow a student to be flexible, open, and foster self-discipline. Science will allow the student to be a critical thinker and problem solver. Technology will support engaged learning and the practical application of learning.

LCAP Highlights

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

Our school was identified for Comprehensive Support & Improvement based on the 'red performance level' for Chronic Absenteeism. BAAS-SB has revised its LCAP goals to align with the school's dashboard, CSI identification, analysis of student data, and input/feedback from stakeholders. The following are the revised LCAP Goals for 2019-20 school year:

- **Goal #1:** Continue to implement and disaggregate benchmark assessments for ELA (reading/writing) and math; including school data such as chronic absenteeism, attendance rate and survey results to drive curricular and instructional decision-making, identification of students for academic, social-emotional and/or behavioral interventions, and appropriate allocation of resources as a result of the vulnerable, at-risk students our school serves.
- **Goal #2:** Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students.
- **Goal #3:** Continue to develop methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates.

Review of Performance

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

Greatest Progress

Ballington Academy for the Arts and Sciences has met all local indicators. This was the first year, our school received performance levels for the State Indicators on the 2018 CA Dashboard. Our school earned a blue performance level for the Suspension Rate Indicator. In 2016-17 the suspension rate was 0.8%; and was 0% for 2017-18.

The following chart is our school's 2018 CA School Dashboard by performance level. This was our school's first Dashboard. There were only two State Indicators identified for our school: Chronic Absenteeism and Suspension Rate.

FALL 2018 CA DASHBOARD: BAAS-SB		
	CHRONIC ABSENTEEISM	SUSPENSION RATE
ALL STUDENTS	RED	BLUE
SOC. ECON DISADV.	RED	BLUE
HISPANIC	RED	BLUE

Ballington Academy for the Arts and Sciences – San Bernardino has successfully implemented Advancement via Individual Determination (AVID), to ensure our students develop the academic habits they need to excel in middle school. Through AVID our students learn about organization, study skills, communication, and self-advocacy. Students learn to take structured notes and learn to ask and answer higher-level thinking at a young age. In addition, our entire staff has received professional development on Trauma-Informed Care and Practices, which is a framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Trauma informed care also emphasizes physical, psychological and emotional safety for both our students and staff.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Ballington Academy for the Arts and Sciences received a red performance level for the Chronic Absenteeism Indicator, which resulted in identification for Comprehensive Support & Improvement (CSI). As a result, this year our school Principal has:

- Strengthened the identification and monitoring of student attendance.
- Increased/improved communication with families on the school's attendance policy and its impact on student achievement.
- Has met with families and students to identify the root cause of the absences resulting in chronic absenteeism.
- Our school provides social-emotional and/or behavioral supports/intervention for students. (Goal 1, Action 5)
- Provides academic intervention for students who struggle academically including an Intervention Specialist, Instructional Aides, access to web-based intervention (STAR Reading, STAR Math)
- Increased student engagement via field/learning trips. (Goal 2, Action 5)
- Strengthened school safety and school climate with the implementation of AVID, health aide and nurse. (Goal 3, Action 1)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Although Ballington Academy for the Arts and Sciences – San Bernardino did not have any student groups 2+ performance levels below the "all student" performance, its two student groups: Socioeconomically Disadvantaged and Hispanic student groups also received a red performance level for the Chronic Absenteeism Indicator.

As a result, this year our school Principal has:

- Strengthened the identification and monitoring of student attendance.
- Increased/improved communication with families on the school's attendance policy and its impact on student achievement.
- Has met with families and students to identify the root cause of the absences resulting in chronic absenteeism.
- Our school provides social-emotional and/or behavioral supports/intervention for students. (Goal 1, Action 5)
- Provides academic intervention for students who struggle academically including an Intervention Specialist, Instructional Aides, access to web-based intervention (STAR Reading, STAR Math)

- Increased student engagement via field/learning trips. (Goal 2, Action 5)
- Strengthened school safety and school climate with the implementation of AVID, health aide and nurse. (Goal 3, Action 1)

Comprehensive Support and Improvement

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

Schools Identified

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

Ballington Academy for the Arts & Sciences – San Bernardino was identified for CSI based on the red performance level for Chronic Absenteeism on the Fall 2018 CA School Dashboard.

FALL 2018 CA DASHBOARD: BAAS-SB		
	CHRONIC ABSENTEEISM	SUSPENSION RATE
ALL STUDENTS	RED	BLUE
SOC. ECON DISADV.	RED	BLUE
HISPANIC	RED	BLUE

The following charts are the school's Chronic Absenteeism rates, cumulative enrollment and count for 2016-17 and 2017-18, schoolwide and by student group. Our school's overall chronic absenteeism rate rose from 31.4% in 2016-17 to 39.6% in 2017-18.

BALLINGTON - SAN BERNARDINO 2016-17 CHRONIC ABSENTEEISM RATE				BALLINGTON - SAN BERNARDINO 2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE		CUM ENROLL	COUNT	RATE
SCHOOLWIDE	121	38	31.4%	SCHOOLWIDE	197	78	39.6%
AFRICAN-AMERICAN	26	4	15.4%	AFRICAN-AMERICAN	60	22	36.7%
HISPANIC	82	25	30.5%	HISPANIC	115	45	39.1%
WHITE	*	*	60.0%	WHITE	11	5	45.5%
2+ RACES	*	*	60.0%	2+ RACES	9	6	66.7%
EL	29	10	34.5%	EL	32	12	34.3%
FOSTER YOUTH	*	*	*	FOSTER YOUTH	*	*	50.0%
HOMELESS	*	*	*	HOMELESS	14	9	64.3%
SOC. ECON DISADV.	89	24	27.0%	SOC. ECON DISADV.	182	71	39.0%

Support for Identified Schools

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

Ballington Academy for the Arts & Sciences – San Bernardino (BAAS-SB) is its own LEA and all funds will be allocated to the school. In collaboration with stakeholders (staff/all teachers including EL and Students with Disabilities, parents, Principal) and School Site Council, BAAS-SB completed a Comprehensive Needs Assessments using multiple forms of data, identified evidence-based interventions and administered a resource inequity as part of the CSI Plan requirements.

The Needs assessment assisted us in identifying strengths and needs at our school, through the analysis of various data, and discussions with the staff, and parents (ELAC, SSC). Then, we developed a list of needs, and ranked them. We also conducted a root cause analysis based on discussions the Principal has had with staff (certificated and classified), parents and students.

Our analysis of data included disaggregating chronic absenteeism rates by student group for the past 2 years. In addition, our Principal gathered evidence data on the root cause of those absences based on her conversations/meetings with students and families. Data was also gathered from NWEA MAP (ELA/Math) and STAR Reading/STAR Math, and we observed larger learning gaps among students who were chronically absent. Discussions with these students/families revealed that the root causes were: lack of transportation; lack of student engagement (in the classroom), students were not engaged in the learning process; and some parents believed attendance was not necessary and/or mandatory for Kindergarten students. Discussions with teachers revealed that teacher need support on differentiation, increasing student engagement, and dealing with behavioral issues in the classroom; and would benefit from ongoing coaching and support (other than the Principal). As stated earlier, NWEA MAP results for 2018-19 revealed significant learning gaps across all grade levels including among EL and Student with Disabilities student group as outlined below.

2018-19 NWEA MAP RESULTS: READING								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	N/A	N/A	N/A	141	142	135	--	153.0
GRADE 1	150	151	139	160	161	160	10	173.0
GRADE 2	167	169	N/A	171	168	N/A	4	191.0
GRADE 3	168	162	154	174	166	166	6	202.0
GRADE 4	181	166	165	181	163	163	0	209.0
2018-19 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	N/A	N/A	N/A	143	138	137	--	156.0
GRADE 1	152	156	144	161	163	155	9	176.0
GRADE 2	167	168	N/A	171	171	N/A	4	192.0
GRADE 3	166	153	156	176	165	173	10	204.0
GRADE 4	189	172	171	189	177	180	0	217.0

The 85th percentile is the target End of Year Norm RIT Score student must meet, as an indicator of Standards Met on the CAASPP ELA and Math assessment (Grade level standards). As is clearly evident no grade level has met this threshold, and grade 4 students did not demonstrate growth from Fall to Winter NWEA MAP assessment. The Spring NWEA MAP assessment will be administered in June 2019.

Monitoring and Evaluating Effectiveness

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

The school's Principal will monitor and evaluate the implementation and effectiveness of the 2019-20 CSI Plan to support student and school improvement as follows:

1. Weekly monitoring of student attendance (registrar will provide weekly reports to Principal).
2. Principal will present the school's Attendance policy to all parents during Parent/Student Orientation, and parent meetings. The entire staff will also be informed of the school's attendance policy. In addition, the Principal will host parent workshops on the impact of school attendance to student academic outcomes. (Goal 3, Action 3)
3. The Principal and Instructional Coach will review/revise the 2019-20 Professional Development Plan, including creating protocols and an observation tool that will be implemented schoolwide to measure effectiveness of instructional coaching on student academic outcomes. Professional Development training for all teachers and paraprofessionals will include methods to differentiate instruction (using evidence-based strategies) in order to effectively engage all students, and address the diverse learning needs of all students, including training on Kagan strategies. Our plan is to strengthen the delivery of our Project-based learning instructional model. (Goal 2, Action 1)
4. Utilize NWEA MAP (ELA & Math) assessments (evidence-based academic universal screener), administered 3 times/year for grades K-5, and align student assessment results with Compass Learning/Edgenuity Pathblazer, (evidence-based intervention) that will help educators pinpoint specific learning gaps and provide a targeted, data-driven instructional pathway to help students progress academically in ELA and math. (Goal 1, Action 4)
5. The Principal, teachers and Instructional Coach will develop and implement evidence-based methods to increase student engagement, ensuring student participate in experiential learning opportunities outside the classroom aligned with the content standards, that will also results in positive student academic outcomes, improved attendance rates, and a decline in chronic absenteeism rates. (Goal 2, Action 5)
6. In an effort to increase student attendance rates, decrease chronic absenteeism rates, our school will provide at-risk students with access to transportation (bus passes, etc.), and monitor issuance of passes to chronic absenteeism/attendance rates. (Goal 3, Action 1)

Ballington Academy for the Arts & Sciences – San Bernardino serves a predominately at-risk, vulnerable student population who have experienced and continue to experience significant trauma in their lives. Based on NWEA MAP data, the majority of our students enter our school performing significantly below grade level.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

Develop a comprehensive plan to implement benchmark assessments across all disciplines; and use outcome data to drive curricular and instructional decision-making, academic interventions, and the allocation of resources.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual									
100% of teachers will be appropriately credentialed and assigned.	2017-18: 80% (8 out of 10 teachers) 2018-19: 80% (8 out of 10 teachers) See explanation under Action 1.									
Annually increase ELA CAASPP Scale Scores by: Will establish using Spring 2018 Results	<table border="1"> <thead> <tr> <th colspan="3">ELA CAASPP MEAN SCALE SCORE</th> </tr> <tr> <th></th> <th>2018</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>GRADE 3</td> <td>2344.4</td> <td>-87.6</td> </tr> </tbody> </table>	ELA CAASPP MEAN SCALE SCORE				2018	DFS	GRADE 3	2344.4	-87.6
ELA CAASPP MEAN SCALE SCORE										
	2018	DFS								
GRADE 3	2344.4	-87.6								
Annually increase Math CAASPP Scale Scores by: Will establish using Spring 2018 Results	<table border="1"> <thead> <tr> <th colspan="3">MATH CAASPP MEAN SCALE SCORE</th> </tr> <tr> <th></th> <th>2018</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>GRADE 3</td> <td>2355.5</td> <td>-80.5</td> </tr> </tbody> </table>	MATH CAASPP MEAN SCALE SCORE				2018	DFS	GRADE 3	2355.5	-80.5
MATH CAASPP MEAN SCALE SCORE										
	2018	DFS								
GRADE 3	2355.5	-80.5								

Expected

Actual

Increase attendance rates to 92.05%

2017-18: 93.1%

Maintain chronic absenteeism rates: 20%

BALLINGTON - SAN BERNARDINO			
2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	197	78	39.6%
AFRICAN-AMERICAN	60	22	36.7%
HISPANIC	115	45	39.1%
WHITE	11	5	45.5%
2+ RACES	9	6	66.7%
EL	32	12	34.3%
FOSTER YOUTH	*	*	50.0%
HOMELESS	14	9	64.3%
SOC. ECON DISADV.	182	71	39.0%

BAAS-SB was identified for CSI based on its Red Performance Level for Chronic Absenteeism on the CA Dashboard. The chart (above) provides the chronic absenteeism rates and total number of students who were chronically absent for all students (schoolwide) and each student group. Note: a "*" denotes less than 11 students and for privacy reasons the CDE does not provide data.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																		
<p><u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u></p> <p>BAAS-San Bernardino will employ a Principal and a total of 7 appropriately credentialed and assigned classroom teachers for 175 students in grades TK-4, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program.</p>	<p><u>STAFF TO SUPPORT SCHOOL'S CORE PROGRAM</u></p> <p>Ballington Academy for the Arts and Sciences employed a total of 8 teachers of which 6 are appropriately credentialed and assigned teachers for grades TK-4; and a School Principal. A total of 2 of the 8 teachers have an STP credential (short term permit) and are currently working towards clearing their intern credentials. An additional teacher (a total of 8 rather than 7) was hired because actual enrollment was 200 students, which exceeded the projected enrollment of 175 students.</p> <p>Additionally, Ballington Academy for the Arts and Sciences – San Bernardino provides its students a longer school year and day as outlined in the following chart.</p> <table border="1" data-bbox="546 1112 976 1274"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2"># INSTRUCTIONAL DAYS</th> <th colspan="2">TOTAL INSTRUCTIONAL MINUTES</th> </tr> <tr> <th>GRADES TK/K</th> <th>GRADES 1-4</th> </tr> </thead> <tbody> <tr> <td>CA REQUIRED</td> <td>175</td> <td>36,000</td> <td>50,400</td> </tr> <tr> <td>BALLINGTON</td> <td>183</td> <td>57,750</td> <td>60,945</td> </tr> <tr> <td>DIFFERENCE</td> <td>8 DAYS</td> <td>+21,750</td> <td>+10,545</td> </tr> </tbody> </table>		# INSTRUCTIONAL DAYS	TOTAL INSTRUCTIONAL MINUTES		GRADES TK/K	GRADES 1-4	CA REQUIRED	175	36,000	50,400	BALLINGTON	183	57,750	60,945	DIFFERENCE	8 DAYS	+21,750	+10,545	<p>1,4 = \$502,545 LCFF Base 1, 4 (1100, 1300) Salary 1, 4 (3000) Benefits</p>	<p>Total: \$603,216 LCFF Base: \$486,416 LCFF S&C: \$116,800 1100, 1300, 3000's</p>
	# INSTRUCTIONAL DAYS			TOTAL INSTRUCTIONAL MINUTES																	
		GRADES TK/K	GRADES 1-4																		
CA REQUIRED	175	36,000	50,400																		
BALLINGTON	183	57,750	60,945																		
DIFFERENCE	8 DAYS	+21,750	+10,545																		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>All teachers attend 10 days of Summer Professional Development and an addition non-instructional day during the academic year for professional development. In addition, all teachers attend Professional Development and/or staff development, which takes place on Wednesdays (early release day). Our classroom teachers also provide academic intervention during the instructional day, 2 hours per week.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>In order to monitor the academic progress of every student, and identify learning goals. and/or the need to provide academic intervention/support, BAAS-SB will administer the following local and diagnostic assessments:</p> <ul style="list-style-type: none"> • NWEA MAP ELA: <ul style="list-style-type: none"> ○ Gr. 1-2: 4 times/year ○ Gr. 3-4: 3 times/year • NWEA MAP Math: <ul style="list-style-type: none"> ○ Gr. 1-2: 4 times/year ○ Gr. 3-4: 3 times/year <p>Additionally, BAAS-SB will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA/Math: Grades 3-4 • ELPAC for EL 	<p><u>ASSESSMENTS</u></p> <p>Ballington Academy for the Arts & Sciences – San Bernardino has implemented the following assessments that are used to monitor student progress, identify struggling students for intervention, differentiate instruction and to inform instruction:</p> <ul style="list-style-type: none"> • Formative Assessments • Summative Assessments • Kindergarten readiness assessment: Reading & Math • NWEA MAP for ELA & Math: 3 times/year (Grades K-4) • STAR Reading: Monthly (grades 1-4) • STAR Math: Monthly (grades 1-4) • State Mandated assessments: CAASPP ELA/Math (Grades 3-4); and ELPAC for English Learners 	<p>1, 2, =\$4,500 LCFF Base 1,2 Materials & Supplies (4315)</p>	<p>\$12,500 LCFF Base 4300</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u> BAAS-SB will purchase 2 SMART Boards for classroom use. The Principal will develop an annual technology needs assessment based on feedback from stakeholders and utilizing student achievement data to assess the impact on academic outcomes for all unduplicated students.</p>	<p><u>TECHNOLOGY</u> This academic school year, our school purchased:</p> <ul style="list-style-type: none"> • Laptop Charging cart • Laptops • 25 tablets (grades 2-3): Donated via Donorchoose.org <p>SMART Boards were not purchased this year. As a result of these technology device purchases our student to device ratio is 2:1. Technology devices are essential to our instructional program, so students can access web-based supplemental resources, intervention, and for digital literacy purposes. Our school will continue to develop an annual needs assessment for technology.</p>	<p>\$44,000 LCFF S&C 1. Non Capitalized Student Equipment (4430) 2. Professional & Other (5800)</p>	<p>\$2,065 Total \$815 LCFF S&C 4300's & 5800's \$1,250 Donations for 25 tablets</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>Ballington Academy for the Arts & Sciences - San Bernardino will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Our Intervention Specialist and (2) Instructional Assistants will administer small group and one-on-one targeted academic support for ELA and mathematics using:</p> <ul style="list-style-type: none"> • STAR Math (subscription) • STAR Reading (subscription) • Math manipulatives • Research additional intervention supplemental curriculum 	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>Ballington Academy for the Arts & Sciences - San Bernardino provides all students with academic support and intervention based on assessment findings/results, student work and teacher recommendation. The Intervention Specialist (also serves as EL Specialist) is a credentialed teacher; and the 4 Instructional Aides provide ELA & Math support for students in grades 1-4, via pullouts, 1:1 support and small group instruction. During intervention, our students also utilize Renaissance Learning’s STAR Reading and STAR Math. Teachers also use Math Manipulatives (Didax) Our teachers use NWEA MAP and discipline data to identify “high risk” students for additional support.</p> <p>In addition, BAAS-SB provides its students with an After-school academic (support) and social enrichment program open to all students. We employ an additional</p>	<p>1. \$60,000 (Intervention Specialist) 2. \$33,955 (Instructional Aides & Supplemental intervention programs)</p> <p>1. Title I 2. LCFF S&C</p> <p>1. 1100 Salary 2. 2100 Salary; and Materials and Supplies (4300)</p>	<p>\$70,000 (Intervention Specialist) LCFF S&C: 1100 & 3000</p> <p>\$120,000:</p> <ul style="list-style-type: none"> • \$60K (2 Aides) Title I: 2000’s & 3000’s • \$30K (1 Aide) ASES: 2000’s & 3000’s • \$30K (1 Aide) LCFF S&C: 2000’s & 3000’s <p>\$6,500 (Subscriptions – Didax, Renaissance Learning) \$6.5K in Title I</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Instructional Assistant to provide tutoring services.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION</u></p> <p>BAAS-SB will implement a universal screener to identify social, emotional and/or behavioral needs of its students. Our entire staff will under training for Trauma Informed Practices (TIPS) by VOA’s Social Worker. Our school will continue its partnership with South Coast Community Health Services to provide our student’s families (who qualify for public assistance) with psychological and psychiatric services (onsite). Additionally, our school will contract the services of a Psychologist and Psychology interns to provide identified at-risk unduplicated students with services onsite.</p> <p>Our school will also continue to strengthen and formalize the SARB</p>	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION</u></p> <p>Ballington Academy for the Arts & Sciences – San Bernardino (BAAS-SB) staff will continue to research an effective social-emotional/behavioral universal screener for its students. This academic year, our entire staff received training on Trauma Informed Care/Practices (TIPS) by Volunteers of America’s Social Worker.</p> <p>BAAS-SB has partnered with South Coast Community Health Services to provide our students and families with mental health counseling services onsite at no-cost. Our school provides these medical professionals with office space in order to service the mental health needs of our</p>	<p>\$8,000 LCFF S/C 5800 Professional/Consulting Services</p>	<p>\$450 LCFF S&C 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Process in collaboration with San Bernardino Unified School District community resources to address our school's high chronic absenteeism rate.</p>	<p>students. South Coast Community Health Services provides services to families who are currently receiving public assistance. However, our school has set aside funds for families who do not qualify for public assistance but require professional mental health services.</p> <p>This year, BAAS-SB was identified for Comprehensive Support & Improvement (CSI) as a result of the red performance level for Chronic Absenteeism. The school Principal and 2 classified staff attended the Attendance Supervision Certification workshops held at the San Bernardino County Office of Education. This was a requirement established by the San Bernardino Unified School District, Charter Office (authorizer), in order for BAAS-SB to participate in the planning process to join the SBUSD SARB for charter schools who are struggling with high chronic absenteeism rates. At the school level, the Principal identified students 'at-risk' for identification of chronic absenteeism to identify the reasons for the child's absence, and provide resources to improve student attendance. The principal also held</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	parent workshops on the impact and correlation of student absenteeism, academic performance, and college readiness (preparedness). Our school is in the process of developing an attendance policy that will be reviewed by stakeholders, and once finalized will be presented to the school's board for approval and adoption.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SPED TEAM & SERVICES:</u></p> <p>BAAS-SB's SPED Team provides instructional and social-emotional supports as outlined in the student's Individualized Educational Plan (IEP). San Bernardino Unified School District (SBUSD) serves as the school's SELPA provider.</p> <ul style="list-style-type: none"> • 1 RSP Teacher • 1 Psychologist: For SPED Only • 1 Speech Pathologist 	<p><u>SPED TEAM & SERVICES:</u></p> <p>Our school's SELPA provider is San Bernardino Unified School District who currently provides our Special Education staff and services for students with Individualized Education Plans (IEP). Currently, 92% of our Students with Disabilities (SWD) (11 out of 12) are also unduplicated pupils (UP). Students with Disabilities receive instruction and are monitored by the RSP teacher and the classroom teacher.</p>	<p>\$100,000</p> <p>SPED Encroachment</p> <p>1000/3000 \$70,000</p> <p>5800 \$30,000</p>	<p>\$187,280</p> <p>LCFF Base: \$20,915</p> <p>LCFF S&C: \$166,365</p> <p>7000's</p>

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Ballington Academy for the Arts and Sciences – San Bernardino (BAAS-SB) has implemented most of the actions/services with fidelity. SMART Boards were not purchased because of a lack of projected funds. School staff continue to research a social, emotional and/or behavior universal screener. Our school serves a highly vulnerable community where incoming students are performing significantly below grade level. Our

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our school administers NWEA MAP Reading and Math assessments 3 times/year (Fall, Winter, Spring). To date, Fall and Winter assessments were administered and results are as follows by grade level (cohort), further disaggregated by the following student groups: English Learner (EL) and Students with Disabilities (SPED). The 85th percentile End of Year (EOY) Norm is the expected RIT Score that aligns to grade level “standards met,” for grades 3-4; and grade level mastery for grades K-2.

2018-19 NWEA MAP RESULTS: READING								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	N/A	N/A	N/A	141	142	135		153.0
GRADE 1	150	151	139	160	161	160	10	173.0
GRADE 2	167	169	N/A	171	168	N/A	4	191.0
GRADE 3	168	162	154	174	166	166	6	202.0
GRADE 4	181	166	165	181	163	163	0	209.0

For Reading: Grades 1-3 demonstrated growth “Mean RIT Growth” however, grade 4 did not demonstrate any growth. As a result, our teachers have increased the amount of intervention and are further differentiating instruction and ‘re-teaching’ to address the learning needs of our students. Also, grade 4 students informed the Principal they did not place much effort in the NWEA Winter assessment; and a few students with

significant behavior issues were very disruptive during NWEA MAP Testing. As a result the Principal in collaboration with the teachers will proctor these students during testing. In addition, a set of laptop carts have been setup in the Science Room/Computer Lab for testing purposes.

2018-19 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	N/A	N/A	N/A	143	138	137		156.0
GRADE 1	152	156	144	161	163	155	9	176.0
GRADE 2	167	168	N/A	171	171	N/A	4	192.0
GRADE 3	166	153	156	176	165	173	10	204.0
GRADE 4	189	172	171	189	177	180	0	217.0

For Math: Grades 1-3 demonstrated growth “Mean RIT Growth” however, grade 4 did not demonstrate any growth. As a result, our teachers have increased the amount of intervention and are further differentiating instruction and ‘re-teaching’ to address the learning needs of our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:

- Action 3 Technology: As stated earlier there were not enough funds to purchase SMART Boards. However, our school received a set of laptops and charging cart, as a result of a generous donation made via Donorschoose.org
- Action 4: As a result of our student’s academic performance on the grade 3 CAASPP (ELA & Math) and results from internal/benchmark assessments (NWEA MAP, STAR Reading & Math) our school invested heavily in academic intervention and support staff; including intervention materials, web-based program, and an intervention block built into the instructional day.
- Action 5: All families that required mental health services qualified for services via our school’s partnership with the South Coast Community Health Services.
- Action 6: as a result of the increase in the total number of Students with Disabilities, additional paraprofessionals and contracted services were acquired resulting in an increase in actual expenditures for this action.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of the school's identification for Comprehensive Support & Improvement (CSI), and analysis of CAASPP and internal benchmark assessment data (ELA/Math), there is a need to revise LCAP Goal #1 to "Continue to implement and disaggregate benchmark assessments for ELA (reading/writing) and math; including school data such as chronic absenteeism, attendance rate and survey results to drive curricular and instructional decision-making, identification of students for academic, social-emotional and/or behavioral interventions, and appropriate allocation of resources as a result of the vulnerable, at-risk students our school serves."

Goal 2

Provide all students with high quality instruction and a rigorous Common Core (ELA, Math, ELD, NGSS) aligned curriculum in a PBL environment that provides relevant learning experiences that encourages student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 8

Local Priorities: 1, 2, 7

Annual Measurable Outcomes

Expected	Actual																					
100% of students will have access to standards-aligned instructional materials.	2017-18: 100%; 2018-19: 100% of students have access to standards-aligned materials in ELA, Math, History/Social Studies, and Science.																					
100% of teachers will implement academic content and performance standards for all students.	<p>BAAS-SB utilized the CDE’s Option 2 Self-Reflection Tool, which is also reported in the Local Indicators Report.</p> <table border="1"> <thead> <tr> <th colspan="3">OPTION 2: CDE REFLECTION TOOL - ACAD STANDARDS</th> </tr> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>5</td> <td>5</td> </tr> <tr> <td>MATH</td> <td>5</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>4</td> <td>4</td> </tr> <tr> <td>HISTORY</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL - ACAD STANDARDS				2017-18	2018-19	ELA	4	5	ELD	5	5	MATH	5	5	NGSS	4	4	HISTORY	4	4
OPTION 2: CDE REFLECTION TOOL - ACAD STANDARDS																						
	2017-18	2018-19																				
ELA	4	5																				
ELD	5	5																				
MATH	5	5																				
NGSS	4	4																				
HISTORY	4	4																				
100% of EL students will have access to ELD Standards.	2017-18: 100%																					

Expected	Actual
	2018-19: 100% of ELs have access to standards-aligned ELD curriculum and ELD standards (Designated and Integrated ELD Instruction)
Increase the percentage of EL who progress in English Proficiency as measured by ELPAC	2017-18: 42.3% - ELPAC Summative Assessment
Increase reclassification rates as measured by ELPAC	2017-18: 0% based on CELDT Results 2018-19: 0% based on ELPAC Results & newly adopted CDE Reclassification Criteria.
Percentage of student who will have access to a broad course of study: Art, Music, Outdoor Science, and Physical Education: 100%	2017-18: 100% 2018-19: 100% of students have access to and are enrolled in: Art, Music Outdoor Science and Physical Education.
Establish annual growth targets for at-risk students as measured by PFT: NA	2017-18 & 2018-19: BAAS-SB Currently serves TK-4; therefore the PFT has not been administered.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>BAAS-San Bernardino provides extensive research-based professional development for all teachers during the summer, weekly during the academic school year, and one non-instructional day during the academic year. Professional Development topics for this academic year includes:</p> <ul style="list-style-type: none"> • AVID • Buck Institute: PBL • Trauma-Based Instruction: • Eureka Math Curriculum • Engage NY ELA Curriculum • Next Generation Science Standards • History CA. State Standards <p>Our Principal and teachers will also attend conferences and workshops that will support their professional learning and student academic outcomes.</p>	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Ballington Academy for the Arts & Sciences – San Bernardino provides its teachers with ongoing professional development during the summer and academic school year. The focus this year was on the following areas/topics:</p> <ul style="list-style-type: none"> • AVID • Project-based Learning: Buck Institute • Trauma-Informed Practices (TIPS) • Eureka Math Curriculum • Engage NY ELA Curriculum • Differentiation • Chronic absenteeism & truancy (costs reported in Goal 1, Action 5) • McKinney-Vento Homeless • Kagan Strategies • Strategies for improving classroom management <p>All teachers and staff attended the AVID Institute that took place Summer 2018.</p>	<p>\$15,000</p> <p>Title II</p> <p>LCFF Base</p> <p>Training and Development 5800</p>	<p>Total: \$22,155</p> <p>\$7,155 AVID – \$5,314</p> <p>Title II: 5000’s & \$1,844</p> <p>LCFF Base: 5000’s</p> <p>\$12,000 Buck Institute</p> <p>LCFF S&C: 5000’s</p> <p>\$3000 Other – LCFF S&C</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Our school also paid partial costs for BTSA for 3 teachers.</p> <p>In addition, the Principal, teachers, and/or classified staff attended the following workshops/conferences:</p> <ul style="list-style-type: none"> • CCSA Conference • AVID Pathways • VAPA Training: Art/Music teacher attended • Belief Module 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CORE CURRICULUM TO BE PURCHASED:</u> BAAS-SB will purchase the following CA Standards aligned curriculum for students:</p> <ul style="list-style-type: none"> • Engage New York- TE and consumables (ELA) • Eureka Math- TE and consumables • TCI- Science Alive • TCI- Social Studies Alive 	<p><u>CORE CURRICULUM TO BE PURCHASED</u> To ensure all students have access to CA Standards-aligned curriculum, our school purchased and our teachers have implemented the following:</p> <ul style="list-style-type: none"> • Eureka Math Consumables, instructional materials/guides, and Teacher Edition • TCI Science Alive • TCI History/Social Studies Alive 	<p>\$25,000 LCFF Base 4200 (Textbooks)</p>	<p>\$4,400 LCFF Base 4315 (Classroom Materials and Supplies)</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:</u></p> <p>BAAS-SB will continue to revise its EL Master Plan with the recent implementation of the ELPAC. The Intervention Specialist will provide ELD designated instruction, and ELPAC administration, and collaborate with the Principal to identify EL students for reclassification and academic support. Our school will purchase Learning A-Z ELD Supplemental Program to support our EL students.</p>	<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:</u></p> <p>The school’s EL Master Plan was revised this year to include the newly approved SBE/CDE Reclassification Criteria. The school’s Intervention Specialist/EL Specialist (referenced in Goal 1, Action 4) and Instructional Aide (referenced in Goal 1, Action 4) provide EL students with academic support in the classroom. All EL’s receive both designated and integrated ELD. In addition, our EL students also access Learning A-Z ELD (subscription) Supplemental Program.</p> <p>No EL Students were reclassified in 2017-18 and 2018-19. While our school identified students who met the initial criteria for reclassification based on CELDT (2017-18) and ELPAC (2018-19), they did not meet the other rigorous local assessment criteria outlined in our school’s EL Master Plan. Our Intervention Specialist/EL Specialist continues to work closely with our EL students to address their academic needs and provides academic support/intervention. See</p>	<p>\$1,400 LCFF S&C Materials and Supplies (4300)</p>	<p>\$825 LCFF S&C 4200’s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	"Analysis" section under LCAP Goal #1 – NWEA MAP Charts.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS:</u> BAAS-SB core teachers provides all students with access to core courses that includes: ELA, Math, Science, History and Physical Education. Additionally, our students also have access to the following non-core courses taught by 1 Enrichment Instructor for (Art/Music); and 1 Credentialed Teacher for (Science/Technology):</p> <ul style="list-style-type: none"> • Art • Music • Science/Technology: this is a supplemental Science course taught by a credentialed Science teacher that will provide all TK-4 students with access to Science labs, and hands-on activities aligned to the NGSS. 	<p><u>COURSE ACCESS:</u> At Ballington Academy for the Arts & Sciences – San Bernardino all students have access to core subject grade level courses in addition to the following electives taught by credentialed teachers:</p> <ul style="list-style-type: none"> • Art • Music • Technology integrated Science course that provides students with experiential learning opportunities. <p>According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.</p>	<p>\$67,000 LCFF S/C Salaries (1000); Benefits (3000)</p>	<p>\$99,079 LCFF S/C: 1000's and 3000's</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STUDENT ENGAGEMENT</u></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will provide experiential learning opportunities through content aligned field trips, enriching lessons using project-based learning, and integrate/implement AVID strategies across all disciplines.</p>	<p><u>STUDENT ENGAGEMENT</u></p> <p>Engaging students in the learning process is essential to improve student academic outcomes, improve attendance, and classroom behavior. This academic school year, student learning took place beyond the classroom through Field trips aligned to the course content which include:</p> <ul style="list-style-type: none"> • San Gabriel Mission • Amy’s Farm • Palm Springs Desert Museum • Local Library – where each student was issued a library card, participated in a tour of the library and learned about the resources available to them. <p>During field trips, students are provided with a school t-shirt to wear to identify them as Ballington students (and safety reasons).</p> <p>Our school collaborates with the Riverside County Office of Education’s Art-to-go; a program that integrates Art with Science instruction and Art with</p>	<p>\$5,000 LCFF S&C Professional Consulting/Other Operating (5800)</p>	<p>\$5,372 LCFF S/C: 5800’s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Math instruction that takes place after-school.</p> <p>In addition, students in grades 3-4 participated in Presentations of Learning approximately 2-3 times this year, where they showcased their learning through projects.</p>		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented with fidelity and support the LCAP goal. This year, the school principal and attendance/classified staff attended Attendance Supervision Training at the San Bernardino Unified School District to develop/ methods to address and reduce chronic absenteeism.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SBUSD Charter School Office is in the "planning phase" of developing a district-wide SARB Program for charter schools. Since Ballington struggles with high chronic absenteeism rates, the Principal and attendance staff participated in Attendance Training. The registrar provided the principal with bi-weekly and monthly attendance reports. As a result phone calls and meetings with parents were scheduled to discuss their child's attendance/chronic absenteeism to identify root causes and develop an Action Plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:

- Action 1: there was an increase in professional development for teachers and the Principal as a result of the analysis from schoolwide data and surveys, especially since our school serves a highly vulnerable, at-risk student population. In addition, the school's Principal and registrar as stated earlier, have participated in Attendance training, and have collaborated with SBUSD (authorizer) charter office to join the SARB Program for Charter Schools.
- Action 4: all teachers for electives and enrichment are appropriately credentialed which resulted in additional costs and a more effective program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of our school's identification for Comprehensive Support & Improvement (CSI), analysis of CAASPP and internal benchmark assessment data (NWEA MAP ELA/Math), and input from stakeholders there is a need to revise LCAP Goal #2 to "Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students."

Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6
 Local Priorities: 1, 3, 6

Annual Measurable Outcomes

Expected	Actual
Parent involvement (including Unduplicated students and Students with Disabilities) will include input in decision-making: SSC, ELAC, PTO: Outcome Met	2017-18: Outcome Met 2018-19: Outcome Met See Action 2 for description
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities: Outcome Met	2017-18: Outcome Met 2018-19: Outcome Met See Action 3 for description
Maintain expulsion rates <1%	2017-18 Expulsion Rates: 0%
FIT Report of "Good" or better.	2018-19 FIT Score: Exemplary
Increase participation rate of student survey	2018-19; Results are pending Findings
Increase participation rate of the staff survey:	2018-19; Results are pending Findings
Increase participation rate of parent survey	2018-19; Results are pending Findings

Commented [1]: Shannon – please provide me the survey results (Parents, staff and students).

Commented [2]: Shannon – please provide me the survey results (Parents, staff and students).

Commented [3]: Shannon – please provide me the survey results (Parents, staff and students).

Expected

Actual

Maintain suspension rates <2%

2017-18 Suspension Rates: 0%

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	212	0	0	0%	0%	0%
AFRICAN-AMERICAN	65	0	0	0%	0%	0%
HISPANIC	123	0	0	0%	0%	0%
WHITE	11	0	0	0%	0%	0%
2+ RACES	11	0	0	0%	0%	0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u></p> <p>BAAS-SB will continue to implement the following services and staff to provide all students and staff with a safe, welcoming and positive learning environment:</p> <ul style="list-style-type: none"> • Implement Art-to-go: in collaboration with the Riverside County Office of Education that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program • Monthly assemblies on school’s positive behavior character traits, attendance, academic achievement, and AVID traits • Administer annual student and staff survey. • Annually review/revise the school’s Comprehensive Safety Plan and administer drills as required. 	<p><u>SCHOOL CLIMATE & SAFETY</u></p> <p>At Ballington Academy for the Arts & Sciences – San Bernardino our staff strives to promote a positive school climate and school safety for all. Our school serves a vulnerable population comprised of at-risk, low-income community, trauma-impacted adverse childhood experiences that require significant social-emotional/mental health services. Our school employs a Health Aide/Assistant and contracts a school Nurse to provide health screenings, review immunization records, first-aide, and administer insulin for diabetic children. In addition, our school has developed a Health & Wellness Policy; and our health professionals provide parent workshops on healthy eating and healthy living.</p> <p>The school’s Comprehensive School Safety Plan is reviewed, revised and implemented including emergency drills</p>	<p>\$1,000 S&C 5800 Professional and Other</p>	<p>\$72,800 LCFF S&C: 5000’s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>and First Aid supplies, emergency backpacks in each classrooms, etc.</p> <p>On a monthly basis, students participate in assemblies that introduce the new character trait to students. Students are recognized for demonstrating academic achievement/growth, positive behavior, and perfect attendance, in addition to exuding the AVID traits.</p> <p>To gather input and feedback on our school's program, ensure school connectedness and safety, our school annually administers a Student, Parent and Staff Survey. Our school also contracts Protection 1 Security for 24 hour monitoring.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At Ballington Academy for the Arts & Sciences - San Bernardino, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • School Site Council (SSC) Meetings to revise the SPSA • English Language Advisory Committee (ELAC) • Parent Advisory: meets quarterly to discuss and provide input in components of the school’s program. 	<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>Ballington Academy for the Arts & Sciences – San Bernardino makes significant efforts to gather parent/guardian input in decision-making. This year the Principal/Staff hosted School Site Council and English Language Advisory Committee meetings. In addition, the Parent Advisory Group meets quarterly and reports to the Governing Board.</p>	<p>\$500</p> <p>Title 1</p> <p>Materials and Supplies</p> <p>4500</p>	<p>\$500 LCFF Base</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>BAAS-SB provides parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities. Our school will continue to implement the following strategies and programs to increase parent engagement:</p> <ul style="list-style-type: none"> • Hire/provide a Family Community Outreach Coordinator who will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator is bilingual (Spanish/English) who will provide translation services, and translate materials for families, and work closely with the school principal to address chronic absenteeism rates. • Strengthen & formalize SARB Process via San Bernardino 	<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>Ballington Academy for the Arts & Sciences – San Bernardino provides parents/guardians numerous opportunities for parents to engage in their child’s education and participate in schoolwide events. Our school employs a Family & Community Outreach Coordinator (FCOC) who communicates with families and helps facilitate parent workshops, meetings and events. The focus this year was on attendance/chronic absenteeism, social-emotional growth of children, and parenting workshops. In addition, the Family & Community Outreach Coordinator was able to collect Backpacks, clothing, shoes, and books for reading, which were provided for every student. The County Office of Education also provided “birthday bags” gifts for our students.</p> <p>In addition, our school’s registrar attended workshops on attendance,</p>	<p>\$52,412 LCFF S/C Salaries and Benefits (2300, 3000)</p>	<p>\$68,851 LCFF S&C 2000’s, 3000’s, 5000’s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Unified: community resources to address chronic absenteeism, and involve parents in the process and solution.</p> <ul style="list-style-type: none"> • Coffee with the Principal: Bi-monthly • Host Parent Workshops led by Interventionist in collaboration with FCEC: Reading strategies, Math strategies, understanding CAASPP Assessments, chronic absenteeism • Assemblies/Awards: AVID Criteria (Sharp and growth mindset; attendance) • Daily, personal interactions meeting with families and students – to create a positive school culture • Administer annual parent survey and report results to stakeholders. 	<p>chronic absenteeism, and truancy and also collaborates with the FCOC with parent outreach, and contact families who child/ren are or are at-risk of being chronically absent.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u></p> <p>BAAS-SB currently leases its school facility and is seeking another site as enrollment increases in combination with annual grade expansion. Our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. Our school will annually assess its security system and cameras to ensure a safe school site for all students and staff.</p>	<p><u>FACILITIES</u></p> <p>Ballington Academy for the Arts & Sciences – San Bernardino leases its school facility and has all appropriate permits; and employs janitorial services to ensure a clean school campus.</p> <p>Annually the school Principal completes the FIT Report, which is reported in the school’s SARC Report and LCAP. This year, the school made significant plumbing repairs. The school is at full-capacity and seeking additional facility space to meet the school’s annual growth in enrollment and grades served.</p>	<p>\$210,000 LCFF Base Space & Lease (5600)</p>	<p>\$619,200</p> <p>Lease \$468,000 (\$217,609 SB740 and \$250,381 LCFF Base: 5600’s)</p> <p>Janitorial \$81,000 – LCFF Base: 2000’s, 3000’s, 5600’s</p> <p>Building Repairs and Maintenance \$39,200 – LCFF Base: 5600’s</p>

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 4 Actions/Services were implemented with fidelity. Our school strives to provide students and staff with a safe and respectable learning environment. Our school also administers a parent, staff and student survey annually to measure satisfaction, school connectedness and safety.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Principal will continue to strengthen its attendance policy, communicate with families and monitoring of student’s absences. Our school will develop a plan to address and improve student attendance including meeting with families prior to the start of the school year, communicate with families during parent/student orientation, and during all school meetings and schoolwide events the impact of absences. Currently, our school struggles with families whose children are enrolled in TK/K, because they feel school attendance is not mandatory but optional despite the numerous meetings and discussions with the school principals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows:

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of our school’s identification for Comprehensive Support & Improvement (CSI), analysis of school data, and input from stakeholders there is a need to revise LCAP Goal #3 to “Continue to develop methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates.”

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

[Redacted content]

Commented [4]: Shannon will provide

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

[Redacted content]

Commented [5]: Shannon will provide

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Continue to implement and disaggregate benchmark assessments for ELA (reading/writing) and math; including school data such as chronic absenteeism, attendance rate and survey results to drive curricular and instructional decision-making, identification of students for academic, social-emotional and/or behavioral interventions, and appropriate allocation of resources as a result of the vulnerable, at-risk students our school serves.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5

Local Priorities: 1

Identified Need:

As a result of the vulnerable student populations at BAAS-SB it is critical to measure and monitor academic progress of all students to ensure appropriate support and/or interventions are provided in a timely manner.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teachers will be appropriately credentialed and assigned.	100%	80%	80%	100%
Annually increase ELA CAASPP Scale Scores by	NA	-87.6 DFS	-82.6 DFS	-77.6 DFS
Annually increase Math CAASPP Scale Scores by:	NA	-80.5 DFS	-75.5DFS	-70 DFS
Increase attendance rates by 0.5% annually	93%*	93.12%	93.5%	94%
Decrease chronic absenteeism rates by 3% annually	30%*	39.6%*	36.6%	33.6%
Establish baseline CA Science Test results: Grade 5	N/A	N/A BAAS-SB serves TK-3	N/A BAAS-SB serves TK-4	Spring 2020 – Grade 5 CAST results will serve as a baseline.

“*” Denotes CALPADS Certified Data

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Ballington Academy for the Arts & Sciences – San Bernardino will employ the following staff/positions to support the school’s educational program and the goals outlined throughout the LCAP.

1. 7 Classroom Teachers that are appropriately credentialed and assigned.
2. 2 Enrichment Instructors, 1 Intervention Specialist
3. 5 Instructional Aides/Assistants: provide students with academic support during the school day and after-school
4. Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
 - Principal
 - Intervention Specialist
 - Registrar
5. Classified staff:

2018-19 Actions/Services

BAAS-San Bernardino will employ a Principal and a total of 7 appropriately credentialed and assigned classroom teachers for 175 students in grades TK-4, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school’s base program.

2019-20 Actions/Services

BAAS-San Bernardino will employ a **Principal** and a total of **8 appropriately credentialed and assigned classroom teachers** for 200 students in grades TK-5, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school’s base program.

Ballington Academy for the Arts and Sciences – San Bernardino will provide its students a longer school year and day as outlined in the following chart.

	# INSTRUCTIONAL DAYS	TOTAL INSTRUCTIONAL MINUTES	
		GRADES TK/K	GRADES 1-4
CA REQUIRED	175	36,000	50,400
BALLINGTON	183	57,750	60,945
DIFFERENCE	8 DAYS	+21,750	+10,545

All teachers will attend 10 days of Summer Professional Development and an additional non-instructional day during the academic year for professional development focusing on data analysis. All teachers will also attend Professional Development and/or staff development, which take place on Wednesdays (early release day).

2017-18 Actions/Services

- Family/Community Outreach Coordinator is in charge registration, attendance and outreach.
- Registrar is in charge of CALPADS and all records
- Administrative Assistant: in charge of local HR, family communications, front office operations, scheduling
- Receptionist to support family engagement at reception area

6. SPED Team: that provides instructional and social-emotional supports as outlined in the student's Individualized Educational Plan (IEP). San Bernardino Unified School District (SBUSD) serves as the school's SELPA provider.

- 1 RSP Teachers
- 1 Psychologist
- 1 Speech Pathologist
- Occupational Therapist

7. Contracted services:

- Staff recruitment (HR), payroll, accounting
- Janitorial Staff: contracted out to Jani-King
- IT services
- Facilities services

2018-19 Actions/Services

2019-20 Actions/Services

Our classroom teachers also provide academic intervention during the instructional day, at least 2 hours per week.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,2,3,4,5,6, 7 = \$1,052,341 6 = \$109,355	1,3 = \$439,289	Total: \$612,216
Source	LCFF S&C SPED Encroachment	LCFF Base = \$332,232 LCFF S&C = \$107,057	LCFF Base: \$495,416 LCFF S&C: \$116,800
Budget Reference	1, 2,3,4,5,7 (1100, 2300) Salary 1,2,3,4,5,7 (3000) Benefits 7 (5500) Operations and Housekeeping 6 (7010) Sped Encroachment	1100, 1300. 3000's	1100, 1300, 3000's

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ASSESSMENTS

1. Ballington Academy for the Arts & Sciences - San Bernardino staff will implement multiple types of assessments

ASSESSMENTS

In order to monitor the academic progress of every student, and identify learning goals. and/or the need to provide academic

ASSESSMENTS

In order to monitor the academic progress of every student, and identify learning goals. and/or the need to provide academic

2017-18 Actions/Services

- in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.
- NWEA MAP ELA & MATH: 4x/year
 - STAR Reading: 1st, 2nd grade: Monthly
2. Ballington Academy for the Arts & Sciences - San Bernardino students will participate in the following state-mandated assessments:
- CAASPP ELA & Math: Grade 3
 - CELDT: Initial only
 - ELPAC: ELL students only

2018-19 Actions/Services

- intervention/support, BAAS-SB will administer the following local and diagnostic assessments:
- NWEA MAP ELA:
 - Gr. 1-2: 4 times/year
 - Gr. 3-4: 3 times/year
 - NWEA MAP Math:
 - Gr. 1-2: 4 times/year
 - Gr. 3-4: 3 times/year
- Additionally, BAAS-SB will administer the following state-mandated assessments:
- CAASPP ELA/Math: Grades 3-4
 - ELPAC for EL

2019-20 Actions/Services

- intervention/support, BAAS-SB will administer the following local and diagnostic assessments:
- **NWEA MAP ELA & Math:**
 - Grades 1-2: 4 times/year
 - Grades 3-5: 3 times/year
 - Kindergarten Readiness Assessment
 - Formative Assessments
 - Summative Assessments
- Additionally, BAAS-SB will administer the following state-mandated assessments:
- CAASPP ELA/Math: Grades 3-5
 - ELPAC for EL
 - CA Science Test: Grade 5
 - Physical Fitness Test: Grade 5

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1, 2, =\$4,500	1, 2, =\$2,500	\$12,500
Source	LCFF S&C	LCFF Base	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	1,2 Materials & Supplies (4300)	1,2 Materials & Supplies (4300)	Materials & Supplies (4300)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TECHNOLOGY

In order to provide all students with access to digital media (student to device ratio 2:1),

TECHNOLOGY

BAAS-SB will purchase 2 SMART Boards for classroom use. The Principal will develop an

TECHNOLOGY

2017-18 Actions/Services

our school will purchase the following technology devices:

1. The following is a list of technology devices for purchase for the 2017-18 school year.
 - 25 laptops
 - 2 Charging Carts for laptops
 - 1 SMART Board
 - Infrastructure upgrades to increase bandwidth
2. The IT Consultant in collaboration with the Principal will develop an annual needs assessment for future purchases and upgrades, and provide IT tech support.

2018-19 Actions/Services

annual technology needs assessment based on feedback from stakeholders and utilizing student achievement data to assess the impact on academic outcomes for all unduplicated students.

2019-20 Actions/Services

Based on the school’s technology needs assessment BAAS-SB plans to purchase the following technology devices:

- **25 Tablets & 1 charging cart (ASES Funding)**
- **5 Interactive Boards (to ensure every classroom is equipped with an interactive board)**
- **Translator copy machine – to send correspondence to families in their native language.**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. \$10,000 2. \$7,500	\$815	1. \$10,000 2. \$16,000

Year	2017-18	2018-19	2019-20
Source	LCFF S&C	LCFF S&C	1. ASES Coding 2. LCFF Base
Budget Reference	1. Materials and Supplies (4300) 2. Professional & Other (5800)	1. Materials and Supplies (4300) 2. Professional & Other (5800)	4000's

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ACADEMIC INTERVENTIONS

Ballington Academy for the Arts & Sciences - San Bernardino will align academic

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

2017-18 Actions/Services

interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines the assessments that will be reviewed and analyzed to determine the types of targeted intervention, and methods by which to modify instruction to meet the needs of our students. The following is a List of assessments: Compass Learning (ELA, Math); Raz Kids, Reading A-Z. In addition, all teachers will implement AVID strategies.

2018-19 Actions/Services

Ballington Academy for the Arts & Sciences - San Bernardino will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Our **Intervention Specialist** and **(2) Instructional Aides** will administer small group and one-on-one targeted academic support for ELA and mathematics using:

- STAR Math (subscription)
- STAR Reading (subscription)
- Math manipulatives
- Research additional intervention supplemental curriculum

2019-20 Actions/Services

Ballington Academy for the Arts & Sciences - San Bernardino will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. Our **Intervention Specialist** and **(4) Instructional Aides** will administer small group and one-on-one targeted academic support for ELA and mathematics using:

- **STAR Math (subscription)**
- **STAR Reading (subscription)**
- **Didax Math manipulatives**
- **Compass Learning/Edgenuity Path Blazer (subscription):** will be used in conjunction with NWEA MAP results – as an evidence-based intervention **(funded with CSI Grant Funds)**

Edgenuity Pathblazer (formerly Compass Learning) provides struggling students with personalized (differentiated) instruction that focuses on the specific skills and concepts they have yet to master which is critical to their academic success. This program helps teachers pinpoint specific learning gaps and provides a targeted, data-driven instructional pathway to assist students and close the achievement gap. In conjunction with NWEA

Commented [6]: Josh: Compass Learning will be funded with CSI Grant Funds. Please label it as such.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>MAP assessments, Pathblazer offers comprehensive learning intervention for elementary school students in math and ELA; and identifies where students are struggling and provides the targeted instruction they need to close early learning gaps. The engaging instruction in math and reading helps educators hold students' attention and accelerate them to grade level. In addition, the data collected via Pathblazer via student completion allows educators and students to monitor their progress seamlessly.</p> <p>In addition, BAAS-SB will provide all students with access to the after school academic and social enrichment program funded through ASES.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	<ol style="list-style-type: none"> 1. \$70,000 (Intervention Specialist) 2. \$120,000 (Instructional Aides & Supplemental intervention programs) 3. \$16,500 (Subscriptions) 	<ol style="list-style-type: none"> 1. \$70,000 (Intervention Specialist) 2. \$120,000(Instructional Aides & Supplemental intervention programs) 3. \$6,500

Year	2017-18	2018-19	2019-20
			4. \$45,000 Compass Learning
Source	LCFF Base	<ol style="list-style-type: none"> 1. S&C 2. \$60K Title I & \$20K in ASES 3. \$6.5K in Title I & \$10K S&C 	<ol style="list-style-type: none"> 1. \$70K LCFF S&C 2. \$60K (2 Aides) Title I \$30K (1 Aide) ASES \$30K (1 Aide) LCFF S&C 3. \$6.5K in Title I 4. CSI- \$45,000
Budget Reference	N/A	<ol style="list-style-type: none"> 1. 1100's & 3000's 2. 2000's & 3000's 3. 4000-4999 	<ol style="list-style-type: none"> 1. 1100's & 3000's 2. 2000's & 3000's 3. 4000's 4. 4000's

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SOCIAL-EMOTIONAL SUPPORTS

Ballington Academy for the Arts and Sciences – San Bernardino is completing its first year

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE SOCIAL-

2017-18 Actions/Services

of operation, and based on our student demographics, schoolwide data, feedback from staff and parents, our school will implement AVID research-based strategies in the upcoming 2017-18 school year, to implement a Culture of High Expectations.

Students are referred to the SST process for social-emotional and/or academic support. If students require counseling, our school will contract with the school psychologist and/or refer families to South Coast County Mental Health Services. Our school will contact the San Bernardino County Office of Education if our school has students identified as foster youth and/or homeless to ensure the student and their families have access to all resources in order to improve student educational outcomes.

2018-19 Actions/Services

EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION

BAAS-SB will implement a **universal screener** to identify social, emotional and/or behavioral needs of its students. Our entire staff will under training for Trauma Informed Practices (TIPS) by VOA’s Social Worker. Our school will continue its partnership with South Coast Community Health Services to provide our student’s families (who qualify for public assistance) with psychological and psychiatric services (onsite). Additionally, our school will **contract the services of a Psychologist and Psychology interns** to provide identified at-risk unduplicated students with services onsite.

Our school will also continue to strengthen and formalize the SARB Process in collaboration with San Bernardino Unified School District community resources to address our school’s high chronic absenteeism rate.

2019-20 Actions/Services

EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION

BAAS-SB will continue to research an effective **universal screener** to implement that will serve to identify social, emotional and/or behavioral needs of its students. Our entire staff will receive training on Trauma Informed Care by VOA’s Social Worker. Our school will continue its partnership with South Coast Community Health Services to provide our student’s families (who qualify for public assistance) with mental health services (onsite). We will also partner with Victor Support Services that also provides mental health services for families who reside in the City of San Bernardino.

Additionally, our school will **contract the services of a Psychologist** to provide identified at-risk unduplicated students with services onsite who do not qualify for services from our partnered programs.

Our teachers will continue to implement AVID strategies in the classroom that include self-reliance and self-sufficiency.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Continue to implement the schoolwide Behavior Incentive Program based on the SHARP School Core Values and students earn Ballington Bucks.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,000 \$0	\$450	See Goal 1 Action 6. Psychologist is a pass through.
Source	LCFF Base Sped Encroachment	LCFF S/C	
Budget Reference	4315 Classroom Materials and Supplies 7010 (Sped Encroachment) (duplicate expense)	5000-5999	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SPED TEAM & SERVICES:
BAAS-SB’s SPED Team provides instructional and social-emotional supports as outlined in the student’s Individualized Educational Plan

SPED TEAM & SERVICES:
BAAS-SB’s SPED Team provides instructional and social-emotional supports as outlined in the student’s Individualized Educational Plan

2017-18 Actions/Services

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2018-19 Actions/Services

(IEP). San Bernardino Unified School District (SBUSD) serves as the school’s SELPA provider.
<ul style="list-style-type: none"> • 1 RSP Teacher • 1 Psychologist: For SPED Only • 1 Speech Pathologist

2019-20 Actions/Services

(IEP). San Bernardino Unified School District (SBUSD) serves as the school’s SELPA provider.
<ul style="list-style-type: none"> • 1 RSP Teacher • 1 Psychologist: For SPED Only • 1 Speech & Language Pathologist

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$187,280	\$193,273
Source		Base - \$20,915 S&C – 166,365	Base - \$20,915 S&C – 172,358
Budget Reference		7000’s	7000’s

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,7
Local Priorities: 1, 2, 7

Identified Need:

There is a need to strengthen instruction and implementation of ELD standards (designated and integrated) across all disciplines that will result in improve outcomes for EL students and increase reclassification rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will have access to standards-aligned instructional materials.	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
100% of teachers will implement academic content and performance standards for all students.	100%				
			2017-18		2018-19
		ELA	4	ELA	5
		ELD	5	ELD	5
		MATH	5	MATH	5
		NGSS	4	NGSS	4
		HISTORY	4	HISTORY	4
100% of EL students will have access to ELD Standards.	100%	100%	100%	100%	
Increase the percentage of EL who progress in English Proficiency as measured by CELDT by 10% annually	4%	42.3%	>40%	>40%	
Increase reclassification rates by 5%	0%	0%	0%	10%	
Percentage of student who will have access to a broad course of study: Art, Music, Outdoor Science, and Physical Education.	100%	100%	100%	100%	
Establish annual growth targets for at-risk students as measured by PFT.	NA	NA	NA	Spring 2020 results will serve as a baseline	

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

2017-18 Actions/Services

1. Based on a needs assessment of our teaching staff from classroom observations, feedback and input, including the identified academic and social-emotional needs of our students, our school has developed the following Professional Development plan for the 2017-18 school year to support the learning needs of our teaching staff; and improve student academic outcomes of our students:
 - AVID
 - NWEA MAP Testing & Analysis
 - Formative Assessments
 - Science Alive Curriculum
 - CCSS Math w/Eureka curriculum
 - CCSS ELA w/ Engage New York
 - ELL Strategies
 - ELD Standards
 - Project Based Learning (PBL)
 - Data Analysis
2. Professional development for all teachers will take place as follows:
 - Summer 2017 Professional development
 - 1 non-instructional day during the school year
 - Weekly PD/staff development during the school year

2018-19 Actions/Services

BAAS-San Bernardino provides extensive research-based professional development for all teachers during the summer, weekly during the academic school year, and one non-instructional day during the academic year. Professional Development topics for this academic year includes:

- AVID
- Buck Institute: PBL
- Trauma-Based Instruction:
- Eureka Math Curriculum
- Engage NY ELA Curriculum
- Next Generation Science Standards
- History CA. State Standards

Our Principal and teachers will also attend conferences and workshops that will support their professional learning and student academic outcomes.

2019-20 Actions/Services

BAAS-San Bernardino provides extensive research-based professional development for all teachers during the summer, weekly during the academic school year, and one non-instructional day during the academic year. Professional Development topics for this academic year includes:

- **AVID Institute**
- **Buck Institute: PBL**
- Trauma-Based Instruction - Volunteers of America Social Worker
- Eureka Math Curriculum
- Engage NY ELA Curriculum
- Next Generation Science Standards
- History CA. State Standards
- Strategies for student and parent engagement
- Strategies to increase student and parent engagement with an emphasis on chronic absenteeism (Principal and classified staff).

BAAS-SB will research, identify and implement professional development that focuses on strategies for increasing student engagement including UDL. **(funded with CSI funds)**

Instructional Coaching – this is a temporary position, that will provide all teachers with

Commented [7]: Josh – this will also be funded with CSI Funds. Please label as such under expense and source.

Commented [8]: Josh: Will be funded with CSI Grant Funds.

2017-18 Actions/Services

3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:
- Kindergarten Conference
 - CCSA Conference
 - Deeper Dive - for Project Based Learning

2018-19 Actions/Services

2019-20 Actions/Services

coaching and professional development on evidence-based instructional strategies to engage all students in the learning process, including effective method for differentiation, dealing with trauma-impacted students, and classroom management. Coaching will be ongoing, to include classroom observations, professional development, and feedback. As a result of the high percentage of at-risk, vulnerable, students our school serves, teachers struggle with classroom management and student engagement. By improving instructional strategies, our goal is to increase student engagement resulting in increased student attendance rates, decline in chronic absenteeism rates, and providing students with experiential learning opportunities. **This will be funded with CSI Grant funds.**

In addition, the Principal, teachers and/or staff will attend the following conferences or workshops:

- **CACSWA (Chronic absenteeism)**
- **CCSA**
- **Deeper Dive PBL (teachers)**
- **ELPAC Institute/Academy**
- **Workshops at the San Bernardino County Office of Education**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		<ul style="list-style-type: none"> • McKinney-Vento Training • Belief Module for ELL
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>1, 2 \$11,000 3, \$11,000</p>	<p>\$19,000</p>	<p>Total: \$124,597</p> <ol style="list-style-type: none"> 1. Avid - \$5,314 2. Avid - \$1,844 3. \$12,000 Buck Institute \$3,000 Other 4. Instructional Coach Consultant- \$85,000 5. Professional Development Specific to Engagement- \$17,442
Source	<p>1, 2, LCFF Base 3, LCFF S&C</p>	<p>S&C – \$ 13,600 Title II - \$5,400</p>	<ol style="list-style-type: none"> 1. Title II - \$5,314 2. LCff Base – \$1,844 3. S&C - \$15,000 4. CSI - \$85,000 and \$17,442

Year	2017-18	2018-19	2019-20
Budget Reference	1, 2, Certificated Teachers (duplicate expense), Classroom materials and supplies (1100/3000) 3, Training and Development (duplicate expense) 5210	Training and Development 5800	5000's

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CURRICULUM

At our school, every student will continue to have access to standards-aligned curriculum. Ballington Academy for the Arts & Sciences –

CORE CURRICULUM TO BE PURCHASED:

BAAS-SB will purchase the following CA Standards aligned curriculum for students:

CORE CURRICULUM TO BE PURCHASED:

BAAS-SB will purchase the following CA Standards aligned curriculum for students and teachers to ensure all students in grades

2017-18 Actions/Services

San Bernardino will purchase and/or subscribe the following curriculum and/or supplemental instructional materials for the 2017-18 school year:

- Leveled Reading Materials for ELA
- AVID-provided curriculum
- Engage NY: ELA
- Engage NY: Math
- Scholastic magazine (subscriptions)
- Compass Learning (subscription)
- Science Alive (subscription)
- History Alive (subscription)
- Reading A-Z (subscription)
- Accelerated Reader (subscription)
- STAR Reading (subscription)
- RAZ Kids (subscription)
- Instructional materials for each curriculum adoption; and for PBL implementation

2018-19 Actions/Services

- Engage New York- TE and consumables (ELA)
- Eureka Math- TE and consumables
- TCI- Science Alive
- TCI- Social Studies Alive

2019-20 Actions/Services

TK-5 have access to standards aligned curriculum:

- **Engage New York- TE and consumables (ELA)**
- **Eureka Math- TE and consumables**
- **TCI- Science Alive**
- **TCI- Social Studies Alive**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,000	\$1,700	\$4,400
Source	LCFF Base	LCFF Base	LCFF Base

Budget Reference

4100 (Textbooks)

4100-4200 (Textbooks)

4315

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Group

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

ELD PROGRAM

Ballington Academy for the Arts & Sciences - San Bernardino will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance, shift from CELDT to implementation of the ELPAC, ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

BAAS-SB will continue to revise its EL Master Plan with the recent implementation of the ELPAC. The Intervention Specialist will provide ELD designated instruction, and ELPAC administration, and collaborate with the Principal to identify EL students for reclassification and academic support. Our school will purchase **Learning A-Z ELD Supplemental Program** to support our EL students.

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

BAAS-SB will continue to revise its EL Master Plan to include the recently approved CDE/SBE Reclassification Criteria for ELPAC. The Intervention Specialist will provide ELD designated instruction, administer the ELPAC, attend ELPAC trainings (Institute/Academy), and collaborate with the Principal to identify EL students for reclassification and academic support. Our school will purchase **Learning A-Z ELD Supplemental Program** to support our EL students. In 2019-20 teachers will use Compass Learning to further disaggregate and differentiate instruction.

Our EL students receive on average 120 minutes of Designated ELD per week.

In addition, "Newcomers" receive individualized ELD instruction and support; parents are provided with workshops, transportation and referrals for medical care services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$61,152	\$20,000	\$825
Source	LCFF S&C	S&C	LCFF S&C
Budget Reference	Salaries (1100); Benefits (3000) (duplicate expense)	2000's & 3000's	4200's

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

COURSE ACCESS:

Our students receive instruction in all core subjects (broad course of study) and have

COURSE ACCESS:

BAAS-SB core teachers provides all students with access to core courses that includes: ELA,

COURSE ACCESS:

BAAS-SB core teachers provides all students with access to core courses that includes:

2017-18 Actions/Services

access to the following research-based elective courses, which are critical to student academic and social development. Sound educational research has concluded the arts have a significant impact on student learning that: They include: Visual Arts, Music, Theatre, Outdoor Science, and Physical Education.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

2018-19 Actions/Services

Math, Science, History and Physical Education. Additionally, our students also have access to the following non-core courses taught by **1 Enrichment Instructor for (Art/Music); and 1 Credentialed Teacher for (Science/Technology):**

- Art
- Music

Science/Technology: this is a supplemental Science course taught by a credentialed Science teacher that will provide all TK-4 students with access to Science labs, and hands-on activities aligned to the NGSS.

2019-20 Actions/Services

ELA, Math, Science, History and Physical Education. Additionally, our students also have access to the following non-core courses taught by **1 Enrichment Instructor for (Art/Music); and 1 Credentialed Teacher for (Science/Technology):**

- Art
- Music
- Science/Technology: this is a supplemental Science course taught by a credentialed Science teacher that will provide all TK-4 students with access to Science labs, and hands-on activities aligned to the NGSS.

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,495	\$71,000	\$99,079
Source	LCFF Base	LCFF S/C	LCFF S/C
Budget Reference	Salaries(1000); Benefits (3000) (duplicate expense)	Salaries (1000); Benefits (3000)	1000's and 3000's

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the

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In order to provide students with relevant learning experiences outside of the

STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the

2017-18 Actions/Services

classroom, our school will host and/or provide the following:

1. Field Trips aligned to the standards that may include: Niagara Bottling Plant
2. Provide students with leadership opportunities through the implementation of the schoolwide AVID program.
3. Provide an enriching and engaging after-school program that includes tutoring and engaging activities.

Create relationships within the community by implementing a pen-pal program with "sister" grades at El Centro site.

2018-19 Actions/Services

classroom, our school will provide experiential learning opportunities through content aligned field trips, enriching lessons using project-based learning, and integrate/implement AVID strategies across all disciplines.

2019-20 Actions/Services

classroom, our school will provide experiential learning opportunities through content aligned field trips, enriching lessons using project-based learning, and integrate/implement AVID strategies across all disciplines including but not limited to:

- **Field trips** that focus on PBL Culminating Projects
- Ballington Bucks based on AVID SHARP Core Values
- Host Presentations of Learning across all grade levels for families and community members to attend.
- Host schoolwide events such as assemblies, Fall event, Open House, Back-to-School, Market Day, Art & Media Gallery Walks.
- Implement **Art-to-go**: in collaboration with the Riverside County Office of Education that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program.
- Strengthen student engagement by providing students with **experiential learning opportunities** that take place outside of the classroom, but aligned with the content standards. **(funded with CSI Funds)**

Commented [9]: Josh – this will be funded with CSI Funds, Please make note of that in the source & amount boxes below.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		<ul style="list-style-type: none"> Develop & host classroom/schoolwide activities and/or competitions to increase student attendance rates (reduce chronic absenteeism rates) that integrates our school’s SHARP Core Values and Ballington “Scholar” Dollars incentive program. (CSI Grant Funds)
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Commented [10]: Josh: Fund with CSI Grant Funds

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,2,3 \$11,000 4	\$4,000	1. Field Trips: \$5,372 LCFF S/C
Source	LCFF S&C	LCFF S&C	1. LCFF S&C
Budget Reference	1,2,3, Niagara fieldtrips will be provided by partnership with Niagara - no cost to school. AVID Materials and supplies (4300) (duplicate expense)	5800-5899	5800's

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6

Local Priorities: 1,3

Identified Need:

There is a need to strengthen and improve communication with families/guardians in order to improve student academic outcomes and reduce chronic absenteeism rates. There is also a need to implement a consistent and effective method for the registrar to communicate and provide accurate and ongoing daily/weekly student attendance rates in order to identify students at-risk for chronic absenteeism.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement (including Unduplicated students and Students with Disabilities) will include input in decision-making: SSC, ELAC, PTO	Outcome met	Outcome met (See Action 2)	Outcome met (See Action 2)	Outcome met (See Action 2)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities.	Outcome met	Outcome met (See Action 3)	Outcome met (See Action 3)	Outcome met (See Action 3)
Maintain suspension rates <2%	0%	0%	<2%	<2%
Maintain expulsion rates <1%	0%	0%	<1%	<1%
FIT Report of “Good” or better.	Exemplary	Exemplary	Exemplary	Good or better
Increase student survey participation rate.	90% (97 students)	36% (27 students)		
Increase parent survey participation rate.	34% (37 parents)	10% (18 parents)		
Increase staff survey participation rate.	100% (100%)	Not administered		

Commented [11]: Shannon: Need survey results

Commented [12]: Shannon: Need survey results

Commented [13]: Shannon: Need survey results

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-Wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

SCHOOL CLIMATE & SAFETY

2018-19 Actions/Services

SCHOOL CLIMATE & SAFETY

2019-20 Actions/Services

SCHOOL CLIMATE & SAFETY

2017-18 Actions/Services

Ballington Academy for the Arts & Sciences - San Bernardino will implement the following actions and services to provide all students are provided with a safe, welcoming and positive learning community,

1. The Safety Office and Facilities Coordinator will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. The Principal will develop a supervision schedule that includes supervision of students' before/during and after-school.
3. Assemblies will take place monthly to recognize students for AVID traits, including exuding positive character traits/behavior, perfect attendance, and academic achievement
4. All students will attend assemblies and/or workshops on safety in the community, personal hygiene,

2018-19 Actions/Services

BAAS-SB will continue to implement the following services and staff to provide all students and staff with a safe, welcoming and positive learning environment:

- Implement Art-to-go: in collaboration with the Riverside County Office of Education that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program
- Monthly assemblies on school's positive behavior character traits, attendance, academic achievement, and AVID traits
- Administer annual student and staff survey.
- Annually review/revise the school's Comprehensive Safety Plan and administer drills as required.

2019-20 Actions/Services

BAAS-SB will continue to implement the following services and staff to provide all students and staff with a safe, welcoming and positive learning environment:

- Principal and Family Engagement Coordinator greet every student in the morning as they enter the school.
- Monthly assemblies on school's positive behavior character traits, attendance, academic achievement, and AVID traits
- Annually review/revise the school's Comprehensive Safety Plan, attend Safety Plan training, and administer drills as required. Purchase necessary first aid supplies.
- Ensure students undergo screening (Vision, hearing and scoliosis) by nurse.
- Administer Panorama Student, staff and parent survey to measure school climate and school connectedness.
- Principal will assess student needs, and provide **transportation services** for identified students to reduce chronic absenteeism rates. **(CSI Grant Funds)**

Commented [14]: Josh: This will be funded with Grant Funds.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

community resources, and Science activities.		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,2,3,4 \$28,724	\$55,000	1.Coordinator: \$72,800 2. Transportation \$8,000 3. Student engagement: \$17,000
Source	LCFF Base	S&C - \$55,000	1.LCFF S&C 2.CSI- \$8,000, \$17,000
Budget Reference	Professional and Other 5800 (duplicate expense)	2000's, 3000's, 4000's	5000's

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learner, Foster Youth, and/or Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PARENT INPUT IN DECISION-MAKING

At Ballington Academy for the Arts & Sciences - San Bernardino, parent input in

PARENT INPUT IN DECISION-MAKING

PARENT INPUT IN DECISION-MAKING

At Ballington Academy for the Arts & Sciences - San Bernardino, parent input in

2017-18 Actions/Services

decision-making will take place through the following:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Parent-teacher Organization (PTO)

2018-19 Actions/Services

At Ballington Academy for the Arts & Sciences - San Bernardino, parent input in decision-making will take place through the following:

- School Site Council (SSC) Meetings to revise the SPSA
- English Language Advisory Committee (ELAC)
- Parent Advisory: meets quarterly to discuss and provide input in components of the school's program.

2019-20 Actions/Services

decision-making will take place through the following:

- School Site Council (SSC) Meetings to revise the SPSA
- English Language Advisory Committee (ELAC)
- Parent Advisory: meets quarterly to discuss and provide input in components of the school's program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Title 1	LCFF Base	LCFF Base
Budget Reference	Materials and Supplies 4300	4000-5999	4000-5999

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Ballington Academy for the Arts & Sciences - San Bernardino will provide the following opportunities to engage parents as partners in their child's education. They include:

1. Recruiting volunteers for schoolwide events; and/or assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing paid by the school.
2. Parent workshops on the following topics as requested by parents:
 - Positive Discipline
 - How to support my child academically
 - Understanding the importance of attendance
 - Finding and accessing community resources
3. Administer a parent survey annually.

Ensure school website, automated call system (One Call Now) and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

BAAS-SB provides parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities. Our school will continue to implement the following strategies and programs to increase parent engagement:

- Hire/provide a **Family Community Outreach Coordinator** who will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator is bilingual (Spanish/English) who will provide translation services, and translate materials for families, and work closely with the school principal to address chronic absenteeism rates.
- Strengthen & formalize SARB Process via San Bernardino Unified: community resources to address chronic absenteeism, and involve parents in the process and solution.
- Coffee with the Principal: Bi-monthly
- Host Parent Workshops led by Interventionist in collaboration with FCEC: Reading strategies, Math strategies, understanding CAASPP Assessments, chronic absenteeism

2019-20 Actions/Services

BAAS-SB provides parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities. Our school will continue to implement the following strategies and programs to increase parent engagement:

- Hire/provide a **Family Community Outreach Coordinator** who will communicate with families, facilitate parent workshops and outreach to families of unduplicated and Students with Disabilities to increase parent engagement. The Family Community Outreach Coordinator will work closely with the school principal to address chronic absenteeism rates.
- Strengthen & formalize SARB Process via San Bernardino Unified: community resources to address chronic absenteeism, and involve parents in the process and solution.
- **Develop evidence-based strategies for incentives for parents to reduce chronic absenteeism rates and increase attendance rates. (CSI Funded action)**
- **Provide Parenting workshops open to all parents, but especially to target families who child is chronically absent (to address the impact absenteeism has on student**

2017-18 Actions/Services

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2018-19 Actions/Services

- Assemblies/Awards: AVID Criteria (Sharp and growth mindset; attendance)
- Daily, personal interactions meeting with families and students – to create a positive school culture
- Administer annual parent survey and report results to stakeholders.

2019-20 Actions/Services

- academic performance) and evidence-based strategies. (CSI funded action)**
- Coffee with the Principal: Bi-monthly
 - Host Parent Workshops led by Interventionist in collaboration with FCEC: Reading strategies, Math strategies, understanding CAASPP Assessments, chronic absenteeism
 - Assemblies/Awards: AVID Criteria (Sharp and growth mindset; attendance)
 - Daily, personal interactions meeting with families and students – to create a positive school culture.

Commented [15]: Josh: Please note that these actions are going to be funded with "CSI Grant Funds" – so please list that in the "Budgeted expenditures, and identify the funding source.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4. \$250	\$12,000	\$68,851
Source	LCFF Base	LCFF S/C	LCFF S&C
Budget Reference	Dues and Membership 5300	Salaries and Benefits (2000-2999, 3000)	2000's, 3000's, 5000's

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

FACILITIES

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate

FACILITIES

BAAS-SB currently leases its school facility and is seeking another site as enrollment increases in combination with annual grade

FACILITIES

BAAS-SB currently **leases its school facility** and is seeking another site as enrollment increases in combination with annual grade

2017-18 Actions/Services

- classroom space to implement the school’s program:
1. Annual facility leasing cost for school site.
 2. Costs for facility upgrades and/or expansion, maintenance/repairs, installation of classroom furniture and janitorial services.
 3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.
 4. Maintain security cameras and locks throughout the campus that are monitored by the front office staff.

2018-19 Actions/Services

expansion. Our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. Our school will annually assess its security system and cameras to ensure a safe school site for all students and staff.

2019-20 Actions/Services

expansion. Our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. BAAS-SB contracts **janitorial and maintenance services.**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,2,3 \$151,530 4 \$10,000	\$625,000	\$525,073 1. Lease \$412,208 2. Janitorial \$88,865 3. Building Repairs and Maintenance \$24,000

Year	2017-18	2018-19	2019-20
Source	1,2,3 LCFF Base 4. LCFF S&C	LCFF Base	1. \$196,572 LCFF Base \$215,636 SB740 2. LCFF Base 3. LCFF Base
Budget Reference	1,2,3,4 Space & Lease 4. Operations and Housekeeping	Space & Lease (5600-5699)	5600's

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$487,064	30.59%

Commented [17]: Josh – please provide

Commented [18]: Josh- please provide

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2018-19

2017-18

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1, Action 2: includes the use of internal assessments, NWEA MAP, to monitor the academic progress of students in ELA (Language, & reading) and Math; and STAR Reading (reading comprehension)
- Goal 1, Action 3 includes the purchase of technology devices for students to access web-based resources and instructional materials.

- Goal 2, Action 1: Professional Development on newly adopted standards-aligned curriculum, EL strategies, ELD Standards, Data Analysis and training on the implementation of AVID program schoolwide that focuses on the growth mindset through the use of WICOR and an explicit focus on high expectations, rigor and developing a college readiness culture.
- Goal 2, Action 3: Includes an ELD instructor for EL students and to provide ELD training and observations to classroom teachers.
- Goal 2, Action 5 includes providing field trips aligned to the content standards and providing students with experiential learning opportunities that extend beyond the classroom.
- Goal 3, Action 4: includes providing a safe learning community for students including security cameras and surveillance.

The EL Specialist will provide all teachers with coaching, conduct observations and professional development on implementing ELD standards, and will provide academic support and instruction for EL Students.

2018-19

Ballington Academy for the Arts and Science – San Bernardino, serves a predominately at-risk, low-income community. Upon analyzing NWEA MAP diagnostic assessments in ELA and mathematics, our staff identified the significant learning gaps, and below grade level academic performance among unduplicated students (low income, English Learners, and Foster Youth). In order to change the mindsets of staff, students and families, our entire instructional team has received and will continue to receive training on AVID, to improve academic outcomes of our students. As a school with a high percentage of unduplicated pupils, our instructional, curricular, assessment and extra-curricular program is designed on evidence-based strategies that is principally directed towards improving outcomes for these subgroups.

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups. They are as follows:

- **Goal 1, Action 3:** Purchase of Laptops for student use with course work, and to access web-based intervention supplemental programs; and SMART Board for use in the classroom to differentiate instruction (student/teacher use)
- **Goal 1, Action 4:** Intervention Specialist and Instructional Aides, who will work directly with unduplicated students who are struggling academically identified by NWEA MAP assessments. In addition, Renaissance STAR Math and STAR Reading web-based intervention programs will be used by our unduplicated students who struggle academically.

- **Goal 1, Action 5:** Universal screener for identifying students for social-emotional and/or behavioral support and intervention; a Psychologist and Psychology interns to provide social-emotional counseling.
- **Goal 2, Action 3:** ELL academic intervention supplemental program: Learning A-Z ELD Support
- **Goal 2, Action 4:** Provide students with access to Art, Music, Science Learning Lab, and Technology. According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics. Children learning to read and write must also be able to associate letters, words and phrases with sounds, sentences and phrases
- **Goal 2, Action 5:** In order to improve student engagement, our school has trained and will continue to train new teachers on AVID strategies, that offer a variety of classroom activities, lesson plans, professional learning videos and articles that are relevant to students. These resources allow teachers to refine their instructional practice and allow them to identify and provide academic and social supports students need in order to thrive.
- **Goal 3, Action 1:** Our school has partnered with Riverside County Office of Education, Art-to-go that integrates Art in Science, and Art in Math instruction via our after-school academic and social enrichment program. Our school administers an annual student, parent, and staff survey to measure school climate, student connectedness, and engagement.
- **Goal 3, Action 3:** In order to effectively communicate and engage parents of unduplicated students, our school will employ a Family Community Outreach Coordinator, who will facilitate parent workshop, provide translation services, communicate with parents, collaborate with the principal in hosting Coffee with the Principal, and the SARB process, in order to decrease the high chronic absenteeism rates among unduplicated students.

**BYLAWS
OF
VOLUNTEERS OF AMERICA COMMUNITY EDUCATION AND
DEVELOPMENT CORPORATION**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
PURPOSE**

Section 1. **PURPOSE.** This corporation shall have such purpose as are presently set forth in the Articles of Incorporation, or as may hereafter be set forth in the Articles of Incorporation.

**ARTICLE II
OFFICES**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The Principal Office of Volunteers of America Community Education and Development Corporation in the State of California shall be located in the City of San Diego, County of San Diego. The Corporation may have such other offices as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

**ARTICLE III
CORPORATION WITHOUT MEMBERS**

Section 1. **CORPORATION WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

**ARTICLE IV
BOARD OF DIRECTORS**

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. **APPOINTED DIRECTORS AND TERMS.** The Board of Directors shall manage the affairs of the Corporation and shall be appointed and shall hold office for a term of three (3) years. The Board of Directors shall consist of not less than (5) five and no more than (11) eleven Directors, unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer(s) as consistent with Education Code Section 47604(c). All directors, except for the representative designated by the charter authorizer(s), shall be appointed in accordance with the bylaws.

Section 3. **RESTRICTION ON INTERESTED PERSONS AS DIRECTORS.** No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-

law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 4. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 5. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 6. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 7. **REMOVAL OF DIRECTORS.** Any director, except for the representative appointed by the charter authorizer(s), may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 8.

Section 8. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 9. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 10. **PLACE OF BOARD OF DIRECTORS MEETINGS.** All meetings of the Board of Directors shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by the Corporation reside. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each school site and each resource center. The Board shall

audio record, video record, or both, all the Board meetings and post the recordings on each charter school's internet website.

Section 11. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 12. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. At the annual meeting of the Board of Directors, the Board shall organize for the upcoming year, elect officers and transact such other business as may be appropriate at the time.

Section 13. SPECIAL MEETINGS. Special meetings of the Board of Directors may be called by the Board Chair or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 14. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 15. QUORUM. At all meetings of the Board, a simple majority of current members present (in person or by teleconference in compliance with the Brown

Act) shall constitute a quorum. Proxy votes shall not be counted for purpose of constituting a quorum.

Section 16. TELECONFERENCE MEETINGS. The Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools managed by the Corporation reside ;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 17. BOARD ACTION. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these bylaws. Each Director shall be entitled to one vote on each matter presented for action at any meeting of the Board of Directors.

Section 18. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 19. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 20. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 21. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE V OFFICERS

Section 1. **OFFICES HELD.** The Officers of the Corporation shall consist of a Board Chair, President, Secretary, Treasure and other offices as might be named by the Board of Directors. All officers, except the President, shall be elected annually, by a majority of vote of the entire Board of Directors.

Section 2. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis. Vacancies occurring in officers during a year shall be filled by a majority votes of the Board of Directors at any regular or special meeting except where specifically stated in the Bylaws to the contrary. All Directors have one vote.

Section 3. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 4. **REMOVAL OF OFFICERS.** The Board of Directors may, by vote of 2/3rds of the Board, initiate the removal of any officer at a regular or special meeting, except that removal of the President shall be effective only upon ratification by Volunteers of America, Southwest California, Inc. If an officer is removed, he shall be replaced in the same manner as set forth on election in these Bylaws.

Section 5. **BOARD CHAIR.** The Board Chair shall preside at the Board of Directors’ meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Board Chair is elected, there shall also be a Vice-Chair of the Board of Directors. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. The Board Chair shall serve a two (2) year term.

Section 6. **PRESIDENT.** The President shall be the general manager and chief executive officer of the Corporation and shall in general supervise all the business affairs of the Corporation as fully described in any applicable employment contract, agreement, or job specification. The President or his or her designee shall attend all meetings of a Board of Directors. The President shall sign, as authorized by the Board of Directors, any deeds, mortgages, bonds, contracts or other instruments which the Board of Directors has authorized to be executed, except in those instances where approval of others of the signature of others is expressly required by the Articles of Incorporation, by the Bylaws, or by any law of the State of California.

Section 7. **TREASURER.** The Treasurer, or his or her designee, shall resolve, hold and be responsible for all funds of the Corporation and shall deposit said

funds in the name of the Corporation in such banks or banking Institutions as directed by the Board of Directors. He or she shall keep a true and accurate account of all receipts and disbursements of his or her books of account shall be open to the inspection of any director at the office of the Corporation at any time during the business hours. At each meeting of the Corporation, and of the directors, and at such other times as may be demanded by the directors, he or she shall present a full report and statement of the financial affairs of the Corporation and shall generally perform all duties usually pertaining to the office of Treasurer.

Section 8. SECRETARY. The Secretary, or his or her designee, shall keep an accurate record of all proceedings of the corporate meetings and of the meetings of the Board of Directors. The Secretary shall also be responsible for proper safe keeping of the papers and correspondence of the Corporation and as custom of the corporate records, shall insure that the Corporation remains in good standing under the laws of the State of California, reporting on that subject to the President. Further, the Secretary shall, with the President, execute any formal documents requiring the presence of the corporate seal. He or she shall give notice to the Directors of their respective meetings and shall notify the members of the Corporation of all meetings of the membership and shall generally perform all duties usually pertaining to the office of Secretary. The Board of Directors may designate the same person as both Secretary and Treasurer.

ARTICLE VI COMMITTEES

Section 1. CREATION AND POWER OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 2. **MEETINGS AND ACTIONS OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

ARTICLE VII CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE VIII CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE IX LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE X INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in

Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XI INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XIII INSPECTION RIGHTS

Section 1. **INSPECTION RIGHTS.** Every director shall have the right at any reasonable time to inspect the Corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XIV REQUIRED REPORTS

Section 1. **REQUIRED REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** The Corporation will comply with Corporations Code section 6322.

ARTICLE XV DISSOLUTION

Section 1. **DISSOLUTION.** No Board decision to dissolve the Corporation shall be effective until ratified by Volunteers of America, Southwest California, Inc.

ARTICLE XVI AMENDMENT OF ARTICLES OF INCORPORATION AND BYLAWS

Section 1. **AMENDMENTS OF ARTICLES OF INCORPORATION AND BYLAWS.** The Articles of Incorporation or these Bylaws of this Corporation may be altered, amended or repealed and new Articles of Incorporation or Bylaws may be adopted by 2/3rds vote of the Board of Directors at any regular meeting or at any special meeting, except that no amendment to the corporate purpose (Article I, Section 1) nor the right to remove and/or fire the President of the Corporation (Article VI, Section 4) shall be effective until ratified by Volunteers of America, Southwest California, Inc. No amendment to the bylaws shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVII FISCAL YEAR

Section 1. **FISCAL YEAR.** The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Volunteers of America Community Education and Development Corporation, a California nonprofit public benefit corporation; that these bylaws, consisting of 9 pages, are the bylaws of the Corporation as adopted by the Board of Directors on [REDACTED]; and that these bylaws have not been amended or modified since that date.

Executed on _____ day of _____, 2020.

[REDACTED]

[REDACTED], Secretary

3058383



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

DEC 21 2007

Debra Bowen

DEBRA BOWEN
Secretary of State

3058383

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

DEC 21 2007

**Articles of Incorporation
Of
Volunteers of America Community Education and Development
Corporation**

**ARTICLE I.
NAME**

The name of this corporation is Volunteers of America Community Education and Development Corporation

**ARTICLE II.
PURPOSES**

- A. This corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.
- B. The specific purpose of this corporation is to promote quality education to the public through the development of educational centers and community services; including but not limited to the formation and operation of charter schools. Without limiting the foregoing, the corporation may engage in any lawful purpose or purposes that California nonprofit public benefit corporations may conduct under California law and Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and any similar statutes hereafter enacted

**ARTICLE III.
INITIAL AGENT FOR SERVICE OF PROCESS**

The name and address in the State of California of this corporation's initial agent for service of process is:

Name: Gerald McFadden
Address: 3530 Camino del Rio North, Suite 300
City: San Diego State: California Zip: 92108

**ARTICLE IV.
LIMITATIONS ON CORPORATE ACTIVITIES**

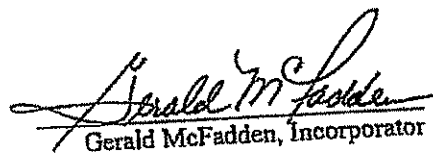
- A. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future United States internal revenue law.
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation

shall not participate or intervene in any political campaign (including publishing or distribution of statement) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from Federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future United States internal revenue law, or (2) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future United States internal revenue law.

ARTICLE V.
DEDICATION AND DISSOLUTION

The property of this corporation is irrevocably dedicated to charitable and public benefit purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution of the corporation, its assets remaining after payment or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit corporation or foundation which is organized and operated exclusively for public benefit purposes and which has established its tax exempt status under Section 501 (c) (3), Internal Revenue Code


Gerald McFadden, Incorporator



Ballington Academy for the Arts & Sciences
Comprehensive School Safety
Plan

San Bernardino
2019-2020



Required Members	Title
Shannon Brandner	Principal
Evelia Ornelas	Teacher
Venus Mixson	Classified Staff
Bilma Rubio	Parent of Child Attending the School

Background

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, or a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. For schools built before 1998, the initial plans were to be adopted by September 1, 1998. For schools built after 1998, the plans are to be developed and adopted prior to the school's opening.

According to the education code, the School Site Council may delegate this responsibility to a School Safety Planning Committee. However, the committee must include the following members and must consult with a representative from a law enforcement agency in the writing and development of the plan:

- Principal
- Teacher
- Parent Whose Child Attends the School
- Classified Employee

Ballington Academy has consulted with many stakeholders in the development of this plan to include staff, parents, and management team.

The plan is to be updated annually and kept on file at both the school site AND the district office, and readily available for inspection by the public.

The plan shall consist of two parts:

Part 1 – The "Comprehensive School Safety Plan" shall include all components required by Education Code 32281-32282 except for the emergency preparedness components. The Comprehensive School Safety Plan shall be on file, and available for inspection by the public, with the Educational Services Division of the district.

Part 2 – The "Emergency Preparedness Plan" shall include disaster procedures (routine and emergency), including earthquakes and other manmade or natural disasters.

The Comprehensive School Safety Plan shall include an action plan that clearly identifies policies and procedures that will improve both the safety and climate on campus, and shall include an evaluation component.

Section I

Ballington Academy for the Arts and Sciences San Bernardino has adopted the following goals which are directly linked to the LCAP:

Goal #1: Continue to implement benchmark assessments across all disciplines and use data to drive curricular and instructional decision-making, implementation of academic interventions and allocation of resources.

- Goal #2: Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students.

- Goal #3: Continue to develop methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates.

Section II

Strategies and programs - Board Policies, Procedures and California Education Code that support student and staff safety, and positive school climate

These policies, procedures and education codes are to be reviewed at the beginning of every school year with all staff. Ballington Academy commits to: sharing the comprehensive school safety plan, the emergency plan, and our action plan, with both site council and all staff members, within the first 6 weeks of school.

A. Positive School Climate

The Governing Board desires to enhance student learning by providing an orderly, caring, nurturing, and nondiscriminatory educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students, among staff and between students and staff.

All staff is expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyber bullying, harassment of students and staff, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

B. Nondiscrimination/Harassment/Anti-Bullying

Ballington Academy programs and activities shall be free from discrimination, including harassment, intimidation or bullying with respect to a sex, gender, gender identity or gender expression, ethnic group identification, race, ancestry, national origin, religion, color, physical or mental disability, marital or parental status, age or sexual orientation; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics.

The Governing Board desires to provide a safe school environment that allows all students equal opportunities in admission and access to the district's academic and other educational support program, guidance and counseling programs, testing procedures, and other activities.

The Board prohibits discrimination, harassment, intimidation or bullying of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. Prohibited discrimination, harassment, intimidation or bullying includes physical, verbal, nonverbal or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive education environment, has the effect of substantially or unreasonably interfering with a student's academic performance, is foreseeably likely to cause a substantial disruption to the educational environment; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to the students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including but not limited to, Ballington's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of the law, Board Policy, or Administrative Regulation shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Principal, Ballington Academy
799 E Rialto Ave
San Bernardino, CA 92408

Any student who feels that he/she is being subjected to discrimination, harassment, intimidation or bullying should immediately contact the Coordinator for Nondiscrimination or any other staff member. Any student who observes an incident of harassment should report the incident to the Coordinator or other school employee, whether or not the victim files a complaint.

Employees who become aware of an act of discrimination, harassment, intimidation or bullying shall immediately report the incident to the Coordinator for Nondiscrimination or the site designee. The designee for each site will be identified with the Annual Notice of this policy to each employee. In addition, the employee shall immediately intervene when safe to do so.

Upon receiving a complaint of discrimination or harassment, the Coordinator and/or site designee shall immediately investigate the complaint in accordance with site/level grievance procedures.

The Coordinator and/or designee shall also advise the victim of any other remedies that may be available. The Coordinator and/or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Within 30 days of receiving Ballington's report, the complainant may appeal to the Superintendent if he/she disagrees with the resolution of the complaint. The Superintendent shall make a decision within thirty (30) days and this decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted at the school.

The Coordinator and/or designee shall distribute this policy annually to all families and staff and provide training to all staff regarding Nondiscrimination/Harassment/Anti-Bullying.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:

221.5 Prohibited sex discrimination

221.7 School-sponsored athletic programs; prohibited sex discrimination 48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student

misconduct 48907 Student exercise of free expression

48950 Freedom of speech

49020-49023 Athletic programs

51006-51007 Equitable access to technological education programs 51500 Prohibited instruction or activity

51501 Prohibited means of

instruction 60044 Prohibited

instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4621 District policies and

procedures 4622 Notice

requirements

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended 2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

OFFICE OF CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January, 1999

Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance, 59 FR 47, March, 1994

c. Child Abuse Reporting Procedures

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect

child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

When the initial telephone report is made, the mandated reporter should note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.

- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

D. Policies Regarding Actions Leading to Suspension and/or Expulsion

(All statutory references are to the Education Code unless otherwise

noted.) Definitions (Education Code 48925)

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, "suspension" does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from a class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or principal's designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.
4. Behavior management techniques called for in the IEP of a previously identified student with exceptional need(s).
5. Reassignment within the requirements of the IEP of a previously identified student with exceptional need(s).

Expulsion means removal of a student from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, as those terms are used in Section 46300.

Parent means a student's parent, legal guardian, or, for a student with previously identified exceptional need(s), a surrogate parent where one has been appointed.

Day means a calendar day unless otherwise specifically

provided. District means the authorizing district, San

Bernardino City Unified School District.

School day means a day upon which the schools of the district are in session (including during summer school and extended school year for those students with such services in their IEPs) or weekdays during the summer recess.

Student may include a student's parent/guardian or legal counsel or, for a previously identified student with exceptional need(s), a surrogate parent if one has been appointed.

Governing Board means the Governing Board (also known as the Board of Trustees) of the District. "Governing Board" and "Board" are synonymous throughout.

Student with Previously Identified Exceptional Need(s) means a student who meets the requirements of Section 56026 and who, at the time the alleged misconduct occurred, was enrolled in special education.

Superintendent means the District Superintendent of Schools and/or his or her designee.

Principal's Designee means any one or more administrators at the school site specifically designated by the principal, in writing, to assist with disciplinary procedures. If there is not an administrator in addition to the principal at the school site, a certificated person at the school site may be specifically designated by the principal, in writing, as a "principal's primary designee to assist with disciplinary procedures." The principal may designate only one such person at a time as the principal's primary designee for the school year. An additional person meeting the requirements of this subdivision may be designated by the principal, in writing, to act for the purposes of this article when both the principal and the principal's

primary designee are absent from the school site. The names of any person or persons designated as a principal's designee and the written designation shall be on file in the principal's office.

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. Transfer

students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5)

Notification shall include information about the ongoing availability of individual school rules and all district policies and regulations pertaining to student discipline.

Grounds for Suspension or Expulsion

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students served by Volunteers of America Community Education and Development Corporation ("CEDC"), which operates Ballington Academy for the Arts and Sciences in El Centro and Ballington Academy for the Arts and Sciences - San Bernardino, collectively Ballington Academy of Arts & Sciences ("BAAS"). In creating this policy, CEDC has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq.

Compliance with the procedures set forth in this charter regarding student discipline shall be the only process for BAAS to either temporarily or permanently involuntarily dismiss, remove, or otherwise exclude a student who attends BAAS from further attendance at BAAS for any reason. If any other document, handbook, or policy adopted by the Charter School conflicts with the charter, the procedures and policies set forth in the charter shall prevail as long as they do not conflict with changes in state or federal law. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

BAAS shall make efforts to develop alternative strategies for addressing student behavior to prevent the need for suspensions and expulsions, while ensuring the safety of all students, staff, and families at BAAS. Students who enroll in BAAS will be given a School Handbook with all pertinent information, including the Suspension and Expulsion Policy. Expectations for students regarding attendance, mutual respect, work habits, safety, violence, and substance abuse will be clearly described. BAAS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

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

Any student who engages in repeated violations of BAAS's behavioral expectations may be required to attend a meeting with the Principal, the classroom teacher, and the student's parent or guardian. The group will discuss strategies that have been tried and collaboratively create a specific written agreement, outlining expectations for future student conduct. A support plan to assist the student, timelines, and consequences for failure to meet the expectations will also be provided.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

The Charter School's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal and state law regarding students with exceptional needs. Please note a full set of BAAS's discipline policies and procedures and a copy of the School Handbook is available upon request.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who

is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

I. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

II. Enumerated Offenses

A. **Discretionary Suspension Offenses.** Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre- initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and database, or the personal property of the person threatened or his or her immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 and 5, inclusive.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 and 5, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in grades 4 and 5, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless

communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (a) A message, text, sound, video, or image.
- (b) A post on a social network Internet Web site including, but not limited to:
 - (i) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph i. above.
 - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph i. above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph i. above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (c) An act of cyber sexual bullying.
 - (i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph i. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii. Notwithstanding subparagraphs i. and ii. above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (II.A.1-2).
 22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- B. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 2. Brandishing a knife at another person.
 3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
- C. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
1. Caused, attempted to cause, or threatened to cause physical injury to another person.
 2. Willfully used force or violence upon the person of another, except self-defense.
 3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's

safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 5, inclusive.
18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 5, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in grades 4 and 5, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - (a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - (b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (c) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- ii. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - (a) A message, text, sound, video, or image.
 - (b) A post on a social network Internet Web site including, but not limited to:
 - (i) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph i. above.
 - (ii) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph. above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - (iii) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph i. above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - (c) An act of cyber sexual bullying.
 - (i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (d), inclusive, of paragraph i. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- iii. Notwithstanding subparagraphs i. and ii. above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (II.C.1-2).
 - 22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- D. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or destructive object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - 2. Brandishing a knife at another person.
 - 3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - 4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm, explosive device or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary

charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. Suspension Procedure

Suspensions of fewer than 10 days for a single event shall be initiated according to the following procedures:

1. Conference

Upon the notification by staff that a student may have violated a disciplinary policy that may require suspension, the Principal or the Principal's designee shall investigate the incident. The student shall be provided an opportunity to provide either a written or oral statement to the effect. Witnesses, if available, shall also either provide a written or oral statement to the incident. After the investigation is completed, the Principal or the Principal's designee shall inform the student whether he or she will be suspended, the rule that was violated, and the length of the suspension.

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency exists. An "emergency" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to the Charter School for the purpose of a conference.

At the conference, the parent/guardian shall be informed of the reason for the disciplinary action and the evidence against his or her student and shall be given the opportunity to listen to the version and evidence provided by his or her student in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to the Charter School. The student and the parent/guardian shall be informed that the student will be provided the opportunity to make up any missed assignments. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/ Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of placement/expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student shall be given the opportunity to complete all missing assignments during this suspension.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

IV. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel following a hearing before it. The Administrative Panel shall be assigned by the Board of Directors as needed, and shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the CEDC Board. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense. Upon appeal by the guardian/parent of the Administrative Panel's decision to expel, the Board of Directors will hear the appeal.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

An Administrative Panel will hear the case and determine whether to expel the student. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at

least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk

of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The Administrative Panel makes the determination regarding the expulsion and shall include written findings of fact. The decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the student's name and the specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the District of the pupil's last known address within 30 days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. Right to Appeal

The pupil and parents/guardians may appeal an expulsion decision by the Administrative Panel to the Board of Directors. The Board's decision shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is

not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when

determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

E. Sexual Harassment Policy

It is the policy of the Governing Board of the Ballington Academy to provide an educational and work environment free of unwelcome sexual advances, requests for sexual favors, and other verbal visual or physical conduct or communications constituting sexual harassment, as defined by Education Code 212.5 and otherwise prohibited by state and federal statutes.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions (Education Code 212.5):

- a. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- b. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- c. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- d. Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

Verbal or written conduct: making derogatory comments, including epithets, slurs, jokes, etc.; sexual propositions or flirtations, graphic commentary about an individual's body; sexually degrading words used to describe an individual; suggestive or obscene letters, notes or invitations; spreading sexual rumors.

Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects, pictures, books, magazines, etc.

Physical conduct: inappropriate touching or impeding one's movement.

Every student, employee or applicant has the right to be free from harassment from adults and/or from students in the work or educational setting. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

A copy of this policy on sexual harassment shall be 1) displayed in a prominent location at school sites and work sites, 2) provided as part of the orientation for new students at the beginning of each term as applicable, 3) provided for employees annually at the beginning of the school year and for each new employee, and 4) included in publications that set forth the comprehensive rules, procedures and standards of conduct of the school or district. In-service regarding this policy and administrative procedure will be provided to all staff periodically as appropriate and annual review will be encouraged as part of student and staff orientation activities.

Complaint Procedure:

Step I - Informal Resolution:

It is desirable that problems and complaints of alleged sexual harassment be resolved promptly and equitably. If possible, such problems and complaints should be resolved in an informal manner. Students and employees are encouraged, but not required, to inform the offender directly that his/her conduct is unwelcome or offensive and must stop.

Step II: Verbal or Written Complaint:

Students should follow complaint procedures designated in Administrative Regulation 5145.7, *Sexual Harassment, Students*. A student should initiate a complaint to a teacher or administrator verbally or in written form. The complaint should include information regarding the name(s) of the person(s) who engaged in offensive conduct, the description of the offensive conduct (i.e. when and where the conduct occurred, the number of times

it occurred, any informal attempts at resolution), and the names of any witnesses. Administrative Regulation 5145.7 may be obtained from the school principal or the Superintendent.

Employees or applicants for employment who feel that they have been sexually harassed should contact their supervisor, principal, other district administrator or the Superintendent in order to obtain procedures for reporting a complaint.

Complaints of sexual harassment against a district employee may be filed in accordance with AR 1312, *Complaints Against School Personnel*. Complaints alleging that a specific action, procedure or practice sexually discriminates, can be filed in accordance with AR 4031, *Complaints Concerning Discrimination in Employment*.

Any supervisor who receives a sexual harassment complaint shall notify the Superintendent or designee, who shall ensure uniform application of this policy and that the complaint is appropriately investigated.

F. Dress Code

All employees of Ballington Academy are to set a professional example to the community and to the clients we serve. Footwear that presents safety concerns or impedes the employee's ability to perform his or her job duties is considered unacceptable (e.g., in certain positions high-heel shoes and/or open-toed shoes are prohibited). Each Program may have specific dress standards which are defined by the Program Manager. Dress standards may vary somewhat, based upon the responsibilities of each job. ***Attire that the employee's supervisor thinks is distracting to other employees and clients is also unacceptable.***

Examples of unprofessional attire include:

- Clothing that is torn or unclean.
- Footwear inappropriate to work environment (e.g. flip flops, very high heeled shoes or open toed shoes in heavy work area).
- Low-cut clothing (neckline or waistline)
- Halter tops or shirts that do not cover the midriff area or do not cover skin between the top and the pants or skirt worn.
- Short, tight skirts or other clothing which is skin-tight and not worn underneath a jacket or other clothing appropriate for the job being performed.
- Sheer clothing with insufficient opaque sections to cover body torso.
- Fishnet stockings or clothing.
- T-shirts or any shirt with symbols or message that does not support Ballington's mission and environment, which includes working with children and working in a drug-free zone.
- Shorts
- Bandanas
- Jewelry or accessories that could pose a safety hazard to staff or clients, or which do not support Ballington's mission and environment, which includes working with children and working in a drug-free zone

H Rules and Procedures – Discipline

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and parent involvement can minimize the need for discipline. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices.

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school.

Typically minor behavioral issues are handled in the classroom or on the playground with each classroom using a system of card charts, warnings and timeouts. However, when an issue of significant concern or if minor issues continue over extended periods of time, teachers or other staff will refer a student(s) to the principal. Visits to the principal's office follow the progressive discipline policy below:

- Level 1 - A warning, restatement of school rules. Parents are not notified at this level.
- Level 2 - Student will lose recess time at this level. Students write a statement reflecting on their behavior and how they can use life skills to alter their behavior. Parents are notified by a E-mail or phone. A student will receive a detention or community service if they reach three incidents.
- Level 3 - At this level students may be assigned an in-school or out-of-school suspension. Parents will be notified and a conference will be scheduled. Students may lose the privilege of participating in extracurricular activities at this level.
- Level 4 - Expulsion or transfer to an alternative program will occur in the most serious cases.

NOTE: in extreme cases school administration may determine that suspension is warranted without prior progressive steps.

The administrative team will investigate every reported incident thoroughly. Please contact an assistant principal to report an incident or if you have discipline questions.

Section III A

Action plan for 2019-2020: (School Safety, Climate and Character Development Matrix)

Program, Curriculum, Other Efforts (Please include an overview of how the program, curriculum, and/or other effort is specifically utilized at your site, by whom, the frequency, and if it is done with fidelity, how the site ensures that fidelity)	Target Population (school-wide, specific grade level(s), parents, etc.)	Specific Character Trait(s) (check all that apply)						Person(s) Responsible (for implementation and evaluation)	Evaluation Method (For each program, curriculum, etc., please document what evidence will be gathered and analyzed by the site in order to determine if the desired outcomes have been achieved?)
		Citizenship*	Empathy	Fairness	Respect	Responsibility	Trustworthiness		
Attendance Awareness of attendance issues will be communicated to all stakeholder groups, including parents, students and staff. Accurate real-time information will be provided on a regular basis. Incentives will be provided to parents and students for positive attendance.	Parents ok TK-5 th Grade	X				X		Principal Registrar Site Council Teachers Students	Annual review of attendance for CA Dashboard and LCAP purposes. Attendance will be monitored in collaboration with the registrar and the principal.

Engagement Opportunities Implementation of Kagan Strategies Recognition Ceremonies Parent Education	Parents ok TK-5 th Grade	X	X		X	X		Classroom teachers	Survey Data. Participation Rates Test Scores
--	-------------------------------------	---	---	--	---	---	--	-----------------------	--

Program, Curriculum, Other Efforts (Please include an overview of how the program, curriculum, and/or other effort is specifically utilized at your site, by whom, the frequency, and if it is done with fidelity, how the site ensures that fidelity)	Target Population (school-wide, specific grade level(s), parents, etc.)	Specific Character Trait(s) (check all that apply)						Person(s) Responsible (for implementation and evaluation)	Evaluation Method (For each program, curriculum, etc., please document what evidence will be gathered and analyzed by the site in order to determine if the desired outcomes have been achieved?)
		Citizenship*	Empathy	Fairness	Respect	Responsibility	Trustworthiness		
Project Based Learning & Integration of Arts & Sciences	TK-5 th Grade	X	X					Classroom teachers	Test Scores
Social Emotional Competency Social Emotional opportunities for learning about other communication, cultures, and conflict resolution are provided to all staff throughout the year. Staff members were trained in SEL strategies that support learning while bringing cultural awareness into the classroom.	TK-5th	X	X	X	X	X		All Staff Parents Students	The Principal will develop an evaluation model that will evaluate the program through behavioral and academic achievement and data.
Student Engagement continues to be the area of most significant concern and effort for improvement. Staff has received significant training regarding Student Engagement strategies.	Tk-5th	X	X	X	X	X	X	Principal Certificated Staff	Administration will monitor both the number of activities, attendance, and achievement

In consultation with Southcoast Community Services, students with identified behavioral or emotional issues will have support and coaching for social skills and anger management.	Tk-5th	X	X	X	X	X	X	Teachers, Administration, South coast Community Services	Discipline Data
RED RIBBON WEEK- Each year, red ribbons are worn and displayed during National Red Ribbon Week to demonstrate a visible and unified commitment toward making healthy choices. Various games and activities are conducted to support that goal. During Red Ribbon Week Ballington community promotes and encourages a healthy and safe lifestyle!	Tk-5 th				X	X	X	School Staff, Parent Advisory	We have discussed taking a deeper look at Red Ribbon Week and how the school can best serve the unique population. Right now there does not seem to be a strong connection.
Allocate a consultant position to be responsible for collecting behavioral incidents, articulation between playground, classroom and families for a more consistent approach toward identification of behavioral concerns and application of interventions.	Tk-5th	X	X	X	X	X	X	Principal, recess/lunch supervision, teachers, Instructional Coach.	The Instructional Coach, as part of contracted deliverables, will analyze relationship between behavioral and academic data.

Reporting

Ballington Academy

Goals for 2019-2020

Ballington Academy for the Arts and Sciences San Bernardino has adopted the following goals which are directly linked to the LCAP:

Goal #1: Continue to implement benchmark assessments across all disciplines and use data to drive curricular and instructional decision-making, implementation of academic interventions and allocation of resources.

- Goal #2: Continue to strengthen professional learning for all educators to improve instruction, teacher retention, address the diverse learning needs of its student and academic outcome for all students.

- Goal #3: Continue to develop methods to engage parents as partners through education, communication and collaboration in order that will impact student outcomes. In addition, continue to develop methods that support a positive, safe, and welcoming school environment for all, to increase student engagement, and reduce chronic absenteeism rates.

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Multi Year Narrative Strategic Fiscal Plan 2018–19 through 2023–24

Prepared for
Community of San Bernardino,
and
San Bernardino City Unified School District

February, 2020

Board of Directors,
Ballington Academy for the Arts and Sciences - San Bernardino

BALLINGTON ACADEMY

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Arts & Sciences

Outline of Multi-Year Narrative Strategic Fiscal Plan

The Multi Year Narrative Strategic Fiscal Plan for the Ballington Academy for the Arts and Sciences - San Bernardino (BAAS-SB) – a California public charter school, is presented for your review and information in seven sections, which can be considered in three groups. The first, Section I, gives a narrative overview of the long term budget plan for the school. The second group, Sections II through VI, present the more technical budget document without explanation. The final group, Section VII, outlines the monthly Cash Flow that is predicted for this Budget Plan, and demonstrates that the plan is well-founded.

While it is our intent that each Section be clear and concise, we invite you to call our office if you have questions about any of the Budget Material incorporated in this document.

Overview

In essence, the Financial Plan for BAAS-SB models the financial profile of other California charter schools with proven track records of fiduciary management success; the fiscal management experience and experience garnered by others enhances this School's business design. It is important to note that each year BAAS-SB has a positive Net Operations and that the School has an Ending Balance Reserve for Economic Uncertainty in addition to an Unrestricted Reserve in all operating school years.

This comprehensive Budget Plan includes the foundation for a comprehensive educational program but also includes financial support for unique core foci for staffing programs of Art, Music, Science and Technology. In books and supplies, the annual budget exceeds \$200,000 in each year of operation.

A robust Professional Development allocation of approximately \$20k is budgeted annually. Recognized experts from within the county and state will be engaged to provide in-services in Project Based Learning and other areas. Professional development will also include components on the use of Edgenuity to address the needs of students with unique education challenges. On-going training on the use of NWEA MAP assessment tools will be included in Professional Development.

Day-to-day accounting functions such as budgeting, accounting, attendance and financial reporting will be outsourced to a firm that specializes in back office services for charter schools.

The administrative functions and business services for the Charter School will be facilitated through a professional services agreement to provide specific services aligned with performance accountability standards, financial and audit standards and back office administrative services.

Outline

Section I – the Strategic Budget Development Management Plan, alternately referred to as the Budget Narrative, identifies in lay terms the basis on which the school’s budget and fiscal operations are based. It outlines and then explains both the school’s key budget guidelines as well as specific budget assumptions. Other major highlights of this section include the identification of the critical variables for the charter school’s budget development and budget management throughout the fiscal year. Section I concludes with a Budget Responsibility Matrix — outlining ‘who does what when’ — and a Budget Calendar.

Section I also explains that the budget is a fluid document that is subject to refinement and regular revision. With each budget refinement for the current year, updates are automatically generated for future year projections.

Unaudited Actuals for the Prior Year Budget, 2018–19, and Actuals as of 1st Interim for the current year of operation, 2019–20, are included throughout the narrative presentation – these are the first two columns of data in nearly every Figure – and that information is followed by the projected details of the subsequent years of operation in later columns. The notion motivating this presentation format is to show how past operations connect to the current plan, and to stimulate the fiscal management team to be looking at the long-term view at all times, in order to enhance and ensure the longevity of the school through the adoption of sound financial decisions.

Section II – Summary Multi-Year Budget Projection and Cash Flow gives a high-level fiscal overview of the next three year’s projection for the school’s entire operations. This section tabulates all estimated revenues and expenditures on a yearly basis. Beginning and ending balance projections are included, along with the identification of reserve accounts. Section II concludes with a similar high-level overview of the Cash Flow.

Section III – Multi-Year Demographic Variables details these key budget development parameters across the entire timespan of the strategic fiscal plan. This section identifies the major student attributes which form the foundation upon which the budget is built, as the various individual student profiles are the factors which drive many state and federal program fundings and entitlements. These parameters range from enrollment by grade level to important demographic characteristics of the student population, such as English language fluency, family socio-economic background, and so on. Student attendance is compiled, presented and analyzed in several ways as it is the determinant for about 90% of the school’s funding.

Section IV – Multi-Year Revenue and Expenditure Variables define those parameters, besides student demographics, on which funding and expenditures are projected. For individual revenue components, the estimated funding per program is identified for each year of operation.

For the expenditure section, major emphasis is placed on compensation costs as schools are labor intense organizations. Specific staffing ratios are identified along with other position control features and compensation factors.

As the school matures, actual school histogram data will be used as the basis for projection rather than the predictive methodology currently utilized. Additional variables for costs such as instructional supplies, books, utilities and other operating expenses are also identified. School facility costs are included here because charter schools must pay for classrooms and offices in their annual operating budget, unlike the vast majority of other California public schools whose facilities are provided through bond funds.

Section V – Detailed Expenditure Data shows the results of the cost calculations, by type of expense, based on the variables identified in Section IV. For instance, teacher wage costs and staffing data from Section IV (from pages 64 and 63, respectively) are used to generate the overall teacher salary cost shown in this section on page 72.

Section VI – Detailed Program Budgets provide one or more reconciliation worksheets that pull together revenues and costs attributed to single distinct programs such as the Public Charter School Start Up Grant and School Nutrition into a focused presentation. Each such program budget commences with a Program Summary constructed in parallel with the Executive Summary of the overall budget (Figure 1: Summary Multi Year Budget Projection, p. 13), to illustrate a top-level view of the budget plan for a single program.

The program summary is followed by detailed presentation of demographic, revenue and/or expenditure components that vary depending on the particulars of the given program.

For the most part, these program budgets correspond to restricted funding sources, and can be seen as action plans that demonstrate the school's maintenance of effort in these various areas. In some cases, such as School Nutrition, related restricted funding sources have been grouped together in order to better demonstrate the scope of the overall plan for delivering these services in a fiscally responsible fashion.

Section VII – Detailed Cash Flow. The Multi Year Strategic Plan concludes with a Three-Year Cash Flow Projection showing monthly changes to revenues, expenditures and all Balance Sheet transactions that impact the Cash Flow projection.

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Section I: Strategic Budget Development Management Plan

Section I – Strategic Budget Development and Management Plan relates the school’s strategic fiscal plan for the next three years of operation. This section presents Critical Budget Variables, Budget Guidelines, Budget Assumptions, a Budget Responsibility Matrix and a Draft Budget Calendar.

The majority of this section is devoted to description of the Critical Budget Variables, beginning with the School Calendar and Student Enrollment Projections, and continuing with a narrative overview of all other Revenue and Expenditure Factors. These key variables form the basis of the school’s budget development and financial plan, and the narrative here in Section I is complimented by the more technical presentation of fiscal data given in Sections II through V.

Executive Summary

The Ballington Academy for the Arts and Sciences - San Bernardino (BAAS-SB, or the School), presents this Multi-Year Narrative Strategic Fiscal Plan to the Community of San Bernardino and to the San Bernardino City Unified School District (SBCUSD, or the District) as of January, 2020. This Budget Narrative is intended to complement the more technical Multi-Year Strategic Fiscal Plan (the Budget) of the School that composes the latter sections of this document, and is an important component of the Charter School Renewal Petition. The Summary Budget Projection for the prior year, current year and next three years of operations, 2018–19 to 2023–24, is based upon California Public Charter School funding rates as incorporated in the Adopted State Budget, July, 2019. Future years’ funding allocations are based upon Cost of Living Allowance (COLA) and Consumer Price Index (CPI) estimates as provided by School Services of CA, Inc.

Figure 1: Summary Multi Year Budget Projection

	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Key Budget and Financial Variables						
School Enrollment	197	200	225	250	275	300
School ADA at P-2	181	188	212	235	259	282
Ratio of P-2 ADA to Enrollment	91.9%	94.0%	94.0%	94.0%	94.0%	94.0%
A. Revenues:						
State Revenue Limit Sources ^(a)	\$ 1,926,611	\$ 2,079,700	\$ 2,420,100	\$ 2,734,100	\$ 3,077,600	\$ 3,454,700
Federal	151,813	360,200	187,300	208,400	229,500	250,600
Other State Revenues	423,309	354,500	446,900	489,600	534,900	580,700
Local	17,300	24,300	19,500	21,800	24,100	26,400
Total Revenues	\$ 2,519,034	\$ 2,818,700	\$ 3,073,800	\$ 3,453,900	\$ 3,866,100	\$ 4,312,400
B. Expenditures:						
Certificated Salaries	\$ 630,619	\$ 676,900	\$ 813,200	\$ 897,200	\$ 988,200	\$ 1,080,800
Noncertificated Salaries	455,639	317,900	366,300	408,495	463,700	507,300
Employee Benefits	162,445	157,200	192,000	211,500	231,800	253,100
Subtotal Compensation Costs	1,248,704	1,152,000	1,371,500	1,517,195	1,683,700	1,841,200
Books and Supplies	234,721	245,200	218,700	246,500	292,300	382,200
Services and Other Operating Expenses	790,694	1,232,400	1,200,200	1,293,400	1,404,400	1,505,900
Capital Outlay	-	-	-	-	-	-
Other Outgo	239,908	193,300	224,000	256,100	289,300	324,200
Total Expenditures	\$ 2,514,026	\$ 2,822,900	\$ 3,014,400	\$ 3,313,195	\$ 3,669,700	\$ 4,053,500
Net Operations: Sub Total	\$ 5,007	\$ (4,200)	\$ 59,400	\$ 140,705	\$ 196,400	\$ 258,900
C. Other Financings/Sources/Uses						
Net: Total Other Financings	\$ -	\$ 150,000	\$ (50,000)	\$ (100,000)	\$ -	\$ -
Total Net Change	\$ 5,007	\$ 145,800	\$ 9,400	\$ 40,705	\$ 196,400	\$ 258,900
Beginning Balance	7,731	12,738	158,538	167,938	208,643	405,043
Ending Balance	\$ 12,739	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043	\$ 663,943
(a) Includes payments made via District for in-lieu property tax funding						

Multi-Year Strategic Fiscal Plan and Budget

BAAS-SB operates as an independent Charter School under the umbrella of Volunteers of America Community Education and Development Corporation (CEDC), a 501c(3) agency, a designation recognized by the federal government. BAAS-SB is governed by a Board of Directors who set policy for the School. The School is governed pursuant to its adopted bylaws as subsequently amended from time to time, which shall be consistent with its charter.

As a governing body, the BAAS-SB Board of Directors has fiduciary responsibility for the School. This fiduciary role is noted throughout the document when reference is made to the ‘governance board.’ The BAAS-SB Board of Directors will act on major budget and fiscal issues, including the adoption of the Annual Budget Plan and other financial documents, such as the approval of the Unaudited Actuals, the First and Second Interim Reports.

Budget preparation and budget projections for the Multi Year Plan period are particularly challenging because of the ongoing uncertainty associated with the state budget process and the continued refinements relative to the implementation of the Local Control Funding Formula which determines the majority of funding for California public schools. The Budget Plan for BAAS-SB has thus been developed on a fiscally conservative basis using the formulas and methods of LCFF as delineated by various CDE reports for the Second Principal Apportionment of 2018–19. As the state’s budget plans and LCFF model are refined, BAAS-SB’s budget plans will be updated accordingly.

In addition, the Budget Plan contains various designated assignments, such as Reserves for Economic Uncertainty, to allow for the school to successfully adapt to changes to both the state budget plan and for mid-year budget adjustments that may be necessary because of a wide range of variable modifications ranging from student enrollment fluctuations to hitherto unanticipated mid-year funding reductions.

The Budget Plan will be monitored regularly during the Spring of 2020 and refinements and updates will be prepared on a regular basis, so that the Operating Budget adopted by the BAAS-SB Board of Directors in June 2020 will be well-founded.

The Budget Plan contains the following major sections:

Figure 2: Major Components of Section I of the Multi Year Budget Plan

1. Identification of Key Budget Variables
2. Budget Guidelines for BAAS-SB, 2019–20 and beyond, plus the Prior Year, 2018–19
3. Budget Assumptions for BAAS-SB, 2019–20 and beyond, plus the Prior Year, 2018–19
4. Multi-Year Budget Projection, 2019–20 to 2023–24
5. Budget Responsibility Matrix
6. Budget Calendar for 2019–20 and beyond

Critical Budget Variables

While the Multi-Year Strategic Fiscal and Budget Plan for BAAS-SB was first drafted in Fall 2019, it is crucial to acknowledge that regularly scheduled refinement of the Plan will be ongoing. This continual assessment is necessary because the changing nature of multiple variables associated with California public school budgeting demands frequent review.

Members of the Charter School's Development Team are available to meet with San Bernardino City Unified School District (SBCUSD) representatives to explain further any and all components of the Charter School's Budget Plan. Suggestions from the SBCUSD will be appreciated and thoughtfully considered.

The Goal of the Multi Year Strategic Fiscal Plan is to ensure the long term fiscal viability of the Charter School. In demonstrating our recognition of this goal, we have identified or included the following components in our Financial Plan.

Figure 3: Major Components or Variables of Multi Year Funding Plan

1. Budget Assumptions
2. Student Enrollment, Average Daily Attendance and Other Student Demographic Variables
3. Revenue Projections, including Individual Revenue Variables
4. Identification of Budget Presentation and Adoption Cycles
5. Staffing Projections
6. Employee Benefit Cost Parameters and Projections
7. Other Operating Cost Parameters and Projections
8. Multi Year Budget Projection Update Schedule

BAAS-SB's Critical Budget Variables are both comprehensive and straightforward.

The Critical Budget Variables included in the planning year and the pro forma for future years follow. Note that while many of the first year variables were established by the Development Team, for the future years, the School Community, Leadership and Staff will be deeply involved in multiple facets of Budget Development through the Local Control and Accountability Plan (LCAP).

Figure 4: BAAS-SB's Critical Budget Variables

Budget Assumptions

- Prepared by BAAS-SB, Renewal Petitioner
- BAAS-SB Board of Directors Review and Adoption, Spring 2020

Student Enrollment and ADA Projections

- Prepared by School; based on Fall 2019 Enrollment
- Review and Update Quarterly

Revenue Projections

- Prepared by BAAS-SB's Leadership Staff
- Review and Update Quarterly

Staffing Projections

- School to Prepare Quarterly Updates

Employee Benefit Matrix

- School to Prepare, Based upon Prior Period Parameters and Projections for Future
- School to Update on a Quarterly Basis

Other Operating Cost Projections

- School to Prepare, Based upon Prior Period Parameters and Projections for Future
- School to Update on a Quarterly Basis

2018–19 Unaudited Actuals

- Based upon BAAS-SB Board of Directors' Approved Unaudited Actuals Report submitted to Authorizer, September 2019

Charter Renewal Budget for 2019–20 through 2023–24 School Years

- Based upon Adopted Budget of June, 2019, and BAAS-SB Board of Directors' Approved Budget Assumptions as of Fall, 2019
- BAAS-SB Board of Directors to Update Spring 2020
- Quarterly Reviews thereafter

2019–20 Budget Revision Report ~ First Interim Report

- School to Prepare, Based upon BAAS-SB Board of Directors Approved Budget Assumptions and Actual October 2019 Student Enrollment
- BAAS-SB Board of Directors to Review and Approve by December 15, 2019
- Document Submitted to Authorizer, December 15, 2019

2019–20 Budget Revision Report ~ Second Interim Report

- School to Prepare, Based upon BAAS-SB Board of Directors Approved Budget Assumptions and Actual First Period Attendance Data
- BAAS-SB Board of Directors to Review and Approve by March 15, 2020
- Document Submitted to Authorizer, March 15, 2020

Multi-Year Budget Projections

- School to Prepare Each Time Budget Update Prepared
- Multi-Year Projection to Include All Key Budget Variables
- Multi-Year Projections to Include Minimum of Three Fiscal Years

Note:

The Charter School's Development Team wishes to emphasize once more that *all* budget variables and calculations are subject to update and revision. The Charter School understands and accepts the responsibility for continual budget monitoring and refinement.

Budget Guidelines and Assumptions

The Budget shall support the Beliefs, Parameters, Objectives, Strategies and Mission Statement of the School as stated in the Charter Petition. The Budget will correlate with BAAS-SB Local Control Accountability Plan (LCAP) and parents, community organizations and staff will provide recommendations in the development of the budget. The Budget will be aligned with LCAP input within the funding provided, and is designed to provide ample allocation for instructional materials, supplies, and technology to implement an arts, music, science and technology program.

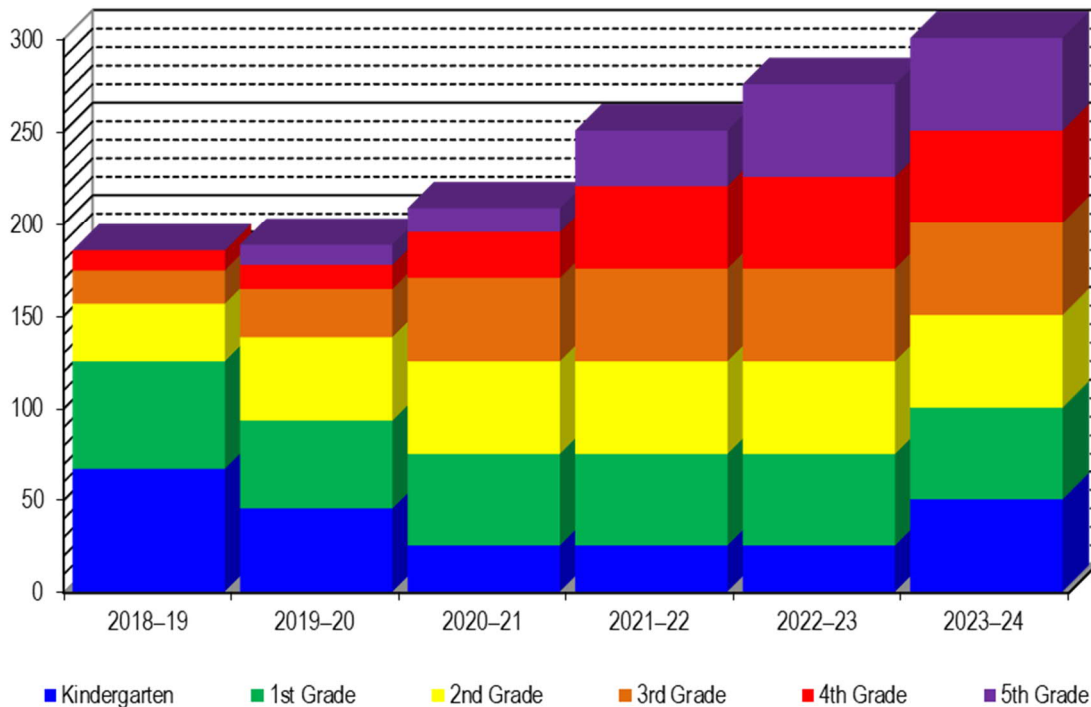
Program and Grade Level Offerings

BAAS-SB opened in 2016–17 with initial enrollment of 44 students, spread across classes in Kindergarten, 1st Grade and 2nd Grade, which grew to 57 by the CBEDS fall census day and 112 enrolled by year-end. As of the October CBEDS count for 2019–20, BAAS-SB enrollment has increased to 200, spread from Transitional Kindergarten to 5th Grade. The future growth plan is to stabilize total enrollment at approximately 300, spread across two classes per grade TK–5.

A Summary of the Projected Enrollment, by grade level grouping, for the next four years is shown below:

Figure 5: Enrollment History and Projection, 2018–19 through 2023–24

	Year 0 2018–19	Year I 2019–20	Year II 2020–21	Year III 2021–22	Year IV 2022–23	Year V 2023–24
Projected Total Enrollment by Grade	Prior Year CBEDS	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Transitional Kindergarten	12	12	17	-	-	-
Kindergarten	67	45	25	25	25	50
1st Grade	58	48	50	50	50	50
2nd Grade	31	45	50	50	50	50
3rd Grade	18	26	45	50	50	50
4th Grade	11	13	25	45	50	50
5th Grade	-	11	13	30	50	50
Total Projected Enrollment	197	200	225	250	275	300



Class Size Highlights

If circumstances permit, BAAS-SB will staff its classes at a ratio of 25 students per core classroom teacher. BAAS-SB's goal is that no class will be staffed higher than a maximum ratio of 25 students per core classroom teacher. During initial years of operation, BAAS-SB may offer combo classes with student placement based upon achievement level and other individual student attributes. This staffing structure will be augmented by specialists in Music, Tech, Science, Music and Art who will work regularly with the classroom teacher and students.

Other Budget Development Highlights

The Budget will be developed in concert with the Local Control and Accountability Plan (LCAP).

A Budget Responsibility Matrix (beginning on page 42) shall be utilized to identify key roles in budget development and budget management. (Note that in the Matrix, the actual title of the person may vary as the School matures.)

A Budget Calendar shall be developed and used as a Planning Guide; a sample is given on page 50. The Calendar will be updated with changes imposed in future legislation or regulations.

Budget Assumptions shall be developed, reviewed and updated on a regular basis. Separate assumptions shall be delineated for each key budget variable:

- Enrollment and Student Demographics
- Average Daily Attendance
- Beginning Balance
- Revenue
- Expenditures
- Transfers
- Ending Balance
- Reserve(s)
- Debt
- Cash Flow

Funds shall be made available to provide competitive total compensation to all school employees.

Staffing ratios shall be maintained to support the highest quality instructional program for students.

A General Fund Reserve for Economic Uncertainty of 5% is reflected in the Multi-Year Strategic Fiscal Plan. BAAS-SB will maintain a Reserve for Economic Uncertainty equal to or greater than that recommended by State Guidelines. This Reserve for Economic Uncertainty is in addition to reserves for unknown changes associated with the implementation of the Local Control Funding Formula.

Except for Child Nutrition and Special Education, all Restricted Categorical/Grant programs will be self-supporting.

State and Federal allowed direct support and indirect support charges shall be consistently applied to all funds and programs. Direct support and indirect support charges contribute to the School's 'cost of doing business' factors. These include costs such as payroll, personnel, purchasing, budget and other allied support services.

Restricted Fund and program year-end balances shall be carried forward in accordance with terms and conditions of the grantor.

Provision shall be made to preserve the use and value of existing assets and equipment through inventory monitoring and preventative maintenance.

When a new goal, project, or program is recommended for authorization, the major competing demands for funding and the specific funding source, and/or allocation or reallocation resources required shall be identified.

A School-wide budget augmentation process shall be developed to provide input for the allocation of additional resources. This will be in conjunction with LCAP/LCFF parameters being implemented by the California Department of Education.

One-time funding allocations shall not be used for on-going expenditures.

Budget documents shall be summarized by expenditure and program area to allow for ready comparison among these areas and with previous years. Detailed budget information shall be available in order to examine the components of a specific program.

The budget document shall include the associated salary, employee benefit cost and full-time equivalent position allocations within each department or program area.

The budget document shall include financial data from at least one previous years as well as projected current budget data.

The budget document shall include a minimum two-year budget projection beyond the current year.

The following budgets and financial reports will be presented to the BAAS-SB Board of Directors for information, review and/or approval:

- Preliminary Budget (early spring)
- Updated Preliminary Budget (late spring)
- Final Budget (before July 1)
- Unaudited Financial Report for fiscal year ending June 30th by September 15
- First Interim Report (within 45 days of October 31)
- Annual Audit Report (December 15th)
- Second Interim Report (within 45 days of January 31)

Budget transfers shall be presented to the BAAS-SB Board of Directors on a regular basis.

Enrollment, Attendance, Budget and Financial Reports shall be presented to the BAAS-SB Board of Directors regularly.

Carry forward appropriations from prior year shall be presented to the BAAS-SB Board of Directors for approval no later than December 15th, the First Interim report date.

Short and Long Term Debt Obligations of the School, if any, shall be reviewed on a regular basis.

A 'User Friendly Budget' Document shall be developed and presented to the staff and to the community. This document shall contain budget and fiscal data in clear, understandable language for a lay audience to understand.

Budget Assumptions are a critical component of comprehensive budget development and budget management. All Budget Assumptions need to be updated on a defined basis. Budget Assumptions will be presented and based on updates and reviews of each component as follows:

- January (first budget projection in accord with the Governor's Proposed Budget)
- May (after Department of Finance's 'May Revise')
- June (before final School budget presented to the BAAS-SB Board of Directors for approval)
- September 15th along with Prior Year Unaudited Actuals Financial Reports
- Interim Reporting Periods (within 45 days of October 31 and January 31)
- Attendance Apportionment Periods (within 15 days of first, second and annual apportionment reporting periods)

Budget Assumption Updates and Revisions shall be presented to the BAAS-SB Board of Directors in writing each time they are updated.

Enrollment and Student Demographic Data

School funding in California is typically determined by student participation, which is counted via several types of metrics. The two most important such factors are Enrollment and Average Daily Attendance. Enrollment is measured as of the annual student statewide count, formerly known as the ‘CBEDS’ (California Basic Education Data System) census or Fall count, which takes place on the first Wednesday of October. Other major school demographics are reported via the California Longitudinal Pupil Achievement Data System (CALPADS).

Average Daily Attendance is extremely important, as it is the primary source of funding for the majority of state revenues. ADA is calculated as the number of students present each school day throughout the year, divided by the total number of school days in the school year. This factor is compiled daily and it is reported to the state three times a year. The reporting periods are known as First Period (P-1) Attendance, Second Period (P-2) Attendance and Annual Attendance. A significant portion of charter school revenue, including State Revenue Limit Funding as calculated from the Local Control Funding Formula, is based upon the school’s P-2 ADA count each year.

While most programs that are funded on a per ADA basis are funded on the current year attendance, many programs are funded for cash flow purposes on prior year ADA for the first eight months of the year. The California Department of Education, (CDE), then adjusts funding for these programs following the P-1, P-2 and Annual ADA reporting periods. State lottery funding is an example of a program that is funded on Annual ADA rather than the P-2 ADA. This variation in funding by program illustrates the vital importance of a schools’ careful and constant attention to attendance-related record-keeping.

Enrollment Projections, once reviewed, are presented to the BAAS-SB Board of Directors and to the community. Updates are to be provided throughout the school year in concert with the budget cycles. Enrollment data is to be provided by grade level, with subtotals for general and special education counts. Estimated student enrollment data is to be replaced by actual fall student enrollment data; weekly enrollment counts of actual student participation are to be maintained and presented to the School Principal’s Administrative Team for the first six weeks of each semester; quarterly enrollment reports are to be provided to the BAAS-SB Board of Directors. Actual enrollment status is to be included with all Interim Reports.

Enrollment for 2018–19 and Projections through 2023–24 are presented by Grade Level in Figure 5 above. These counts are for school-wide enrollment and do not distinguish between students that reside within or outside the attendance boundaries of the San Bernardino City Unified School District. This data is based upon the past actuals and projections of BAAS-SB leaders as of October 2019; these estimates form the foundation for budget and staff planning for the five-year budget determinations.

Average Daily Attendance

The Average Daily Attendance (ADA) measures the actual days students are present at school. As the principal funding input, it is monitored on a constant basis. In an established school, one would not expect to see material changes between the three attendance reporting periods in the fiscal year (P-1, P-2 and Annual). Annually the school’s auditor reviews, audits and certifies the school’s attendance data.

At present, Average Daily Attendance (ADA) has been projected for the next three years of operation via an estimated 94% ratio between Projected Enrollment and Projected ADA, a conservative number as compared with the experience of other charter schools. The ADA projection will be updated in April and July as revised enrollment projections are reviewed. ADA updates are also incorporated into Interim Reports to the BAAS-SB Board of Directors. In future years, a three-year average of the ratio between P-2 ADA and fall enrollment will be used to derive the estimated budget ADA.

Beginning with the first enrollment of the charter school students, the instructional value of regular daily attendance has been emphasized to the BAAS-SB community. Because of differences in law between the parameters to placement of a student on Independent Study, a charter school is often able to achieve a higher ratio of ADA to enrollment than a traditional school district, however, the school budget has been constructed using the conservative ratio given above.

A record of the ratio between the Annual Fall Enrollment Count (CBEDS) and the funded Second Period Attendance data, P-2 ADA, will be maintained by grade level as an additional monitoring mechanism.

Projected ADA for 2018–19 to 2023–24

Figure 6: Actual & Projected ADA for BAAS-SB Students by Grade Span

	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Projected Total ADA by Grade Level Group	Prior Year P-2 ADA	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Grades TK-3	170	165	176	165	165	188
Grades 4-6	11	23	36	71	94	94
Total Projected ADA	181	188	212	235	259	282

Accounting Methodology

Charter Schools are interesting entities relative to accounting structure parameters. By law, all California charter schools are public schools. Charters that are operated by Not-for-Profit Corporations are non-profit entities as well as political subdivisions of the state. California public schools, as governmental entities, generally follow accounting parameters per the Governmental Accounting Standards Board (GASB) which is congruent with generally accepted accounting principles (GAAP). The GASB model includes a modified accrual basis of accounting for reporting financial activities. The primary operating account of California public schools known as ‘the General Fund’ presents its budget and financial reports compliant with GASB.

Not-for-profit charter schools that operate or are operated by a nonprofit public benefit corporation typically¹ use the not-for-profit accounting model and the accrual basis of accounting. The authoritative source of GAAP for this model is the Financial Accounting Standards Board (FASB). The Multi Year Strategic Fiscal Plan of BAAS-SB is presented in GASB format to ensure understanding and familiarity by the Authorizer and the BAAS-SB Board of Directors.

¹ Per Procedure 810 – Charter Schools, from the California School Accounting Manual, 2019 edition

Revenue Factors

Revenues for California Charter Schools are generally derived from three sources: the state budget, the federal budget and from local community resources.

The state provides the largest portion of charter school funding by far; statewide, over 90% of all charter school funding arises from this single resource. Because of the tremendous reliance on this source, all variables associated with state revenue sources are monitored constantly throughout the year. Final state funding is often not certified until well into the school year, or in some cases, after the school year has ended. For BAAS-SB, the projected state-funding factor was ~93% in 2018–19.

BAAS-SB will seek and continue to apply for additional funding, from all sources, as such opportunities arise. Additional monies garnered will be allocated pursuant to instructional priorities of the school community with final decision being made by the Board of Directors.

A Summary of the Five Year Revenue Projection is provided on the following chart.

Figure 7: Projected Total Revenues by Funding Source

	Year 0 2018–19	Year I 2019–20	Year II 2020–21	Year III 2021–22	Year IV 2022–23	Year V 2023–24
Summary of all Revenue Programs	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
State	\$ 2,349,920	\$ 2,434,200	\$ 2,867,000	\$ 3,223,700	\$ 3,612,500	\$ 4,035,400
Federal	151,813	360,200	187,300	208,400	229,500	250,600
Local	17,300	24,300	19,500	21,800	24,100	26,400
Total Revenues	\$ 2,519,034	\$ 2,818,700	\$ 3,073,800	\$ 3,453,900	\$ 3,866,100	\$ 4,312,400

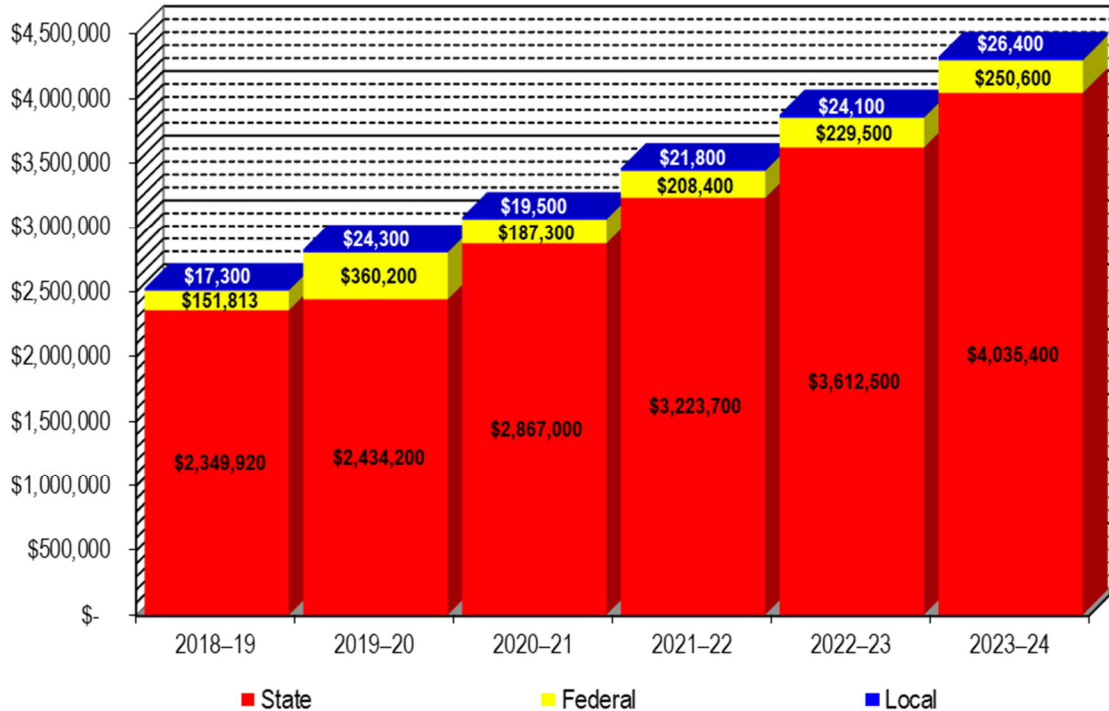


Figure 8: Percentage Revenue Components by Funding Source

Percentage Revenue Components	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19 Audited Actual Budget	2019-20 Petition Renewal Budget	2020-21 Projected Budget	2021-22 Projected Budget	2022-23 Projected Budget	2023-24 Projected Budget
State	93.3%	86.4%	93.3%	93.3%	93.4%	93.6%
Federal	6.0%	12.8%	6.1%	6.0%	5.9%	5.8%
Local	0.7%	0.9%	0.6%	0.6%	0.6%	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 9: Percentage Revenue Components by Funding Source, 2020-21

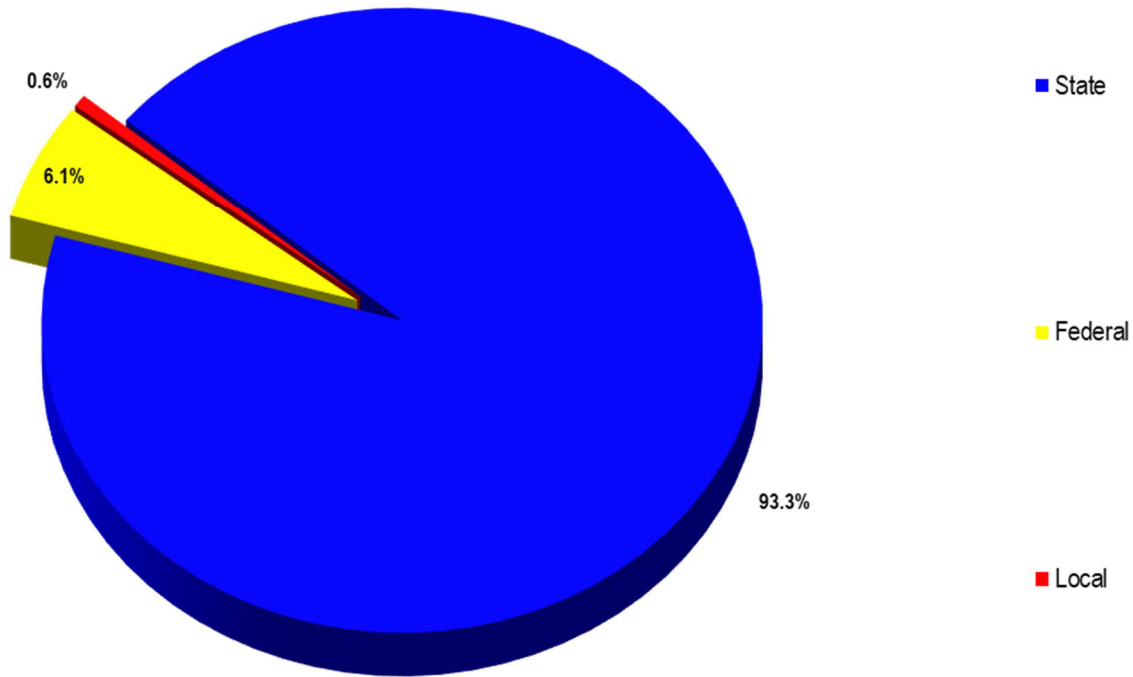


Figure 10: Annual Revenue Component Summary compared on a per-student basis

Summary of all Revenue per Enrollee	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19 Audited Actual Budget	2019-20 Petition Renewal Budget	2020-21 Projected Budget	2021-22 Projected Budget	2022-23 Projected Budget	2023-24 Projected Budget
State per Enrollee	\$ 11,929	\$ 12,171	\$ 12,742	\$ 12,895	\$ 13,136	\$ 13,451
Federal per Enrollee	771	1,801	832	834	835	835
Local per Enrollee	88	121	87	87	88	88
Total Revenues per Enrollee	\$ 12,787	\$ 14,094	\$ 13,661	\$ 13,816	\$ 14,059	\$ 14,375

Note that the proportional contribution from Federal and Local Revenues is dwarfed by State portion of funds, of which various Local Control Funding Formula sub-components contribute the largest among the sub-components in this category. In particular, as Transfers to Charter Schools in-Lieu of Property Taxes are calculated as a component of Revenue Limit Sources under LCFF, they are included with state revenues rather than being shown as a locally generated revenue program.

State Funding – Revenue Limit Sources under the Local Control Funding Formula

State Revenues are estimated per specific program variables as identified below. In addition to the general update schedule identified above, all revenues are to be updated upon notification of a new or revised entitlement.

As previously noted in discussion of Figure 9, funding for BAAS-SB will derive primarily from Revenue Limit Funding as determined by application of the newly adopted Local Control Funding Formula. Calculation of this funding is quite complicated, but begins with establishment of a target amount accumulated from a set rate per pupil ADA, per grade span. There are four separate grade level groupings, but only two, TK–3 and Grades 4–6, apply to BAAS-SB. Under LCFF, significant changes have been made to the calculation of funding entitlements for all public schools in California. However, the first step in determining the Revenue Limit funding remains projection of grade group ADA subtotals.

Like most state programs, the base appropriation rates for determining LCFF Target Funding are increased each year by some type of economic index; for LCFF, this index is the so-called statutory Cost of Living Allowance. The Cost of Living Allowance (COLA) identifies annual percentage program funding increases for most state funded programs as included in the adopted state budget. The COLA is linked to various economic indices and it changes throughout the annual budget development process. Projections are made for both the current budget year and for future budget years in the Multi Year Strategic Fiscal Plan. The COLA histogram projected for the next several years is shown in the following table. Like all other budget variables, these COLA projections are assumptions that will be refined again and again in the coming months and years.

Figure 11: Multi Year Projected Annual Cost of Living Allowance

	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Projected Statutory Cost of Living Allowance	3.70%	3.26%	2.29%	2.71%	2.82%	2.60%

For all California public schools, determination of the Revenue Limit Funding Source Components begins with determination of the LCFF Target Entitlement. As previously alluded to, this Entitlement consists of several pieces, primarily the Base Grant Funding, Supplemental Grant Funding, and Concentration Grant Funding, though other calculations apply to some schools.

Base Grant Funding is determined simply: it is the product of grade span ADA against specified funding rates (with adjustments). For BAAS-SB, the following amounts are projected:

Figure 12: LCFF Target: Base Grant Components

	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Summary of LCFF Base Grant Components						
Grades K-3 ADA times...	170	165	176	165	165	188
Grades K-3 Base Grant Rate and...	7,459	7,702	7,878	8,091	8,319	8,535
Grades K-3 CSR Adjustment Rate	776	801	819	841	865	888
equals Grades K-3 Base Amount and...	1,268,328	1,273,911	1,384,952	1,330,970	1,368,476	1,604,580
Grades K-3 CSR Grade Span Adjustment	131,951	132,485	143,980	138,345	142,293	166,944
Grades 4-6 ADA times...	11	23	36	71	94	94
Grades 4-6 Base Grant Rate	7,571	7,818	7,997	8,214	8,446	8,666
equals Grades 4-6 Base Amount	83,432	176,687	285,493	579,087	793,924	814,604
Subtotal of Base Grant Components	\$ 1,483,711	\$ 1,583,083	\$ 1,814,425	\$ 2,048,402	\$ 2,304,693	\$ 2,586,128

Supplemental Grant Funding is also determined somewhat simply: it is the product of a 20% Supplemental Grant factor of the Base Grant amount, prorated by the “Unduplicated Pupil Percentage” (UPP). The UPP is specified as a three-year rolling average of the sum of the school’s unduplicated English Language Learner and Free- and Reduced-Price Meal eligible student counts in proportion to total CBEDS enrollment, as reported via the California Longitudinal Pupil Achievement Data System (CALPADS). The requisite calculation for BAAS-SB follows below.

Figure 13: LCFF Target: Supplemental Grant Calculation

	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Summary of LCFF Supplemental Grant Calculation	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Unduplicated Pupil Count of Supplemental Funding Eligible Students (UPC) over...	171	174	196	218	240	262
Enrollment determines the...	197	200	225	250	275	300
Charter Rolling Unduplicated Pupil Percentage of Supplemental Funding Eligible Students (UPP) times...	82.59%	87.80%	86.98%	87.11%	87.20%	87.27%
20% Supplemental Grant Rate times...	20%	20%	20%	20%	20%	20%
Subtotal of Base Grant Components equals...	1,483,711	1,583,083	1,814,425	2,048,402	2,304,693	2,586,128
Subtotal, Supplemental Grant	\$ 245,079	\$ 277,989	\$ 315,637	\$ 356,873	\$ 401,938	\$ 451,383

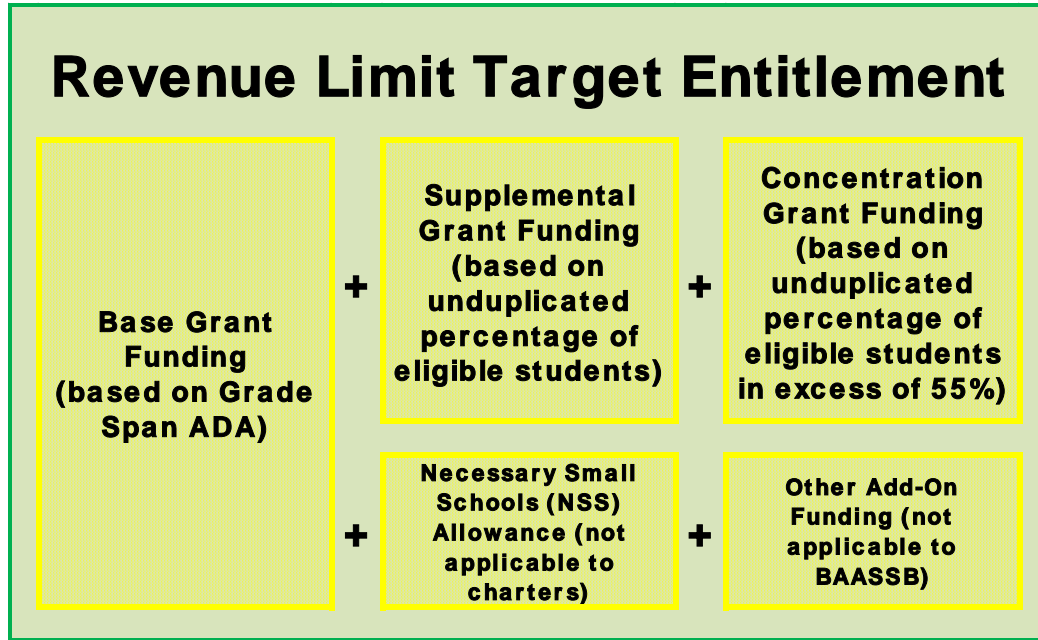
Calculation of Concentration Grant Funding is rather more complicated than either of the preceding Grants, although the premise behind this funding is simple: to award additional funding to schools exhibiting significant need. The Concentration Grant award is the product of a 50% Concentration Grant factor of the Base Grant amount, prorated by the excess of the UPP over a 55% “concentration threshold”. For a charter school, this proration is additionally capped by the UPP of the sponsor school district within which the charter resides. The following table details this calculation for BAAS-SB.

Figure 14: LCFF Target: Concentration Grant Calculation

	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Summary of LCFF Concentration Grant Calculation	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Charter Rolling Unduplicated Pupil Percentage of Supplemental Funding Eligible Students (UPP)	82.59%	87.80%	86.98%	87.11%	87.20%	87.27%
Sponsor Rolling Unduplicated Percentage of Supplemental Funding Eligible Students (UPP ceiling)	89.97%	89.97%	89.97%	89.97%	89.97%	89.97%
Select the lesser of the two UPP rates above and subtract 55%						
Concentration Grant Factor times...	27.59%	32.80%	31.98%	32.11%	32.20%	32.27%
50% Concentration Grant Rate times...	50%	50%	50%	50%	50%	50%
Subtotal of Base Grant Components equals...	1,483,711	1,583,083	1,814,425	2,048,402	2,304,693	2,586,128
Subtotal, Concentration Grant	\$ 204,677	\$ 259,626	\$ 290,126	\$ 328,871	\$ 371,056	\$ 417,271

Having determined the Base Grant Funding, Supplemental Grant Funding, and Concentration Grant Funding projections, these components are summed to determine the LCFF Target Entitlement. As previously alluded to, this Entitlement may include other several pieces, though none of these other calculations apply to BAAS-SB.

Figure 15: Revenue Limit Target Entitlement Components



	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
	Audited Actual	Petition Renewal	Projected	Projected	Projected	Projected
Summary of LCFF Target Components	Budget	Budget	Budget	Budget	Budget	Budget
Subtotal of Base Grant Components	1,483,711	1,583,083	1,814,425	2,048,402	2,304,693	2,586,128
Subtotal, Supplemental Grant	245,079	277,989	315,637	356,873	401,938	451,383
Subtotal, Concentration Grant	204,677	259,626	290,126	328,871	371,056	417,271
Local Control Funding Formula Target	\$ 1,933,467	\$ 2,079,709	\$ 2,420,188	\$ 2,734,146	\$ 3,077,687	\$ 3,454,782

Since 2018–19, the state has collected sufficient tax revenues to fully fund these LCFF Targets. These revenue projections have been independently verified by comparison with output from the latest FCMAT LCFF Calculator, version 20.2c, posted on the FCMAT website on August 28, 2019.

For actual funding purposes (particularly Cash Flow, as opposed to Budgeting), State Revenue Limit Funding is delivered as several different components, entirely different from any of the calculations presented over the preceding pages. The current budget projects that BAAS-SB will receive three such revenue streams: Transfers to Charter Schools in Lieu of Property Taxes, Education Protection Account funds and State Aid.

Transfers to Charter Schools in Lieu of Property Taxes are determined according to a per ADA rate that is calculated at P-2 each year; the 2018–19 base rate was certified by CDE on June 17, 2019. This rate is unique to each school district throughout the state, and varies annually in parallel with the collection of property taxes in each county. For projection purposes, this budget assumes that the rate for charter schools located within the boundaries of San Bernardino City Unified School District will be constant at \$544.61 per ADA over the multi-year budget plan. While the value of this parameter will move up and down as tax receipts change, the State Aid funding will change in opposition so that the total net revenue limit funding is unaffected.

Proposition 30, the Schools and Local Public Safety Protection Act of 2012, adopted by California voters on November 6, 2012, provides for temporary increases to the state sales tax rate and personal income tax rate (for residents with annual income in excess of \$250,000). Some of these new revenues have been set aside in a new Education Protection Account (EPA), intended to insulate local educational agencies from past economic uncertainties. In particular, because these funds are continuously appropriated, they are to be paid quarterly to schools by the California Department of Finance, regardless of passage of the State Budget. The Department of Finance is to provide updated EPA estimates on a quarterly basis. For most charter schools, CDE derives a percentage factor from this EPA estimate to be applied against a portion of the school’s prior year total Revenue Limit Funding Allocation, updated for current year ADA. Because charter schools opening since 2013 have no 2012–13 Revenue Limit Funding to apply this factor against, a provision of California Educational Code mandates a minimum payment of \$200 per ADA in such cases.

State Aid funds are what remain from the Revenue Limit Transition Entitlement Allocation after subtraction of EPA funds and Transfers to Charter Schools in Lieu of Property Taxes. This relationship is illustrated graphically below and numerically in the table and chart that follow.

Figure 16: Revenue Limit Transition Entitlement Components

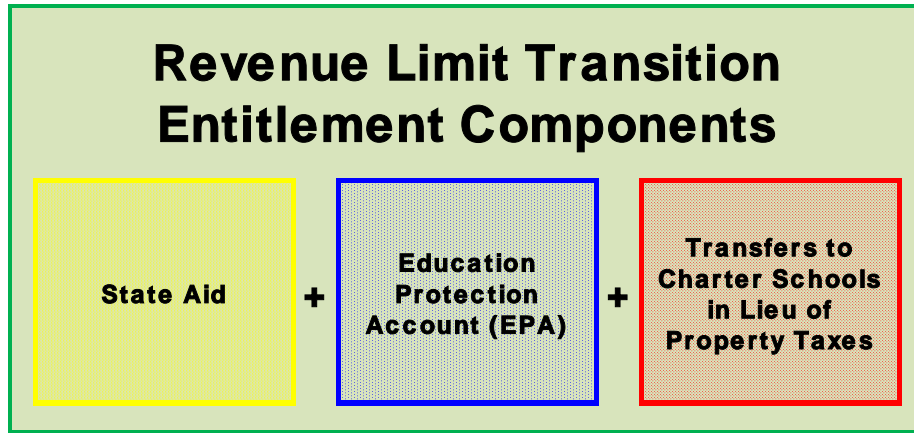
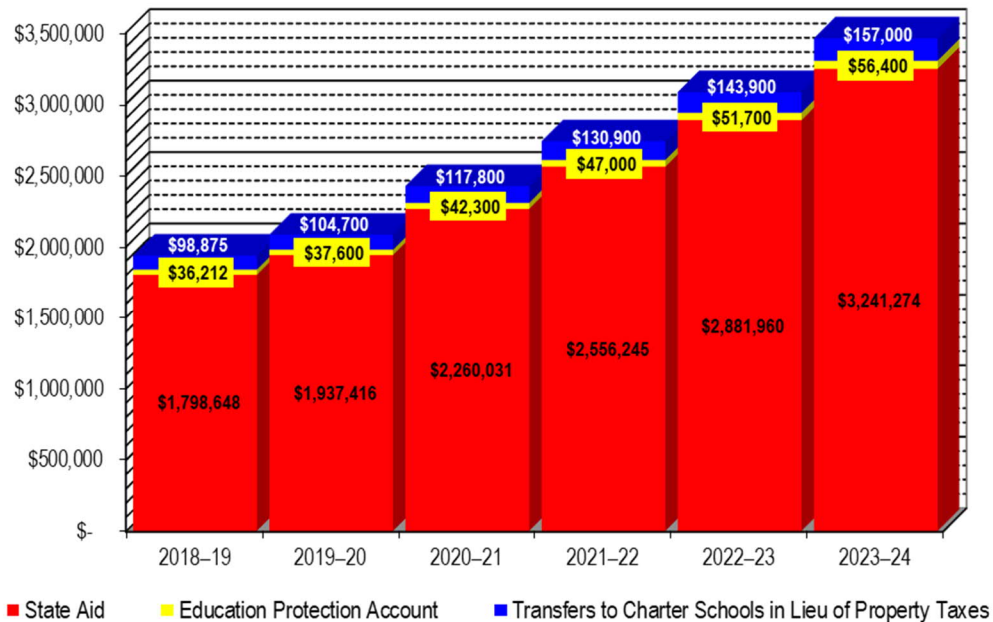


Figure 17: Breakdown of Revenue Limit Funding Allocation

	Year 0 2018-19	Year I 2019-20	Year II 2020-21	Year III 2021-22	Year IV 2022-23	Year V 2023-24
Revenue Limit Funding Allocation & Components	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
(A) Total Revenue Limit Funding Allocation	\$ 1,933,467	\$ 2,079,700	\$ 2,420,100	\$ 2,734,100	\$ 3,077,600	\$ 3,454,700
Total ADA Projection	181.06	188.00	211.50	235.00	258.50	282.00
In Lieu of Taxes Rate per ADA	\$ 544.61	\$ 556.83	\$ 556.83	\$ 556.83	\$ 556.83	\$ 556.83
(B) Total Allocation in Lieu of Property Taxes	\$ 98,607	\$ 104,684	\$ 117,770	\$ 130,855	\$ 143,941	\$ 157,026
(C) Total EPA Allocation	\$ 36,212	\$ 37,600	\$ 42,300	\$ 47,000	\$ 51,700	\$ 56,400
State Aid = (A) - (B) - (C)	\$ 1,798,648	\$ 1,937,416	\$ 2,260,031	\$ 2,556,245	\$ 2,881,960	\$ 3,241,274



The projected receipt of these funds by BAAS-SB is carefully outlined in the detailed Cash Flow presented in Section VII of this narrative, beginning on page 83.

Federal Revenues

Federal Revenue Funding Rates per specific program are identified below. In addition to the general update schedule identified in prior sections, federal revenues are to be updated upon receipt of Federal entitlement notifications (posted online approximately every three months); funding will not be appropriated until then. Funding revenue projections here are as of the Adopted State Budget, July, 2019, unless otherwise noted.

As the philosophy motivating this initial Budget Plan is to develop a fiscally prudent and conservative Multi Year Budget Plan, we have NOT incorporated many potential federal revenues to which the School may be eligible and entitled.

The majority of federal revenues are earmarked for students with significant educational need. This need may be determined by either school-wide aggregate standardized test results or by low socio-economic family characteristics. Funding will complement the goals identified in federal plans promulgated under the Every Student Succeeds Act (ESSA) of 2015. A significant proportion of BAAS-SB students are projected to qualify for Title I/ESSA funding.

Federal funding typically comes “with strings attached.” Because of these significant compliance rules, these funds will be used to supplement and not supplant the planned instructional programs of BAAS-SB.

Adjustments to Federal Funding Revenues will be made as soon as updated entitlement information is received.

Figure 18: Multi Year Projection of Federal Revenues

	Year 0 2018–19	Year I 2019–20	Year II 2020–21	Year III 2021–22	Year IV 2022–23	Year V 2023–24
Federal Funding	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
ESSA: Title I, Part A	50,368	50,200	56,700	63,200	69,700	76,200
ESSA: Title I, Part A, CSI	-	172,400	-	-	-	-
ESSA: Title II, Part A	5,569	9,000	10,200	11,400	12,600	13,800
ESSA: Title IV, Part A, Student Support and Academic	10,000	10,000	-	-	-	-
Subtotal, Every Student Succeeds Act	\$ 65,937	\$ 241,600	\$ 66,900	\$ 74,600	\$ 82,300	\$ 90,000
Federal Child Nutrition (NSLP)	103,045	107,000	120,400	133,800	147,200	160,600
Other Federal Programs (Unidentified)	(17,169)	11,600	-	-	-	-
Subtotal All Federal Revenues	\$ 151,813	\$ 360,200	\$ 187,300	\$ 208,400	\$ 229,500	\$ 250,600

Title I, Part A of ESSA – also formally referred to as Grants to Local Educational Agencies, Improving the Academic Achievement of the Disadvantaged – is based upon a complicated formula related to students’ familial socio-economic status. For 2020–21, the funding amount is projected to base at approximately \$280 per eligible student. The School has an expenditure budget for Title I that is approximately revenue neutral. The Leadership Team will modify this budget as the entitlement is updated.

Federal Child Nutrition (NSLP) revenue projections are based upon the actual reimbursement rates per student meal published by CDE for 2020–21; future rates are estimated to increase by statutory COLA. BAAS-SB plans to run a full breakfast and lunch program for the entire pupil population, with day-to-day operation and program reporting contracted out to a child nutrition vendor who has a successful track record for providing nutritious meals to area charter schools. A detailed Student Nutrition program budget appears on p. 80.

Other State Revenues

All Other State Programs— everything not considered a revenue limit source — are listed here, and each program has individual, unique parameters or qualifications. A brief description of selected programs along with estimated funding rates for 2018–19 through 2023–24 follow below. The funding rate estimates are based on data current as of the Adopted State Budget, July, 2019, or newer. These rates will be updated as other information becomes available.

The School’s Special Education pupil population is reported to the State periodically during the school year. A running multiyear histogram of the School’s December Special Education population will be maintained as shown below in Figure 19. BAAS-SB projects that its Special Education student count will approximate 11% of total enrollment. It is projected that BAAS-SB will continue its current Memorandum of Understanding with the San Bernardino City Unified School District SELPA relative to the financial factors associated with the Special Education program. For the Renewal Budget, no special education revenues are projected (that is, revenues generated by BAAS-SB will be retained by the SELPA); however expenditures for the program are represented in the multi-year budget calculation as an encroachment amount per student, shown in Other Operating Costs on pages 40 (rate per pupil) and 76 (annual cost). The projected cost rate is calculated against the entire student population.

Figure 19: Special Education Program Enrollment Projections

	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Special Education Program Enrollment						
% of Pupils Enrolled in Special Education	11%	11%	11%	11%	11%	11%
Total Special Education Enrollment	21	21	24	27	30	33

State Child Nutrition revenues are based upon the actual reimbursement rates per student meal published by CDE for 2019–20; future rates are estimated to increase by statutory COLA. As previously mentioned, a detailed Student Nutrition program budget is given on p. 80.

Mandate Block Grant funding is provided to charter schools to fund the costs of operating various programs mandated by the State Legislature, and activities identified in Government Code (GC) Section 17581.6. Funding is based on prior-year P-2 ADA. Funding for this grant is projected at \$16.86/ADA in 2019–20 and beyond. In addition, in many of the past several years, the State Legislature and the Governor have allocated additional funding to California public schools, paid as so-called “One-Time” Mandate Block Grant funds. While no such funding has been announced for future years, the budget will be updated if such an award will be made.

California Lottery funding is based upon funding rate factors multiplied against projections of annual ADA. The amount ‘earned’ by schools is dependent upon actual lottery sales, and payments vary on a quarterly basis according to funding determinations made by the State Controller’s Office and Lottery Commission. At present, School Services of California recommends that all California Schools budget future lottery revenues at \$54/ADA for the Prop 20 Restricted component and \$153/ADA for the Unrestricted component.

BAAS-SB has earned After School Education and Safety (ASES) Program funding for the past several years. Using BAAS-SB eligibility parameters, future awards are budgeted at the program maximum of \$133,200 per year.

Charter School Facility Grant Program (SB740) — BAAS-SB has applied for facility rent/lease cost reimbursement under this noncompetitive program, which is provided to schools enrolling 55% or more students who are classified as eligible for free or reduced-price meals. BAAS-SB meets the criteria for funding, as demonstrated by the demographics shown on p. 60. Beginning 2020–21, funding will be projected at \$1222/ADA, with reimbursement limited to 75% of actual facilities rent/lease costs as submitted by the school.

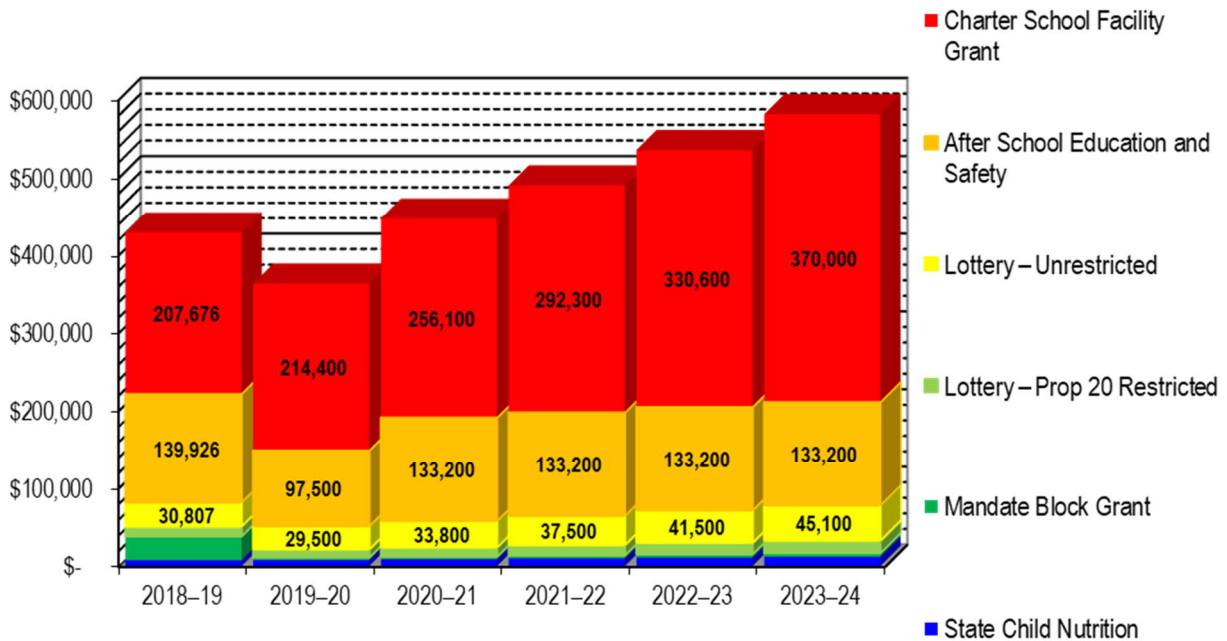
All Other State Revenue will be based upon prior year three-year actual funding plus or minus any one-time anomalies. Until a historical base is established, each additional funding item will be identified with specificity.

Other State Revenues – Summary

While Categorical Revenues and other special revenue programs can significantly enrich student education, these programs typically constitute only a small percentage of the total funding received by a charter school. Figure 20 shows the relative contributions of the revenue programs outlined in the preceding pages as based upon current funding parameters. Specific annotations as to last update of the various rates are given in the detailed rate listing on page 62.

Figure 20: Multi Year Projection of Other State Revenues

	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Audited Actual	Petition Renewal	Projected	Projected	Projected	Projected
Summary of Other State Revenue Programs	Budget	Budget	Budget	Budget	Budget	Budget
State Child Nutrition	\$ 7,398	\$ 7,700	\$ 8,700	\$ 9,700	\$ 10,700	\$ 11,700
Mandate Block Grant	30,569	3,100	3,200	3,700	4,300	4,800
Lottery – Prop 20 Restricted	12,402	10,600	11,900	13,200	14,600	15,900
Lottery – Unrestricted	30,807	29,500	33,800	37,500	41,500	45,100
After School Education and Safety (ASES) Program	139,926	97,500	133,200	133,200	133,200	133,200
Charter School Facility Grant	207,676	214,400	256,100	292,300	330,600	370,000
Other State Revenues	(5,469)	(8,300)	-	-	-	-
Subtotal	\$ 423,309	\$ 354,500	\$ 446,900	\$ 489,600	\$ 534,900	\$ 580,700



Local Revenues

Local Revenue projections for 2019-20 are based on receipts reported on the prior year Unaudited Actual. In the future, a running average of three years’ actual receipts will be used for budget projection purposes. In 2018-19, BAAS-SB reported \$17,300 in total local revenues.

A detailed listing of Local Revenue items is given in the full Revenue Summary provided in Section II on page 54. Where applicable, input rates for those items are listed in Section IV on page 62.

Expenditure Summary

Figure 21: Multi-Year Summary of Expenditures

	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Audited Actual	Petition Renewal	Projected	Projected	Projected	Projected
Summary of all Expenditures	Budget	Budget	Budget	Budget	Budget	Budget
Certificated Salaries	\$ 630,619	\$ 676,900	\$ 813,200	\$ 897,200	\$ 988,200	\$ 1,080,800
Noncertificated Salaries	455,639	317,900	366,300	408,495	463,700	507,300
Employee Benefits	162,445	157,200	192,000	211,500	231,800	253,100
Books and Supplies	234,721	245,200	218,700	246,500	292,300	382,200
Services and Other Operating Expenses	790,694	1,232,400	1,200,200	1,293,400	1,404,400	1,505,900
Other Expenses	239,908	193,300	224,000	256,100	289,300	324,200
Total Expenditures	\$ 2,514,026	\$ 2,822,900	\$ 3,014,400	\$ 3,313,195	\$ 3,669,700	\$ 4,053,500

Figure 22: Multi-Year Comparison of Expenditures per Enrollee

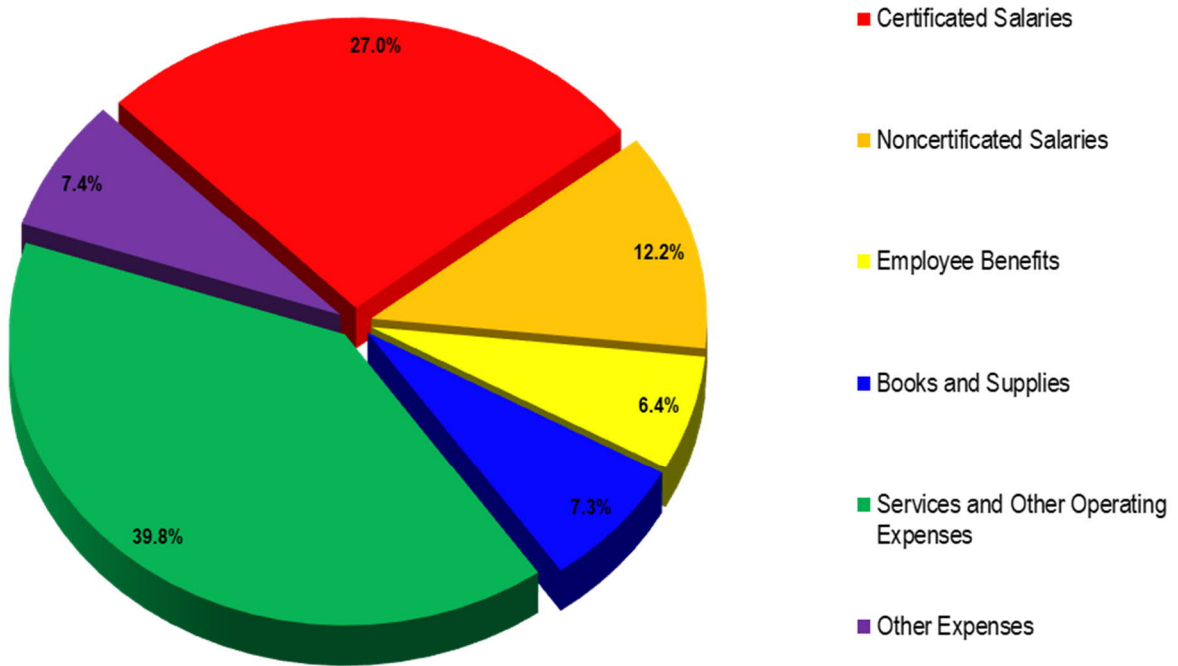
	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Audited Actual	Petition Renewal	Projected	Projected	Projected	Projected
Total Expenditures per Enrollee	Budget	Budget	Budget	Budget	Budget	Budget
Certificated Salaries	\$ 3,201	\$ 3,385	\$ 3,614	\$ 3,589	\$ 3,593	\$ 3,603
Noncertificated Salaries	2,313	1,590	1,628	1,634	1,686	1,691
Employee Benefits	825	786	853	846	843	844
Books and Supplies	1,191	1,226	972	986	1,063	1,274
Services and Other Operating Expenses	4,014	6,162	5,334	5,174	5,107	5,020
Other Expenses	1,218	967	996	1,024	1,052	1,081
Total Expenditures	\$ 12,762	\$ 14,115	\$ 13,397	\$ 13,253	\$ 13,344	\$ 13,512

Multi-Year Strategic Fiscal Plan and Budget

Figure 23: Multi-Year Comparison of Expenditures by Percentage

	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Expenditures by Relative Percentage						
Certificated Salaries	25.1%	24.0%	27.0%	27.1%	26.9%	26.7%
Noncertificated Salaries	18.1%	11.3%	12.2%	12.3%	12.6%	12.5%
Employee Benefits	6.5%	5.6%	6.4%	6.4%	6.3%	6.2%
Books and Supplies	9.3%	8.7%	7.3%	7.4%	8.0%	9.4%
Services and Other Operating Expenses	31.5%	43.7%	39.8%	39.0%	38.3%	37.2%
Other Expenses	9.5%	6.8%	7.4%	7.7%	7.9%	8.0%
Total Expenditures	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 24: Comparison of Expenditures by Percentage, 2020-21



Expenditure Factor Details

Charter Schools, similar to all other educational agencies in California, are labor intense organizations. When developing and monitoring charter school budgets, the greatest emphasis is placed on defining the parameters for hiring staff and determining the appropriate employee cost factors, including salary and related benefit or payroll costs. As school revenues are primarily determined by student enrollment, a ‘Position Control System’ which links site staffing to student enrollment is used by BAAS-SB to maintain a balance between personnel costs and student population. This Position Control Process is applicable to schools of all sizes—and BAAS-SB recognizes its importance.

As can be seen from the preceding figure, School Site Staffing is the largest, most critical component of public school Budget Development. The primary facilitator in instruction is the Classroom Teacher. The allocation of teaching positions is one of the most important budget management functions.

In addition to the Classroom Teacher, BAAS-SB’s fiscal plan includes enrichment specialists. The subject areas for the enrichment program include art, music, science and technology. These specialists will provide support to the classroom teachers and instructional services to the students.

Salary Factors

Based upon positions authorized by BAAS-SB and incorporated into the Multi Year Strategic Fiscal Plan, salary placement is determined per individual staff experience and student responsibility factors of the given position. All staff salaries are based upon projected salary schedules and projected individual employment contract terms and conditions. For budget planning purposes, a projected Average Teacher Salary Cost has been used in lieu of listing salary amounts by individual teacher. Annual anniversary increments are linked consistently with the projected increase in state funding per year, with additional consideration given to both a projected CPI factor as well as an annual service factor. At present, the Budget is built on a fixed annual salary COLA of 3%.

For all three years of operation, the Multi-Year Strategic Plan includes teacher-staffing projections based upon a maximum class size of 25 students for regular classroom programs.

Figure 25: Multi Year Classroom Teacher Staffing Projection

	Year 0 2018-19	Year I 2019-20	Year II 2020-21	Year III 2021-22	Year IV 2022-23	Year V 2023-24
Regular Classroom Teacher Staffing Projections (FTE)	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Total	8.00	8.00	10.00	11.00	11.00	12.00

BAAS-SB Teachers’ work year includes Staff Development days for all teachers. In addition to annual Project Based Learning for all teachers, new teachers will participate in an additional orientation program prior to the opening of School.

Teacher Compensation factors are equally as critical to the Budget Projection as are the staffing projections. The Multi-Year Average Teacher base salary projection is provided below. This factor is projected to increase annually at the previously discussed rate of 3%/year.

Figure 26: Multi Year Average Teacher Salary Projection

	Year 0 2018-19	Year I 2019-20	Year II 2020-21	Year III 2021-22	Year IV 2022-23	Year V 2023-24
Compensation Statistics	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Avg. Certificated Classroom Teacher Salary	\$ 56,446	\$ 55,600	\$ 57,300	\$ 59,000	\$ 60,800	\$ 62,600

Teacher Substitute Costs are included for both sick and personal leave as well as for professional staff development leave. Teacher substitute services may be procured through individual hires or via an independent agency contract; in the latter case, the costs for these services are posted to the Personal Contracts section of Services and Operating Expenses rather than Certificated Compensation Expenses. The annual budget estimate per teacher FTE is given in Section IV on page 67; total annual cost projections for this line item are shown in Section V on page 76.

Multi-Year Strategic Fiscal Plan and Budget

The projected annual total Teacher Compensation cost factor is shown in Figure 27. Full detail for this projection is repeated on the Compensation Expenditures Worksheet in Section V, page 72.

Figure 27: Multi-Year Projection of Total Teacher Salary Costs

	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Teacher Compensation Projections						
Certificated Classroom Teacher Salaries	451,566	444,800	573,000	649,000	668,800	751,200
Hourly Enrichment Teachers	70,130	105,800	108,900	112,300	178,700	184,100
Substitute Teacher Costs	5,900	6,300	7,700	8,600	9,600	10,500
Subtotal	\$ 527,595	\$ 556,900	\$ 689,600	\$ 769,900	\$ 857,100	\$ 945,800

School Site Administrative and Pupil Support Personnel – A Principal has primary responsibilities to recruit, interview and hire staff, and coordinate all staff development programs such as that for Project Based Learning. Along with the Enrollment Coordinator, the Principal will recruit and enroll students. The Principal is responsible for making certain that all books, supplies, equipment for students and support are ordered and ready when needed by the school. The Principal provides guidance and coordination between the School, the Board of Directors, the Authorizer and the Community. In addition, BAAS-SB shares a Superintendent with other Volunteers of America charter schools.

After the School is in operation, the Board of Directors and school community will assess whether it wishes to augment any of the identified staffing by reallocation of other budget funds. Those involved in LCAP will have a strong voice in this process.

The following three tables show staffing, annual salary per position, and projected compensation costs for these administrative positions over the five-year planning period.

Figure 28: Other Certificated Employee Staffing, Multi-Year Projection

	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Administrative Staffing (FTE)						
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Superintendent (shared position)	-	0.18	0.18	0.18	0.18	0.18
Subtotal	1.00	1.18	1.18	1.18	1.18	1.18

Figure 29: Other Certificated Employee Salaries, Multi-Year Projection

	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Administrative Salaries/FTE						
Principal	\$ 103,024	\$ 100,800	\$ 103,800	\$ 106,900	\$ 110,100	\$ 113,400
Superintendent (shared position)	\$ 102,400	\$ 105,500	\$ 108,700	\$ 112,000	\$ 115,400	\$ 118,900

Figure 30: Other Certificated Employees, Multi-Year Projection of Compensation Data

	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Administrative Compensation						
Principal	103,024	100,800	103,800	106,900	110,100	113,400
Superintendent (shared position)	-	19,200	19,800	20,400	21,000	21,600
Subtotal	\$ 103,024	\$ 120,000	\$ 123,600	\$ 127,300	\$ 131,100	\$ 135,000

Classified Employees are school support staff whose jobs do not require a credential. The next three figures show FTE for hourly staffing projections, wage rates, and projected annual compensation for the five-year budget period. Among other positions, BAAS-SB Classified Administrative Support staff includes an ASES Coordinator and a Parent

Ballington Academy for the Arts and Sciences - San Bernardino

Engagement Coordinator. BAAS-SB recognizes the importance of reaching its enrollment projections and thus has allocated funding for a position with direct responsibility for this function. The Parent Engagement Coordinator will also manage a broad-based community outreach program. Some school support personnel work throughout the calendar year to provide assistance to the students, parents, teachers, other staff and administrators. Other school site staff, such as instructional aides, noon duty/yard supervisors, food service workers and maintenance personnel will be assigned to work only on days when students are in attendance. These assignments will be spread among multiple part-time hourly employees.

Salaries for Classified Personnel are projected on an annual base, per FTE per position. As with certificated staffing, an average annual salary cost increase factor of 3% is included in these Multi-Year projections.

Figure 31: FTE counts for Classified Employee Staffing, Multi Year Projection

Classified Hourly Staffing Projections (FTE equivalent)	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Instructional Aide	1.00	1.32	1.50	1.63	2.50	2.75
Title I Aide	2.32	1.76	2.00	2.25	2.50	2.75
Health Clerk	1.00	0.66	0.91	0.91	0.91	0.91
Health/Nutrition Manager	0.36	0.31	0.31	0.31	0.31	0.31
Maintenance & Operations Personnel	0.75	0.66	0.66	0.66	0.66	0.66
Nutrition Aide	2.50	2.50	2.88	3.25	3.63	4.00
ASES Coordinator	0.83	0.88	1.00	1.13	1.25	1.38
Front Desk Receptionist	1.00	0.88	0.88	0.88	0.88	0.88
Office Assistant	1.00	0.44	0.44	0.44	0.44	0.44
Parent Engagement Coordinator	1.00	0.66	0.66	0.66	0.66	0.66
Registrar	-	0.66	0.66	0.66	0.66	0.66
Afterschool Aide(s)	2.60	2.47	2.75	3.00	3.25	3.50
Subtotal	14.35	13.22	14.66	15.78	17.66	18.91

Figure 32: Classified Employee Wage Rates, Multi-Year Projection

Classified Hourly Staffing, Hourly Wage Rates	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Instructional Aide	\$ 14.00	\$ 14.00	\$ 14.44	\$ 15.00	\$ 15.44	\$ 15.90
Title I Aide	\$ 14.00	\$ 14.00	\$ 14.41	\$ 15.00	\$ 15.44	\$ 15.90
Health Clerk	\$ 14.00	\$ 14.00	\$ 14.45	\$ 15.00	\$ 15.48	\$ 15.92
Health/Nutrition Manager	\$ 26.00	\$ 26.00	\$ 26.80	\$ 27.62	\$ 28.44	\$ 29.26
Maintenance & Operations Personnel	\$ 15.00	\$ 15.00	\$ 15.41	\$ 15.89	\$ 16.38	\$ 16.86
Nutrition Aide	\$ 13.22	\$ 13.22	\$ 14.00	\$ 15.00	\$ 15.45	\$ 15.92
ASES Coordinator	\$ 17.00	\$ 17.00	\$ 17.54	\$ 18.04	\$ 18.60	\$ 19.16
Front Desk Receptionist	\$ 13.00	\$ 13.00	\$ 14.00	\$ 15.00	\$ 15.45	\$ 15.92
Office Assistant	\$ 16.00	\$ 16.00	\$ 16.45	\$ 16.91	\$ 17.38	\$ 17.84
Parent Engagement Coordinator	\$ 21.42	\$ 21.42	\$ 22.05	\$ 22.73	\$ 23.41	\$ 24.09
Registrar	\$ 19.00	\$ 19.00	\$ 19.59	\$ 20.19	\$ 20.78	\$ 21.38
Afterschool Aide(s)	\$ 13.82	\$ 13.82	\$ 14.25	\$ 15.00	\$ 15.45	\$ 15.92

Multi-Year Strategic Fiscal Plan and Budget

Figure 33: Classified Employees, Multi-Year Projection of Annual Compensation

Classified Hourly Staffing, Compensation Cost Projections	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Instructional Aide	20,481	27,100	31,700	35,685	56,500	64,000
Title I Aide	47,523	36,200	42,200	49,410	56,500	64,000
Health Clerk	20,496	18,000	25,600	26,600	27,400	28,200
Health/Nutrition Manager	13,520	11,900	16,300	16,800	17,300	17,800
Maintenance & Operations Personnel	17,100	15,500	15,900	16,400	16,900	17,400
Nutrition Aide	48,393	48,400	58,900	71,400	82,000	93,200
ASES Coordinator	20,869	22,300	26,100	30,200	34,600	39,200
Front Desk Receptionist	26,000	22,300	24,000	25,700	26,500	27,300
Office Assistant	32,000	13,700	14,100	14,500	14,900	15,300
Parent Engagement Coordinator	42,840	25,300	26,000	26,800	27,600	28,400
Registrar	-	22,400	23,100	23,800	24,500	25,200
Afterschool Aide(s)	53,472	50,800	58,300	67,000	74,700	82,900
Other	108,850	-	-	-	-	-
Subtotal	\$ 451,544	\$ 313,900	\$ 362,200	\$ 404,295	\$ 459,400	\$ 502,900

Employee Benefits

Statutory Benefit Costs are determined by either state or federal mandate, and are based on current rate factors. Statutory benefits are cost factors applied to the salary factor. All staff will be provided Social Security as their retirement program.

All employees will be covered by and participate in the Federal Medicare program. The School plans to enroll in the State Pool for educational agencies for Unemployment Insurance. Likewise, BAAS-SB has applied to participate in the Workers' Compensation program offered by Berkshire Hathaway Homestate Insurance. The Charter School will contribute \$1632/month per qualifying employee for private health benefits in 2019–20. Future year contributions for health benefits have been projected to increase according to the COLA specified for private health insurance costs in the latest edition of the Centers for Medicare & Medicaid Services Report on the Projection of Health Expenditure Costs, published in September 2019. Detail for this COLA (and the monthly health benefits rate in other years) is specified on the key variables worksheet for Employee Benefit Cost Rates, Section IV, page 65.

Figure 34: Multi Year Projection of Total Employee Benefit Costs

	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Employee Benefit Cost Summary	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Old Age, Survivors, Disability, and Health Insurance	78,148	76,100	90,200	99,900	111,100	121,500
Health Benefit Costs (HDV)	46,798	43,700	57,500	62,600	66,100	71,900
Unemployment Insurance (FUTA/SUI/SEF)	15,544	13,500	16,000	17,700	19,700	21,600
Worker's Compensation Insurance (WC)	18,822	12,000	14,200	15,700	17,500	19,100
Other Benefits Subtotal	3,134	11,900	14,100	15,600	17,400	19,000
Total	\$ 162,445	\$ 157,200	\$ 192,000	\$ 211,500	\$ 231,800	\$ 253,100

Figure 35 below aggregates the information from the past several pages into a single table of Summary Total Compensation, showing all salary and employee benefit costs subtotaled across the five-year planning period.

Figure 35: Multi Year Projection of Total Compensation Costs

	Year 0	Year I	Year II	Year III	Year IV	Year V
	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Total Compensation Costs	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Certificated Salaries	\$ 630,619	\$ 676,900	\$ 813,200	\$ 897,200	\$ 988,200	\$ 1,080,800
Classified Salaries	455,639	317,900	366,300	408,495	463,700	507,300
Employee Benefits	162,445	157,200	192,000	211,500	231,800	253,100
Total Compensation Costs	\$ 1,248,704	\$ 1,152,000	\$ 1,371,500	\$ 1,517,195	\$ 1,683,700	\$ 1,841,200

The Percentage Components of Total Compensation Costs allow for comparison of the relative sizes of the salary and employee benefit costs given above. This table is followed by a second chart which shows the percentage factor of total compensation as related first to total projected revenues and then to total projected expenses. Note that the relative percentage of total compensation to other expenses is comparatively less than that typically computed for other Local Education Agencies (LEAs) because Charter Schools are responsible for the additional expense of providing school facilities within their General Fund operations.

Multi-Year Strategic Fiscal Plan and Budget

Figure 36: Multi Year Projection of Percentage Components of Total Compensation

	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Relative Percentage of Total Compensation Costs						
Certificated Salaries	50.5%	58.8%	59.3%	59.1%	58.7%	58.7%
Classified Salaries	36.5%	27.6%	26.7%	26.9%	27.5%	27.6%
Employee Benefits	13.0%	13.6%	14.0%	13.9%	13.8%	13.7%
Total Compensation Costs	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 37: Cost Allocation of Total Compensation Components by Percentage, 2020-21

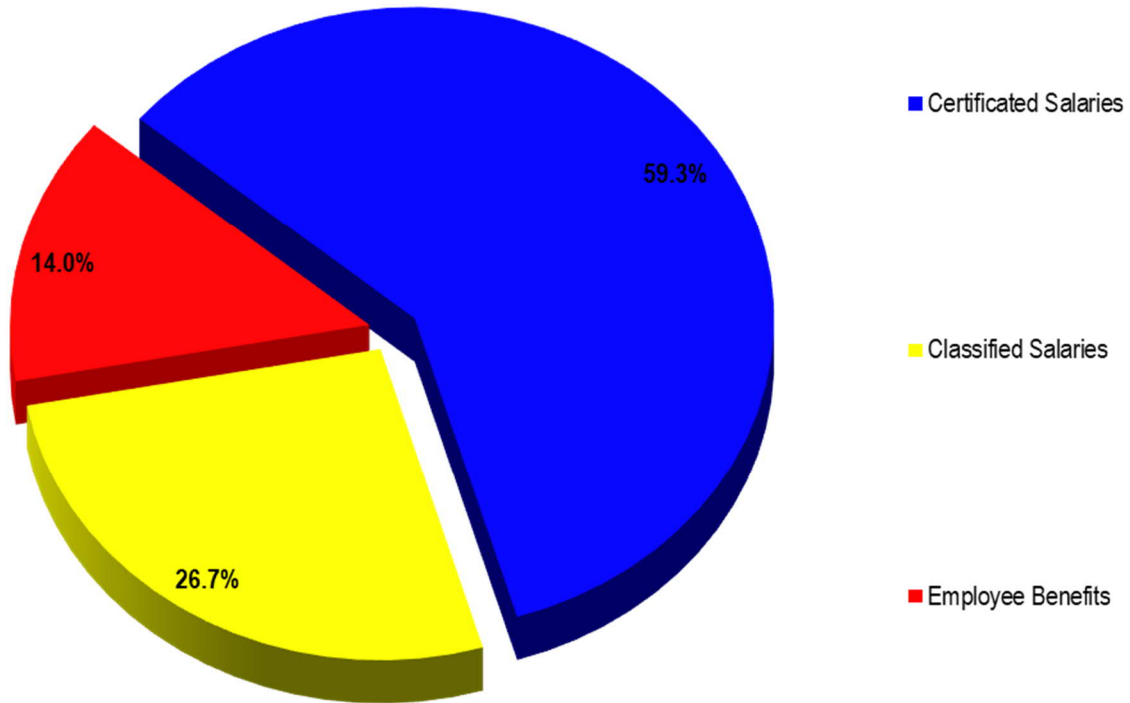


Figure 38: Total Compensation Costs as Percentage of Total Revenues and Total Costs

	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Percentage Comparisons						
Total Compensation Costs/Total Revenue	49.6%	40.9%	44.6%	43.9%	43.6%	42.7%
Total Compensation Costs/Total Expenses	49.7%	40.8%	45.5%	45.8%	45.9%	45.4%

Textbook, Instructional Materials and Supply Allocations

Books, Materials, Operating and Supply Costs for BAAS-SB are primarily funded by state revenue limit funds under LCFE, with additional funding coming from the two streams of lottery revenue.

Many of these planned expenditures are projected on either a unit cost per pupil or per teacher basis. Further, a distinction is made in some cases as to whether the cost allocation is applicable only to new students, classes or staff, or if the allocation is based instead upon total enrollment or total staffing.

The budget allocation variables for all Books and Supplies can be found in Section IV on page 66, with detailed line-item listings that contribute to this summary following in Section V on page 75.

Figure 39: Multi Year Projected Summary of Books and Supplies Costs

	Year 0 2018-19	Year I 2019-20	Year II 2020-21	Year III 2021-22	Year IV 2022-23	Year V 2023-24
	Audited Actual	Petition Renewal	Projected	Projected	Projected	Projected
Books & Supplies Summary	Budget	Budget	Budget	Budget	Budget	Budget
Approved Textbooks and Core Curricula Materials	13,686	84,700	32,900	35,900	48,900	94,100
Books and Other Reference Materials	879	900	1,000	1,100	1,200	1,300
Materials and Supplies	52,654	41,400	49,100	55,500	62,200	69,200
Non Capitalized Equipment	27,480	9,900	10,200	10,500	17,900	35,900
Food for Student Nutrition	140,023	108,300	125,500	143,500	162,100	181,700
Total Books & Supplies	\$ 234,721	\$ 245,200	\$ 218,700	\$ 246,500	\$ 292,300	\$ 382,200

Figure 40: Multi Year Projection of Books and Supplies Spending per ADA

	Year 0 2018-19	Year I 2019-20	Year II 2020-21	Year III 2021-22	Year IV 2022-23	Year V 2023-24
	Audited Actual	Petition Renewal	Projected	Projected	Projected	Projected
Books & Supplies Spending per ADA	Budget	Budget	Budget	Budget	Budget	Budget
Approved Textbooks and Core Curricula Materials	75.59	450.53	155.56	152.77	189.17	333.69
Books and Other Reference Materials	4.85	4.79	4.73	4.68	4.64	4.61
Materials and Supplies	290.81	220.21	232.15	236.17	240.62	245.39
Non Capitalized Equipment	151.77	52.66	48.23	44.68	69.25	127.30
Food for Student Nutrition	773.35	576.06	593.38	610.64	627.08	644.33
Total Books & Supplies	\$ 1,296	\$ 1,304	\$ 1,034	\$ 1,049	\$ 1,131	\$ 1,355

Other Operating Expenses and Services

Operating Costs generally relate only indirectly to instruction; they vary from travel and conference fees to insurance, rentals and leases to professional services and so on. Under standardized California school accounting practices, these costs are grouped into the eight sub-categories listed in the following table. Highlights of the parameters of these key budget areas are presented below, following Figure 41. A more detailed listing of the line items contributing to the summary below is given on pp. 76–76, following the presentation of relevant input factors that begins on p. 67.

Figure 41: Multi Year Projected Summary of Operating Costs

	Year 0 2018–19	Year I 2019–20	Year II 2020–21	Year III 2021–22	Year IV 2022–23	Year V 2023–24
	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Operating Costs Summary						
Personal Services of Instructional Consultants, Lecturers & Others	-	-	-	-	-	-
Travel and Conference	34,938	17,800	18,300	18,800	19,300	19,800
Dues and Memberships	2,100	2,400	2,500	2,600	2,700	2,800
Insurance	4,894	5,300	6,100	7,000	7,900	8,900
Operation and Housekeeping Services	116,235	129,500	150,000	171,500	193,700	217,100
Rentals, Leases, Repairs and Noncapitalized Improvements	408,630	504,000	519,800	536,000	564,700	577,000
Professional/Consulting Services and Operating Expenses	211,863	559,500	489,200	542,800	601,000	664,800
Communications	12,034	13,900	14,300	14,700	15,100	15,500
Total Services & Operational Expenses	\$ 790,694	\$ 1,232,400	\$ 1,200,200	\$ 1,293,400	\$ 1,404,400	\$ 1,505,900

At present, no budget allocation has been made for the category of Personal Services of Instructional Consultants, Lecturers & Others, but substitute teachers hired by contract through an outside agency would show up in this group.

The Travel and Conference budget is modest, based on the assumption that visiting consultants will present staff development on site rather than sending staff to professional conferences off-site.

As previously mentioned in relation to Worker’s Compensation, BAAS-SB buys combined property, casualty, liability, errors and omission insurance from Berkshire Hathaway Specialty Insurance.

Operation and Housekeeping Services costs are split between a custodial services contract and assorted utilities.

The category of Rentals, Leases, Repairs and Noncapitalized Improvements includes budget outlays for two distinct cost subgroups: a copier lease; and a projected facilities lease. A small additional allotment is budgeted for leasing portable storage space.

BAAS-SB maintains its right to submit a Proposition 39 request for facilities and equipment to SBCUSD; however, given the inherent uncertainty in the request process, no Prop 39 financial provision is included any year of the Budget Plan.

The Professional/Consulting Services & Operating Expenses Budget section represents budget items that do not fit neatly into the preceding category definitions. A non-exclusive list of these items includes bank fees, annual audit expense, business and payroll services, and many other items. Another line item within the Professional/Consulting Services & Operating Expenses Budget section specifies the projection of Oversight Fees due to the authorizer; these are calculated at 1% of State Revenue Limit Funding per state law.

The administrative functions and business services for the Charter School will be facilitated through a professional services agreement for accounting, payroll services, and clerical administrative support. This department is ultimately responsible for fiscal accountability and operational compliance. Examples of functions performed by this department include: performance management (e.g. policy and procedures), Human Resources (e.g. interviewing, hiring), and technology management (IT coordination). This is not an exhaustive list; please reference Element Four in the petition for additional detail. The allocation and cost of these services is based on a fair and reasonable projection based on historical analysis.

The Communications line item includes the annual costs of postage, Internet and telephone services for the school.

Capital Outlay for General Operations

At present, the BAAS-SB budget omits Capital Outlay of any sort. While Proposition 39 requires the school district to provide equipment to charter schools comparable to that which is provided other district schools, the budget does not consider this obligation. When an agreement on Prop 39 is executed by BAAS-SB, this budget component will be updated.

Other Outgo

Special Education services are projected to be provided by the Charter School vis-a-vis a Memorandum of Understanding with the San Bernardino City Unified School District SELPA. For projection purposes, no Special Education revenues of any sort have been included in the budget. The annual excess costs of special education are based on the 2019–20 encroachment rate, currently estimated at ~\$967 per pupil, increased by CPI in future years.

Figure 42: Multi-Year Projected Cost of Special Education

	Year 0 2018–19	Year I 2019–20	Year II 2020–21	Year III 2021–22	Year IV 2022–23	Year V 2023–24
Other Outgo Summary	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
SpEd Excess Cost to SBCUSD SELPA	\$ 239,908	\$ 193,300	\$ 224,000	\$ 256,100	\$ 289,300	\$ 324,200

Cash Flow, Working Capital and Debt Management

The BAAS-SB Cash Flow projection is comprehensive and contains estimates of monthly cash receipts and cash expenditures for the three-year period beginning July 1, 2019. School revenue schedules are determined by the grantor of the monies, i.e., the state apportionment schedule for LCFF funding. Grantor revenue schedules are used as the predictor for revenue payments. Expenditures are based upon a normal spending patterns with total compensation factors allocated equally over 11 months; operating costs are projected on 12-month cycle. Similar to other California public education agencies, BAAS-SB has an occasional need for working capital.

CEDC has a Line of Credit (LoC) which functions in a manner comparable to a Tax and Revenue Anticipation Note borrowing that school districts and county offices of education utilize. For the cash flow projection, it is estimated that BAAS-SB will draw sporadically on this working capital in each fiscal year; estimated payments against this LoC show in the cash flow as well.

Beginning and Ending Fund Balances

The Beginning Fund Balance is based upon the Ending Balance of the previous year. Throughout the fiscal year BAAS-SB will advise the Board of updates. Major times when the Fund Balances will be presented to the Board are:

- July: estimated ending balance for prior year/beginning balance for budget year
- September: pre-final update/final update of unaudited beginning balance
- December: audit adjustments to beginning balance
- December and March: balances adjusted as of First and Second Interim Reports.

Beginning and Ending Fund Balance estimates for the School will be maintained as shown in the manner of Figure 43, in which the net operations for the fiscal year is identified, followed by the listing of the beginning balance, audit adjustments to the beginning balance, and the ending fund balance for the fiscal year. On a multi-year basis, the reader can follow how the ending balance of one year becomes the beginning balance of the next year.

Figure 43: Multi-Year Projected Beginning and Ending Fund Balance

	Year 0 2018–19	Year I 2019–20	Year II 2020–21	Year III 2021–22	Year IV 2022–23	Year V 2023–24
Beginning and Ending Fund Balances	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Beginning Fund Balance (Net)	\$ 7,731	\$ 12,738	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043
Plus:						
Net Change Fund Balance	5,007	145,800	9,400	40,705	196,400	258,900
Ending Fund Balance (Net)	\$ 12,739	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043	\$ 663,943

Ending Fund Balance Components

The Ending Balance is further segregated into components, with the opportunity to have a Reserve for Economic Uncertainty that follows state recommended guidelines, as well as to have a Reserve for Restricted Fund Balances, and an Unappropriated Fund Balance that may be used at the discretion of the School.

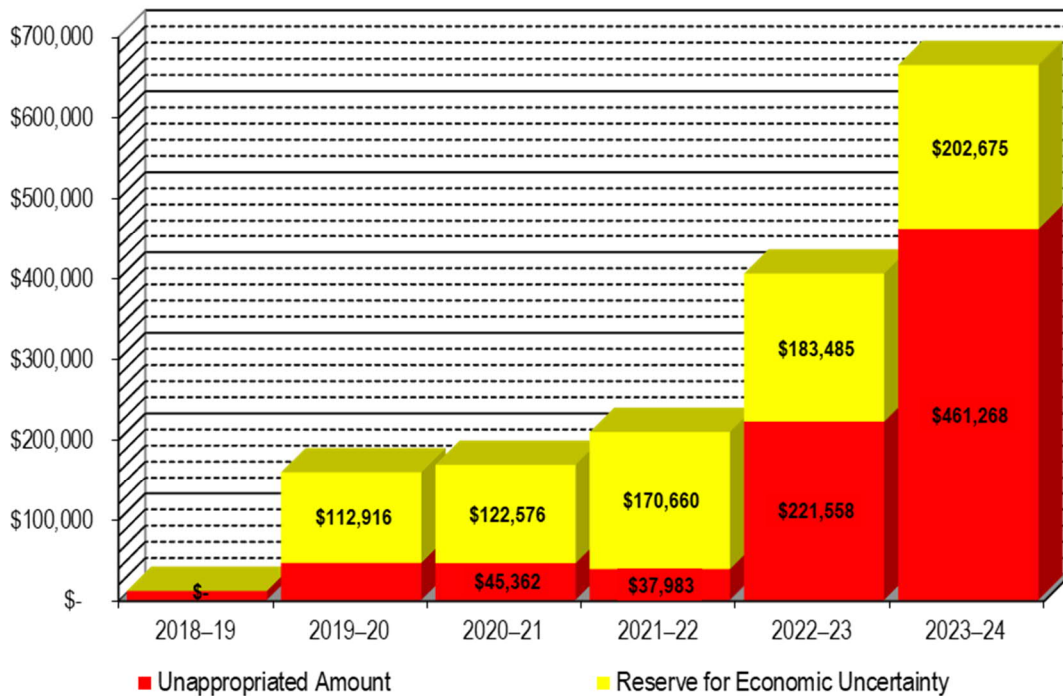
The third designation, a Reserve for Economic Uncertainty, is set at the greater of \$67,000 or 5% of Total Expenditures, in parallel with requirements for traditional LEAs.

As noted in Figure 44 below, for each budget year, BAAS-SB has consciously built a total ending balance that considerably exceeds recommended state guidelines for public schools (the guideline amount is shown in red in the subsequent chart). This additional Unappropriated Ending Balance (in blue) is intended to provide insulation from state budget modifications that may differ from the projections used in this Plan and/or for unexpected costs not considered or known at the current time. The Unappropriated Ending Balance ranges from \$150k to \$370k during the three-year period.

As stated earlier, the Developers of the Charter School are keenly aware of the tenuous public funding available for public schools and recognize their fiduciary responsibilities. All finance matters ranging from student enrollment to staffing, total compensation, cash flow, working capital, are monitored continually.

Figure 44: Multi Year Projected Ending Fund Balance Components

	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Ending Fund Balance Components						
Reserve for Economic Uncertainty	-	112,916	120,576	165,660	183,485	202,675
Unappropriated Amount	11,144	45,622	47,362	42,983	221,558	461,268
Total Components of Ending Fund Balance	\$ 11,144	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043	\$ 663,943



Budget Responsibility Matrix

Intent of Responsibility Matrix

The Intent of the Budget Responsibility Matrix is to identify, from the perspective of *Best Practices*, the most significant components of Budget Development and Budget Management and to specify the staff position or group responsible for the producing a given product or carrying out a given action.

Both the actions and role assignments of the Budget Responsibility Matrix will be reviewed and updated periodically.

Major Staff Roles or Groups Responsible for Budget Functions

Budget Responsibilities are indicated in the matrix for seven roles/positions or groups associated with the Charter School and its fiscal management. Note that for certain positions, such as Chief Personnel Officer, the function may be assumed by a member of the School's Management Team having a somewhat different title, or it may be performed by the outside third party providing general business services for the Charter School. The function is segregated in the responsibility matrix, however, in order to ensure that particular budget functions are attached to appropriate roles rather than a specific person or group. If an administrative officer performs a function that is noted under another position title, it is important for the administrative officer to 'put on the hat' of the other position to ensure that the perspective of the post is represented in the action being reviewed or taken. Small schools often do not have enough staff to assign a different individual to each of the functions noted; we emphasize that it is very likely that a single individual will have multiple responsibilities.

In many Charter Schools, most of these responsibilities are placed on the shoulder of the School's Executive Officer, whose title may be Principal, Executive Director or even Chief Executive Officer. The important thing is to recognize that while the specific titles may vary, the roles to be played in fiscal management of the school are somewhat fixed. Thus, the following tables of the Responsibility Matrix identify seven different roles/positions or groups for specific fiduciary responsibilities related to Budget Development and Budget Management.

For BAAS-SB, the seven intended roles/positions and groups, along with the corresponding positions are:

- Governance Board — The Governance Board is the BAAS-SB Board of Directors, which has fiduciary responsibility for the governance of the Charter School. The Board of a Nonprofit Corporation that is responsible for a Charter School generally plays a more active role in the fiduciary aspects of the School's governance than is the norm for other California public school boards and thus a slightly different set of relationships exist as compared with elementary, high school and unified school district organizations.
- Executive Officer — The lead administrator of BAAS-SB is the Superintendent, aided by the Principal.
- Administrative Cabinet — this is a formal or informal group of key staff advisors who meet regularly with the Superintendent to discuss and set school management and operational policies and guidelines.
- Chief Business/Financial Officer — the CBO/CFO is either a staff person who has major hands on day-to-day responsibilities for the financial management of the Charter School, or the function is outsourced. BAAS-SB plans to outsource this function to the Chief Financial Officer at Volunteers of America Southwest CA.
- Chief Personnel Officer — the Chief Personnel Officer is either a staff person who has major hands on day-to-day responsibilities for the personnel management of the Charter School, or the function is outsourced, in this case, to the Director of Human Resources at Volunteers of America Southwest CA.
- Staff, Parent and Community Groups — Staff, Parents and Community Group Members are primary stakeholders in the Charter School. Responsibilities assigned or noted for this group are primarily advisory, though they may also have significant roles in producing the LCAP. Their input and advice on key budget and fiscal matters, while advisory, is nonetheless essential to the success of the Charter School.
- Sponsor Agency Fiscal Oversight Officer — the Sponsor Agency Fiscal Oversight Officer is the Chief Financial Officer, or designee, of the sponsoring agency, San Bernardino City Unified School District. Discussion and agreement between the BAAS-SB Superintendent and the Sponsor Agency Fiscal Oversight Officer on the specific components of the Fiscal Oversight functions, including a calendar of events for data transfer, etc. is recommended.

Major Areas of Budget Responsibility Matrix

The Responsibility Matrix identifies eleven major areas of Budget Development and Budget Responsibility for which specific action by specific individual(s) or group(s) is recommended. The Areas of Budget Responsibility include:

- Budget Development Calendar Matrix
- Budget Guidelines
- Budget Assumptions
- Charter School Goals and Strategic Fiscal Plan
- Multi-Year Financial Projections
- Preliminary Budget
- Annual Budget Adoption
- Review and Re-adoption of Annual Budget
- Preparation and Distribution of Final Budget Document
- Mid-Year Budget Reviews and Updates
- Miscellaneous Related Tasks

The Annual Audit, while not prepared by the Charter School, is an important document that is reviewed and used for budget and financial management. The Audit is prepared by an independent Certified Public Accountant who has been deemed qualified for that task by the California Office of State Controller.

BUDGET DEVELOPMENT CALENDAR MATRIX

ACTION or PRODUCT:	Board of Directors	Superintendent /Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
1. Review Previous Calendar and Prepare Draft for Coming Year				▼			
2. Review/Approve Draft Calendar		▼	▼			▼	▼
3. Finalize Draft Calendar		▼		▼			
4. Revise/Adopt Budget Calendar	▼						
5. Produce Final Calendar and Develop Summary Version Highlighting Key Activities, Dates and Responsibilities				▼			
6. Distribute Detail and/or Summary Calendars to Employees, Parents & Community				▼			

BUDGET GUIDELINES

ACTION or PRODUCT:	Board of Directors	Superintendent /Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
1. Review Previous Guidelines and Prepare Draft for Coming Year				▼			
2. Review/Approve Draft Guidelines		▼	▼				
3. Integrate Budget components in accord with the Local Control Accountability Plan.	▼	▼	▼	▼	▼	▼	
4. Finalize Draft Guidelines		▼		▼			
5. Revise/Adopt Budget Guidelines	▼						
6. Distribute Guidelines to Employees, Parents, and Community.		▼					

BUDGET ASSUMPTIONS

ACTION or PRODUCT:	Board of Directors	Superintendent /Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
1. Review Previous Assumptions and Prepare Update for Next Budget Cycle	▼			▼			
2. Review and Update Each Key Variable: Enrollment, Average Daily Attendance, Beginning Balance, Revenue, Expenditures, Transfers, Ending Balance, Reserves, Debt, and Cash Flow		▼	▼	▼			
3. Review and Update, at Minimum: January Governor’s Budget Proposal, February Apportionment Certification, May Revise, State Adopted Budget, and Interim Budget Updates as of End of October and December	▼	▼	▼	▼			▼
4. Revise and Adopt Assumption Updates	▼						
5. Insert Local Control Accountability Plan priorities.				▼			
6. Distribute Assumptions to Employees, Parents, and Community				▼			

CHARTER SCHOOL GOALS-AND STRATEGIC FISCAL PLAN

ACTION or PRODUCT:	Board of Directors	Superintendent /Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
1. Initiate Goal Setting Process, including LCAP	✓	✓					
2. Review Status of Prior Year Goals	✓	✓	✓			✓	
3. Review Financial Projection to Identify Potential Funding for Goals	✓	✓	✓	✓			✓
4. Prepare Draft Goals for Coming Year (and Multi-Years in accord with LCAP)	✓	✓	✓			✓	
5. Estimate Cost (or Savings) Associated with Implementing Each Draft Goal				✓			
6. Establish Level and Source of Funds to be Generated and Set Aside for Goals	✓	✓		✓			
7. Set Priorities, Allocate Funds and Adopt Goals to be Implemented	✓	✓					
8. Publicize/Distribute Info Regarding Adopted Goals to Interested Groups		✓					

MULTI-YEAR FINANCIAL PROJECTIONS

ACTION or PRODUCT: s	Board of Directors	Superintendent /Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
1. Review and Update Most Recent Previous Projection for Current Budget and Two Succeeding Years				✓			
2. Issue Revised Projection Showing New Revenue, Expenditures, Reserve Balances and Identifying Key Assumptions				✓			✓
3. Review/Discuss Revised Projection	✓	✓	✓				✓
4. Publicize/Distribute New Projection for Upcoming Budget Development Process	✓	✓					

DETAILED PRELIMINARY BUDGET

ACTION or PRODUCT:	Board of Directors	Superintendent /Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
1. Establish Detailed, Computer-Based Budget Planning File that Reflects the Impact of Charter School Goals, LCAP, Budget Guidelines and the January Financial Projection for the Next Fiscal Year		▼		▼			
2. Determine Charter School-wide 'Target' Reduction or Augmentation Level?		▼		▼			
3. Issue Internal Budget worksheets to Programs Managers with Instructions on Update Process for Future Prioritization Process		▼		▼			
4. Complete Budget Worksheets and Update Priorities			▼	▼			
5. Update Budget Planning File with Worksheet Data and Produce Object and Program Summaries				▼			
6. Review Preliminary Budgets and Update Priorities		▼	▼				▼
7. Rank/Cut/Add Priorities and Recommend Allocation Levels to Executive Officer			▼				
8. Prepare Recommended Update Priorities and Allocation Levels for Review		▼		▼			
9. Review of Executive Officer's Recommendations				▼			
10. Hold Community Meetings to Publicize and Receive Input Regarding Recommendations		▼		▼		▼	
11. Hold Board of Directors Discussion and Provide Requests for Addition Information	▼						
12. Respond to Board of Directors Requests		▼					
13. Preliminary Approval of Priorities and Allocations		▼					
14. Adopt Priorities, Contingency Lists, and Preliminary Allocation Levels	▼						
15. Update Financial Projection to Conform to 'May Revise'				▼			

2 Express as a Dollar Amount and as a Percentage of the Projected Unrestricted Expenditure Budget Total

ACTION or PRODUCT:	Board of Directors	Superintendent /Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
16. Produce Preliminary Budget Incorporating All Approved Changes				▼			
17. Publicize/Distribute Preliminary Budget Document and/or Summary Information as Appropriate		▼		▼			
18. Present Annual Audit to Governing Board		▼		▼			

ANNUAL BUDGET ADOPTION

ACTION or PRODUCT:	Board of Directors	Superintendent /Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
1. Review and React to Preliminary Budget Document			▼			▼	▼
2. Incorporate/Note Necessary Revisions and Corrections		▼		▼			
3. Discuss/Revise Budget	▼			▼			
4. Hold Public Hearing	▼	▼		▼			
5. Adopt Budget	▼						
6. Transmit Budget to SBCUSD and SBCOE		▼		▼			▼

PREPARATION AND DISTRIBUTION OF FINAL BUDGET DOCUMENT

ACTION or PRODUCT:	Board of Directors	Superintendent /Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
1. Draft/Review Narrative, Charts and Graphs for Inclusion in Document		▼	▼	▼			
2. Produce Document in Accord with Governance Board's Budget Guidelines				▼			
3. Publish Document and Distribute to Employees, Parents and Community Groups		▼		▼			

MISCELLANEOUS RELATED TASKS

ACTION or PRODUCT:	Board of Directors	Superintendent/ Principal	Admin. Cabinet	Chief Financial Officer	Director of Human Resources	Parent, Staff & Community Groups	Sponsor Oversight Officer
1. Prepare/Revise Fiscal Policy Committee Bylaws and Operating Procedures	▼	▼					
2. Provide Budget Development Orientation for New Board of Directors Members and/or Fiscal Policy Team Members		▼		▼			
3. Provide Training for Key Staff and Others Concerning Budget Management Issues (i.e., New Legislation, etc.,)		▼		▼			
4. Select and Engage, on an Annual Basis, an Independent Auditor, Approved by the Office of State Controller				▼			
5. Manage and Coordinate all Financial Data with Auditor				▼			
6. Present Annual Audit to Governing Board				▼			
7. Implement Auditor Recommendations and Correct Audit Findings				▼			
8. Other: (Identify)							

Budget Calendar

The practice of using a well-defined Budget Calendar with specific dates for major budget components, represents a significant step in the process to ensure accountability and long-term fiscal solvency for an organization. The identification of ‘what happens when’ is an essential road map for any successful organization. The Budget Calendar first identifies, at a summary level, the major phases of the Budget Development process.

The draft Budget Calendar developed for BAAS-SB uses the thesis that there will be four major budgets presented to the BAAS-SB Board of Directors and the community during the budget development process and that there would be two mandatory formal interim reports, plus the preparation of Unaudited Annual Financial Reports.

Phase	Key Variables	Date
I	Preliminary Enrollment Projections Governor’s Proposed Revenue Allocations Local Preliminary Expenditure Goals, Guidelines and Assumptions Defined	January
II	Updated Enrollment Projections Revise to Governor’s Revenue Projections by Department of Finance Local Beginning Balance Estimate Updated	May
III	School Revenue Updated to Final State Budget, provided that the State Budget has been chaptered School Expenditure Plan Updated School Program Plans Updated Local Beginning Balance Updated	June
IV	School Revenue Updated to Final State Budget School Expenditure Plan Updated School Program Plans Updated Local Beginning Balance Updated	45 Days After State Budget Adopted
V	Unaudited Actuals Financial Report to District/COE/CDE for Prior Fiscal Year First Interim Report Second Interim Report	Sept 15 45 days after Oct 31 45 days after Jan 31

The second Budget Calendar that follows below includes much greater detail regarding the individual steps involved in the continual monitoring of the Charter School’s budget plans. Presentation of and incorporation of such a process is an excellent tool to share with a broad-based constituency; practices such as this will enhance confidence and trust in the School’s management of its resources. Equally as important as the date section of the Budget Calendar is assignment of responsibility. The prior Section addresses this important factor.

Prudent fiscal management suggests that monthly updates of all financial reports, including budgetary data, be considered. The theme incorporated in this document is that budget management is an essential fiduciary responsibility of the BAAS-SB Board of Directors, the Principal, and the Chief Business Official (or agent), and is a daily, weekly, and monthly on-going review and update process.

The first section of the budget calendar presents each of the major phases in detail, including Individual Responsible for Function, Action Required, and Suggested Action Date.

The notation used for ‘Action Week’ refers to the week in the month, for instance, for item number 1, the reference ‘Oct. 2nd’ indicates that the action is suggested to be performed during the second week in the month of October, not on October 2.

BAAS-SB Draft Budget Calendar, 202X–Y School Year

Item	Responsibility	Action Required	Action Week
1.	Superintendent	Submit Budget Calendar to Administrative Team	Oct. 2nd
2.	Superintendent	Submit Summary of Actual Fall Enrollment Report and 3-Year Projections to Administrative Team	Oct. 2nd
3.	Superintendent	Delineate Budget Parameters	Oct. 2nd
4.	Administrative Team Fiscal Policy Team Other School Groups	Review Proposed Budget Calendar, Enrollment Projections, and Budget Parameters	Oct. 3rd Oct 4th
5.	Superintendent and Chief Financial Officer	Consolidate Input and Recommendations of Constituent Groups with emphasis on Local Control Accountability Plan Factors	Oct. 4th
6.	Chief Financial Officer	Present Budget Calendar to Board of Directors	Nov. 1st
7.	Superintendent	Present Enrollment Projections to Board of Directors	Nov. 1st
8.	Superintendent	Present Budget Parameters to Board of Directors	Nov. 1st
9.	Superintendent	Determine Staff Entitlements Based Upon Position Control and Enrollment Projections	Dec. 1st
10.	Superintendent	Present Proposed Construction Schedule to Administrative Team	Dec. 1st
11.	Superintendent	Present First Interim Report to Administrative Team	Dec. 1st
12.	Chief Financial Officer	Present First Interim Report to Board of Directors	Dec. 1st
13.	Superintendent	Present Governor’s Budget to Administrative Team	Jan. 2nd
14.	Chief Financial Officer	Present Governor’s Budget to Board of Directors	Jan. 2nd
15.	Chief Financial Officer	Present Draft Budget to Administrative Team	Jan. 4th
16.	Chief Financial Officer	Present Draft Budget to Board of Directors	Feb. 1st
17.	Board of Directors	Convene Strategic Budget Planning Workshop	Feb. 2nd
18.	Administrative Team Fiscal Policy Team Other School Groups	Review Proposed Draft Budget and Request Review of Recommendation from Strategic Budget Planning Workshop	Feb. 2nd to Mar. 2nd
19.	Chief Financial Officer	Present Second Interim Report to Administrative Team	Feb. 4th
20.	Chief Financial Officer	Present Second Interim Report to Board of Directors	Mar. 1st
21.	Chief Financial Officer	Present Recommendation for Reduction In Service to maintain solvency, if necessary, to Board of Directors	Mar. 2nd
22.	Superintendent and Chief Financial Officer	Consolidate Input and Recommendations of Constituent Groups Re: Draft Budget Review	Mar. 3rd
23.	Superintendent	Present Updated Enrollment Projections to Administrative Team	Apr. 1st
24.	Superintendent	Present Updated Enrollment Projections to Board of Directors	Apr. 2nd
25.	Superintendent	Present Department of Finance ‘May Revise’ to Administrative Team	May 2nd
26.	Chief Financial Officer	Present Department of Finance ‘May Revise’ to Board of Directors	May 2nd
27.	Superintendent	Determine Revised Staff Entitlements Based Upon Position Control and Updated Enrollment Projections	May 2nd
28.	Chief Financial Officer	Present Revised Draft Budget to Administrative Team	May 3rd
29.	Chief Financial Officer	Present Revised Draft Budget to Board of Directors	May 4th
30.	Board of Directors	Distribute Revised Draft Budget to Fiscal Policy Team and Other Community Groups	June 1st
31.	Chief Financial Officer	Present Draft Final Budget to Administrative Team	June 2nd
32.	Chief Financial Officer	Present Draft Final Budget to Board of Directors	June 2nd
33.	Board of Directors	Hold Public Hearing on Proposed Budget	June 3rd
34.	Board of Directors	Adopt Final Budget	June 3rd

Ballington Academy for the Arts and Sciences - San Bernardino

Item	Responsibility	Action Required	Action Week
35.	Chief Financial Officer	Present Unaudited Beginning Balance and Budget Carry Forward Appropriations to Administrative Team	Sept. 1st
36.	Chief Financial Officer	Present Unaudited Beginning Balance and Budget Carry Forward Appropriations to Board of Directors	Sept. 2nd
37.	Chief Financial Officer	Present Audited Beginning Balance and Audit Adjustments to Administrative Team (Submit as soon as identified by independent external auditor)	TBA Generally Dec 2nd
38.	Chief Financial Officer	Present Audited Beginning Balance and Audit Adjustments to Board of Directors (No later than first Board meeting in January)	TBA
XX.	Chief Financial Officer	Present Monthly Budget Revision to Administrative Team	All, 1st
XX.	Chief Financial Officer	Present Monthly Budget Revisions to Board of Directors	All, 2nd

As future state legislation or federal regulations amend mandatory reporting or budget functions, the Budget Time-line Components will be updated.

BALLINGTON ACADEMY

FOR THE

Arts & Sciences

Section II: Summary Multi-Year Budget Projection and Cash Flow

Section II, the Summary Multi-Year Budget and Cash Flow is a three-year projection for the school’s entire operations, including debt retirement. All estimated revenues and expenditures are presented on a yearly basis along with the projected surplus or deficit each year. Beginning and Ending Balance Projections are included along with the identification of Reserve Accounts. The table below offers a brief executive summary of this information. These sheets are followed by a Summary Cash Flow.

	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Key Budget and Financial Variables						
School Enrollment	197	200	225	250	275	300
School ADA at P-2	181	188	212	235	259	282
Ratio of P-2 ADA to Enrollment	91.9%	94.0%	94.0%	94.0%	94.0%	94.0%
Summary Budget Statement						
Total Revenues	\$ 2,519,034	\$ 2,818,700	\$ 3,073,800	\$ 3,453,900	\$ 3,866,100	\$ 4,312,400
Total Expenditures	\$ 2,514,026	\$ 2,822,900	\$ 3,014,400	\$ 3,313,195	\$ 3,669,700	\$ 4,053,500
Net Operations: Sub Total	\$ 5,007	\$ (4,200)	\$ 59,400	\$ 140,705	\$ 196,400	\$ 258,900
Total Other Financings	-	150,000	(50,000)	(100,000)	-	-
Total Net Change	\$ 5,007	\$ 145,800	\$ 9,400	\$ 40,705	\$ 196,400	\$ 258,900
Beginning Balance	7,731	12,738	158,538	167,938	208,643	405,043
Ending Balance	\$ 12,739	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043	\$ 663,943

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Budget Summary

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	
Acct Code							
A. REVENUES							
1. State Revenue Limit Sources							
State Aid - Current Year	8011	1,798,648	1,937,400	2,260,000	2,556,200	2,882,000	3,241,300
Education Protection Account	8012	36,212	37,600	42,300	47,000	51,700	56,400
State Aid - Prior Year Adjustments	8019	(7,124)	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	98,875	104,700	117,800	130,900	143,900	157,000
1. Subtotal State Revenue Limit Sources		\$ 1,926,611	\$ 2,079,700	\$ 2,420,100	\$ 2,734,100	\$ 3,077,600	\$ 3,454,700
2. Federal Revenues							
Every Student Succeeds Act (ESSA), formerly No Child Left Behind (NCLB)							
ESSA: Title I, Part A	8290.3010	50,368	50,200	56,700	63,200	69,700	76,200
ESSA: Title I, Part A, CSI	8290.3182	-	172,400	-	-	-	-
ESSA: Title II, Part A	8290.4035	5,569	9,000	10,200	11,400	12,600	13,800
ESSA: Title IV, Part A, Student Support and Academic Enrichment (SSAE) program	8290.4127	10,000	10,000	-	-	-	-
Subtotal, Every Student Succeeds Act		\$ 65,937	\$ 241,600	\$ 66,900	\$ 74,600	\$ 82,300	\$ 90,000
Federal Special Education	8181-8182	-	-	All Federal Special Education revenue retained by SBCUSD SELPA			
Federal Child Nutrition (NSLP)	8220.5310	103,045	107,000	120,400	133,800	147,200	160,600
Other Federal Programs							
Other Federal Programs (Unidentified)	8100-8299	(17,169)	11,600	-	-	-	-
2. Subtotal Federal Revenues		\$ 151,813	\$ 360,200	\$ 187,300	\$ 208,400	\$ 229,500	\$ 250,600
3. Other State Revenues							
State Special Education	StRevSE	All State Special Education revenue retained by SBCUSD SELPA					
Subtotal, State Special Education	StRevSE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other State Revenues	StRevAO						
State Child Nutrition	8520.5310	7,398	7,700	8,700	9,700	10,700	11,700
Mandate Block Grant	8550	2,490	3,100	3,200	3,700	4,300	4,800
Mandate Block Grant, One-Time Funds	8550	28,079	-	-	-	-	-
Lottery – Prop 20 Restricted	8560.6300	12,402	10,600	11,900	13,200	14,600	15,900
Lottery – Unrestricted	8560.1100	30,807	29,500	33,800	37,500	41,500	45,100
After School Education and Safety (ASES) P	8590.6010	139,926	97,500	133,200	133,200	133,200	133,200
Charter School Facility Grant	8590.6030	207,676	214,400	256,100	292,300	330,600	370,000
Classified School Employees Professional De	8590.7311	1,595	-	-	-	-	-
Other State (TBD)	8590.99	(7,064)	(8,300)	-	-	-	-
Subtotal, All Other State Revenues		\$ 423,309	\$ 354,500	\$ 446,900	\$ 489,600	\$ 534,900	\$ 580,700
3. Subtotal Other State Revenues		\$ 423,309	\$ 354,500	\$ 446,900	\$ 489,600	\$ 534,900	\$ 580,700
4. Other Local Revenues							
Food Service Sales (paid meals)	8634.5310	817	-	-	-	-	-
Fees & Contracts (After Care)	8670.6010	4,759	5,000	5,700	6,400	7,100	7,800
Donations & Contributions; Fundraising	8699	5,104	5,300	6,000	6,700	7,400	8,100
All Other Local Revenues	8699	6,621	14,000	7,800	8,700	9,600	10,500
4. Subtotal Other Local Revenues		\$ 17,300	\$ 24,300	\$ 19,500	\$ 21,800	\$ 24,100	\$ 26,400
5. TOTAL REVENUES		\$ 2,519,034	\$ 2,818,700	\$ 3,073,800	\$ 3,453,900	\$ 3,866,100	\$ 4,312,400

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Budget Summary

	Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
	Acct Code						
B. EXPENDITURES							
1. Certificated Salaries							
	1000-1999						
Certificated Teachers' Salaries	1100	527,595	556,900	689,600	769,900	857,100	945,800
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-
Certificated Sup. and Administrators' Salaries	1300	103,024	120,000	123,600	127,300	131,100	135,000
Other Certificated Salaries	1900	-	-	-	-	-	-
1. Subtotal Certificated Salaries		\$ 630,619	\$ 676,900	\$ 813,200	\$ 897,200	\$ 988,200	\$ 1,080,800
2. Noncertificated Salaries							
	2000-2999						
Noncertificated Instructional Salaries	2100	68,004	63,300	73,900	85,095	113,000	128,000
Noncertificated Support Salaries	2200	99,509	93,800	116,700	131,200	143,600	156,600
Noncertificated Sup. and Administrators' Salaries	2300	4,095	4,000	4,100	4,200	4,300	4,400
Clerical and Office Salaries	2400	121,709	106,000	113,300	121,000	128,100	135,400
Other Noncertificated Salaries	2900	162,322	50,800	58,300	67,000	74,700	82,900
2. Subtotal Noncertificated Salaries		\$ 455,639	\$ 317,900	\$ 366,300	\$ 408,495	\$ 463,700	\$ 507,300
3. Employee Benefits							
	3000-3999						
STRS	3101-3102	-	-	-	-	-	-
PERS	3201-3202	-	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	78,148	76,100	90,200	99,900	111,100	121,500
Health and Welfare Benefits	3401-3402	46,798	43,700	57,500	62,600	66,100	71,900
Unemployment Insurance	3501-3502	15,544	13,500	16,000	17,700	19,700	21,600
Workers' Compensation Insurance	3601-3602	18,822	12,000	14,200	15,700	17,500	19,100
Other Employee Benefits	3901-3902	3,134	11,900	14,100	15,600	17,400	19,000
3. Subtotal Employee Benefits		\$ 162,445	\$ 157,200	\$ 192,000	\$ 211,500	\$ 231,800	\$ 253,100
4. Books & Supplies							
	4000-4999						
Approved Texts and Core Curricula Materials	4100	13,686	84,700	32,900	35,900	48,900	94,100
Books and Other Reference Materials	4200	879	900	1,000	1,100	1,200	1,300
Materials and Supplies	4300	52,654	41,400	49,100	55,500	62,200	69,200
Noncapitalized Equipment	4400	27,480	9,900	10,200	10,500	17,900	35,900
Food	4700	140,023	108,300	125,500	143,500	162,100	181,700
4. Subtotal Books & Supplies		\$ 234,721	\$ 245,200	\$ 218,700	\$ 246,500	\$ 292,300	\$ 382,200

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Budget Summary

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Acct Code						
5. Services & Operational Expenses	5000-5999					
Subagreements for Services	5100	-	-	-	-	-
Travel and Conferences	5200	34,938	17,800	18,300	18,800	19,800
Dues and Memberships	5300	2,100	2,400	2,500	2,600	2,800
Insurance	5400	4,894	5,300	6,100	7,000	8,900
Operations and Housekeeping Services	5500	116,235	129,500	150,000	171,500	217,100
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	408,630	504,000	519,800	536,000	577,000
Professional/Consulting Services and Operating Expenditures	5800	211,863	559,500	489,200	542,800	664,800
Communications	5900	12,034	13,900	14,300	14,700	15,500
5. Subtotal Services & Operational Expenses		\$ 790,694	\$ 1,232,400	\$ 1,200,200	\$ 1,293,400	\$ 1,404,400
6. Capital Outlay	6000-6999					No Capital Outlay Currently in Use
6. Subtotal Capital Outlay		\$ -	\$ -	\$ -	\$ -	\$ -
7. Other Outgo	7100-7299					
SpEd Excess Cost to SBCUSD SELPA	7281-7299	239,908	193,300	224,000	256,100	324,200
Debt Service						
Interest Payments	7438	-	-	-	-	-
Principal Payments	7439	-	-	-	-	-
7. Subtotal Other Outgo		\$ 239,908	\$ 193,300	\$ 224,000	\$ 256,100	\$ 289,300
8. TOTAL EXPENDITURES		\$ 2,514,026	\$ 2,822,900	\$ 3,014,400	\$ 3,313,195	\$ 3,669,700
C. Excess (Deficiency) of Revenues over Expenditures Before Other Financing Sources and Uses						
1. Net Operations: Sub Total		\$ 5,007	\$ (4,200)	\$ 59,400	\$ 140,705	\$ 196,400

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Budget Summary

Ordinal Year Fiscal Year Acct Code	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
D. Other Financing Sources and Uses						
1. Other Financing Sources CDE Revolving Loan Volunteers of America Working Capital Loan	8930-8979	-	-	-	-	\$ -
1. Subtotal Other Financing Sources	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -
2. Less: Other Financing Uses	7630-7699	-	-	50,000	100,000	-
4. Total Other Financing Sources and Uses	\$ -	\$ 150,000	\$ (50,000)	\$ (100,000)	\$ -	\$ -
E. Net Increase (Decrease) in Fund Balance						
1. Net Operations plus Total Other Financing Sources and	\$ 5,007	\$ 145,800	\$ 9,400	\$ 40,705	\$ 196,400	\$ 258,900
F. Fund Balance, Reserves						
1. Beginning Fund Balance						
a. As of July 1	9791	7,731	12,739	158,538	167,938	208,643
b1. Audit Adjustments to Beg. Balance	9793	-	(1)	-	-	-
b2. Other Restatements to Beg. Balance	9795	-	-	-	-	-
c. Adjusted Beginning Balance		7,731	12,738	158,538	167,938	208,643
Add Net Increase (Decrease) in Fund Balance (E1)		5,007	145,800	9,400	40,705	196,400
2. Ending Fund Balance, June 30		\$ 12,739	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043
COMPONENTS FOR ENDING FUND BALANCE						
Designated Amounts						
Reserved for Economic Uncertainty	9789	-	112,916	120,576	165,660	183,485
currently set at greater of \$67,000 or 5% of Total Expenditure		5%	5%	5%	5%	5%
Unassigned/Unappropriated/ Unrestricted Net Position	9790	11,144	45,622	47,362	42,983	221,558
Restricted Net Position	9797	1,595	-	-	-	-
TOTAL COMPONENTS FOR ENDING FUND BALANCE		\$ 12,739	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino — Cash Flow Summary Projections

2018-19 Actuals	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ (21,844)	\$ 106,007	\$ (22,014)	\$ 18,453	\$ 10,409	\$ 91,410	\$ (18,544)	\$ 81,838	\$ 94,522	\$ 75,153	\$ 66,916	\$ (47,550)	\$ (21,844)
plus Revenues	18,544	79,148	138,833	153,319	232,004	145,424	197,810	158,482	322,709	312,018	353,422	407,321	2,519,034
less Expenses	172,051	188,909	256,263	169,450	251,709	305,971	244,989	226,205	258,290	285,142	350,563	(195,515)	2,514,026
plus Other Cash Tran	281,359	(18,261)	157,897	8,086	100,706	50,593	147,561	80,407	(83,787)	(35,113)	(117,324)	(494,926)	77,198
Ending Balance	\$ 106,007	\$ (22,014)	\$ 18,453	\$ 10,409	\$ 91,410	\$ (18,544)	\$ 81,838	\$ 94,522	\$ 75,153	\$ 66,916	\$ (47,550)	\$ 60,361	\$ 60,361
2019-20 Actual to Oct	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 60,361	\$ 74,626	\$ 18,129	\$ 13,121	\$ 86,953	\$ 883	\$ 26,159	\$ 18,847	\$ 49,512	\$ 6,412	\$ 47,362	\$ 3,712	\$ 60,361
plus Revenues	1,500	102,498	103,722	224,810	190,552	244,963	213,488	333,266	269,200	348,450	236,250	32,600	2,301,299
less Expenses	287,448	303,125	245,167	234,476	233,673	179,652	220,800	202,600	212,300	207,500	279,900	299,500	2,906,141
plus Other Cash Tran	300,213	144,130	136,437	83,498	(42,949)	(40,035)	-	(100,000)	(100,000)	(100,000)	-	300,000	581,294
Ending Balance	\$ 74,626	\$ 18,129	\$ 13,121	\$ 86,953	\$ 883	\$ 26,159	\$ 18,847	\$ 49,512	\$ 6,412	\$ 47,362	\$ 3,712	\$ 36,812	\$ 36,812
2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 36,812	\$ 75,812	\$ 34,612	\$ 3,612	\$ 46,637	\$ 3,037	\$ 87,937	\$ 78,862	\$ 10,462	\$ 77,062	\$ 87,037	\$ 41,587	\$ 36,812
plus Revenues	102,000	112,700	202,500	209,825	193,100	303,800	209,825	350,500	296,700	333,275	262,950	44,750	2,621,925
less Expenses	311,700	253,900	236,700	225,500	236,700	218,900	218,900	218,900	230,100	223,300	308,400	331,200	3,014,200
plus Other Cash Tran	248,700	100,000	3,200	58,700	-	-	-	(200,000)	-	(100,000)	-	300,000	410,600
Ending Balance	\$ 75,812	\$ 34,612	\$ 3,612	\$ 46,637	\$ 3,037	\$ 87,937	\$ 78,862	\$ 10,462	\$ 77,062	\$ 87,037	\$ 41,587	\$ 55,137	\$ 55,137
2021-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 55,137	\$ 72,337	\$ 22,037	\$ 6,937	\$ 94,687	\$ 55,687	\$ 50,387	\$ 50,237	\$ 10,537	\$ 89,137	\$ 20,887	\$ 72,487	\$ 55,137
plus Revenues	116,800	128,700	231,400	239,450	220,800	334,300	239,450	399,900	331,000	376,250	293,600	49,700	2,961,350
less Expenses	342,500	279,000	259,800	247,000	259,800	239,600	239,600	239,600	252,400	244,500	342,000	365,200	3,311,000
plus Other Cash Tran	242,900	100,000	13,300	95,300	-	(100,000)	-	(200,000)	-	(200,000)	100,000	300,000	351,500
Ending Balance	\$ 72,337	\$ 22,037	\$ 6,937	\$ 94,687	\$ 55,687	\$ 50,387	\$ 50,237	\$ 10,537	\$ 89,137	\$ 20,887	\$ 72,487	\$ 56,987	\$ 56,987



Section III: Multi-Year Demographic Variables

Section III – Multi-Year Demographic Variables is the first Section in which the key variables of budget development are outlined. This Section, while a bit lengthy, identifies the foundation on which the budget is built. The major student attributes, ranging from enrollment by grade level to other important demographic characteristics of students, such as English Language fluency, family socio-economic background, special education designation, etc. are projected as the various individual student profiles are the factors on which many state and federal program fundings and entitlements are based.

Student attendance is compiled, presented and analyzed in several ways as it is the determinant for over 90% of the school's funding. A corresponding student attendance monitoring system compliments the regular monthly budget monitoring of student attendance.

Lastly, note that while data may be shown for Meal or Lunch Counts for students, those are NOT for meal preparation or food service programs but are representative eligibility criteria for funding of categorical programs.

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Student Enrollment, ADA, & Demographics Data

Ordinal Year Fiscal Year	Year 0 2018–19 Actual CBEDS	Year I 2019–20 Actual CBEDS	Year II 2020–21 Projected CBEDS	Year III 2021–22 Projected CBEDS	Year IV 2022–23 Projected CBEDS	Year V 2023–24 Projected CBEDS
Summary of All Enrollment by Grade						
Transitional Kindergarten	12	12	17	-	-	-
Kindergarten	67	45	25	25	25	50
1st Grade	58	48	50	50	50	50
2nd Grade	31	45	50	50	50	50
3rd Grade	18	26	45	50	50	50
4th Grade	11	13	25	45	50	50
5th Grade	-	11	13	30	50	50
6th Grade	-	-	-	-	-	-
Total	197	200	225	250	275	300
ADA Data						
	P-2 Actual	P-2 Estimate	P-2 Estimate	P-2 Estimate	P-2 Estimate	P-2 Estimate
Total Combined ADA Ratio						
Grades TK-3	0.91	0.94	0.94	0.94	0.94	0.94
Grades 4-6	1.00	0.94	0.94	0.94	0.94	0.94
Total ADA						
Grades TK-3	170.04	165.40	175.80	164.50	164.50	188.00
Grades 4-6	11.02	22.60	35.70	70.50	94.00	94.00
Total ADA	181.06	188.00	211.50	235.00	258.50	282.00
Student Demographics Data						
	Actual Count	Projected Count	Projected Count	Projected Count	Projected Count	Projected Count
Unduplicated Special Population Data Counts						
English Language Learner	49	50	56	62	68	74
Free & Reduced-Price Meal Eligible	178	181	204	227	250	273
Foster Youth	0	0	0	0	0	0
deduct duplications in previous groups	(56)	(57)	(64)	(71)	(78)	(85)
Total unduplicated count	171	174	196	218	240	262
Special Population Percentages						
Unduplicated Special Population (UPP)	86.80%	87.00%	87.11%	87.20%	87.3%	87.3%
English Language Learner	24.87%	25.00%	24.89%	24.80%	24.7%	24.7%
Federal Poverty Eligible	89.85%	90.00%	90.22%	90.40%	90.5%	90.7%
Free & Reduced-Price Meal Eligible	90.36%	90.50%	90.67%	90.80%	90.9%	91.0%

Past data above given as reported to CDE through CALPADS Fall 1 and Fall 2 certified enrollment reports for the annual Fall Census Day (the first Wednesday' in C current and future years where such certification has yet to occur. The Fall 1 certification deadline will be mid-December, and the close of the amendment window w Fall 2 data, certification must occur by early March, with amendments by early April.

The CDE plans to identify, for each LEA, foster students enrolled in their schools on Census Day based on a match with statewide foster data maintained by the Ca Social Services (CDSS). LEAs will not have to submit any records to CALPADS identifying these students as foster youth.

BALLINGTON ACADEMY

FOR THE

Arts & Sciences

Section IV: Multi-Year Revenue and Expenditure Variables

Section IV – Multi-Year Revenue and Expenditure Variables is the Section that defines the parameters on which future funding is estimated as well as the foundation on which expenditures are projected. For the revenue components, the estimated funding per program is identified for each of the coming years.

For the Expenditure Section, major emphasis is placed on compensation costs as schools are labor intense organizations. Specific staffing ratios are identified along with other position control features. Assumptions are made relative to staffing allowances based upon student participation in extra after school hour instruction programs, either before or after school, or in independent study programs. Substitute time cost estimates are indicated along with the assumed basis for the estimate. As the school matures, actual histogram data will be used as the basis for future budget projections.

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Revenue Funding Data

Ordinal Year Fiscal Year	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget	Last Update	Comments & Citations
Financial Projection Factors								
Statutory COLA	3.70%	3.26%	2.29%	2.71%	2.82%	2.60%	01/16/2020	see Endnotes, KV_Revenue [1]
California Consumer Price Index (CA CPI)	3.62%	3.09%	2.99%	2.89%	2.69%	2.73%	01/16/2020	see Endnotes, KV_Revenue [2]
California Funding Deficit Factor	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
1. State Revenue Limit Funding Rates								
Local Control Funding Formula (LCFF) Target Block Grant Rates								
Grades TK-3 Rate	\$ 7,459	\$ 7,702	\$ 7,878	\$ 8,091	\$ 8,319	\$ 8,535	01/16/2020	Annual revenue target per P-2 ADA.
Grades 4-6 Rate	\$ 7,571	\$ 7,818	\$ 7,997	\$ 8,214	\$ 8,446	\$ 8,666	01/16/2020	Annual revenue target per P-2 ADA.
CA K-3 CSR Rate	\$ 776	\$ 801	\$ 819	\$ 841	\$ 865	\$ 888	01/16/2020	see Endnotes, KV_Revenue [3]
Estimated Annual In Lieu Property Tax Rate/ADA	\$ 544.61	\$ 556.83	\$ 556.83	\$ 556.83	\$ 556.83	\$ 556.83	06/17/2019	Rate is assumed constant unless historical data indicate otherwise
2. Federal Revenue Funding Rates								
ESSA Funding Rates								
ESSA: Title I, Part A	\$ 284.56	\$ 278.89	\$ 279.31	\$ 279.65	\$ 279.92	\$ 280.15	05/31/2019	Basic Grants Low-Income and Neglected; see Endnotes, KV_Revenue [5]
ESSA: Title II, Part A	\$ 31.46	\$ 50.00	\$ 50.25	\$ 50.44	\$ 50.60	\$ 50.74	08/14/2019	Improving Teacher Quality Local Grants
Other Federal Funding Rates								
Federal Child Nutrition Funding Rate	\$ 569.12	\$ 569.15	\$ 569.27	\$ 569.36	\$ 569.44	\$ 569.50	09/15/2019	see Endnotes, KV_Revenue [6]
3. Other State Revenue Funding Rates								
All Other State Revenues								
State Child Nutrition	\$ 40.86	\$ 40.96	\$ 41.13	\$ 41.28	\$ 41.39	\$ 41.49	09/15/2019	see Endnotes, KV_Revenue [6]
Mandate Block Grant	\$ 16.33	\$ 16.86	\$ 17.25	\$ 17.72	\$ 18.22	\$ 18.73	01/16/2020	see Endnotes, KV_Revenue [7]
Mandate Block Grant, One-Time Funds	\$ 184.04	\$ -	\$ -	\$ -	\$ -	\$ -	01/16/2020	Funding per prior year P-2 ADA
California Lottery Education Fund								
Prop 20 Restricted	\$ 70.16	\$ 54.00	\$ 54.00	\$ 54.00	\$ 54.00	\$ 54.00	01/16/2020	Annual revenue per prior year actual
Unrestricted	\$ 165.51	\$ 153.00	\$ 153.00	\$ 153.00	\$ 153.00	\$ 153.00	01/16/2020	ADA
Charter School Facility Grant	\$ 1,147.00	\$ 1,184.00	\$ 1,211.00	\$ 1,244.00	\$ 1,279.00	\$ 1,312.00	09/20/2019	see Endnotes, KV_Revenue [8]
Classified School Employees Professional	\$ 177.22	\$ -	\$ -	\$ -	\$ -	\$ -	12/14/2018	Funding per PY Classified FTE count;
Note: Lottery Funding is not tied to the Statutory COLA, depending instead on actual lottery sales.								
4. Other Local Revenue Rates								
Local Interest Rate								
Local Interest Rate	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	02/20/2020	
Food Service Sales (paid meals)	\$ 4.51	\$ -	\$ -	\$ -	\$ -	\$ -	09/15/2019	see Endnotes, KV_Revenue [6]
Fees & Contracts (After Care)	\$ 26.28	\$ 26.60	\$ 26.95	\$ 27.23	\$ 27.47	\$ 27.66	09/15/2019	
Donations & Contributions; Fundraising	\$ 28.19	\$ 28.19	\$ 28.37	\$ 28.51	\$ 28.63	\$ 28.72	09/15/2019	
All Other Local Revenues	\$ 36.57	\$ 36.70	\$ 36.88	\$ 37.02	\$ 37.14	\$ 37.23	09/15/2019	

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — School Staffing Data

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments
Certificated Staffing (Staffing Ratios and FTE counts)							
Teacher:Pupil Staffing Ratios							
Teachers – Regular Program	BAASSB intends to staff all classes at a rate no higher than 25:1						
Grades TK-3	1/25	1/25	1/25	1/25	1/25	1/25	
Grades 4-8	1/25	1/25	1/25	1/25	1/25	1/25	
Teacher Staffing Projections (FTE counts)							
Teachers – Regular Program							
Transitional Kindergarten	0.40	0.40	1.00	-	-	-	
Kindergarten	2.60	1.80	1.00	1.00	1.00	2.00	
1st Grade	2.50	1.80	2.00	2.00	2.00	2.00	
2nd Grade	1.25	2.00	2.00	2.00	2.00	2.00	
3rd Grade	0.75	1.00	2.00	2.00	2.00	2.00	
4th Grade	0.50	0.50	1.00	2.00	2.00	2.00	
5th Grade	-	0.50	1.00	2.00	2.00	2.00	
Subtotal, Regular Programs	8.00	8.00	10.00	11.00	11.00	12.00	
Teachers – Other Certificated (Electives, Special Education, etc.)							
Art & Music	0.50	0.66	0.66	0.66	0.66	0.66	
ELD & Pupil Intervention	1.00	1.00	1.00	1.00	2.00	2.00	
Science & Technology	-	0.66	0.66	0.66	0.66	0.66	
Subtotal, Other Certificated Teachers	1.50	2.31	2.31	2.31	3.31	3.31	
Total All Teachers	9.50	10.31	12.31	13.31	14.31	15.31	
Other Certificated Employee Staffing (FTEs)							
School Administrator Staffing							
Superintendent	-	0.18	0.18	0.18	0.18	0.18	Shared 1:3 with El Centro
Principal	1.00	1.00	1.00	1.00	1.00	1.00	
Subtotal Certificated (Non-Teaching) FTEs	1.00	1.18	1.18	1.18	1.18	1.18	
Total Certificated Staff FTEs	10.50	11.49	13.49	14.49	15.49	16.49	
Certificated Staff Earning Health Benefits	11.00	13.00	15.00	16.00	16.00	17.00	Eligibility count per Charter rules
Classified Employee Staffing (FTEs)							
Classified Hourly Staff (hrs/day)							
Non-Certificated Instructional Staffing							
Instructional Aide	7.99	10.59	12.00	13.00	20.00	22.00	no single staffer assigned more than 30 hr/wk
Title I Aide	18.55	14.11	16.00	18.00	20.00	22.00	Charge to Title I, Res 3010
Pupil Support Staffing							
Health Clerk	8.00	5.29	7.29	7.29	7.29	7.29	no single staffer assigned more than 30 hr/wk
Health/Nutrition Manager	2.84	2.51	2.51	2.51	2.51	2.51	Assgt is 65 days x 8 hr/day
Maintenance & Operations Personnel	6.00	5.29	5.29	5.29	5.29	5.29	
Nutrition Aide	20.00	20.00	23.00	26.00	29.00	32.00	Charge to Nutrition, Res 5310
Clerical, Technical & Other Office Employee Staffing							
ASES Coordinator	6.60	7.06	8.00	9.00	10.00	11.00	Charge to ASES, Res 6010
Front Desk Receptionist	8.00	7.06	7.06	7.06	7.06	7.06	
Office Assistant	8.00	3.53	3.53	3.53	3.53	3.53	
Parent Engagement Coordinator	8.00	5.29	5.29	5.29	5.29	5.29	
Registrar	-	5.29	5.29	5.29	5.29	5.29	
Other Classified Employee Staffing							
Afterschool Aide(s)	20.80	19.76	22.00	24.00	26.00	28.00	no single staffer assigned more than 30 hr/wk
Other	-	-	-	-	-	-	Charge to ASES, Res 6010
Subtotal Hourly FTE	14.35	13.22	14.66	15.78	17.66	18.91	
Total Classified Staff FTEs	14.35	13.22	14.66	15.78	17.66	18.91	
Classified Staff Earning Health Benefits	19.00	15.00	20.00	20.00	20.00	20.00	
Total All Staff FTEs	24.85	24.72	28.15	30.28	33.15	35.40	

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Staff Compensation Data

Ordinal Year Fiscal Year SACS Code	Year 0	Year I	Year II	Year III	Year IV	Year V	Comments
	2018-19 Audited Actual Budget	2019-20 Petition Renewal Budget	2020-21 Projected Budget	2021-22 Projected Budget	2022-23 Projected Budget	2023-24 Projected Budget	
BAASSB staff are evaluated annually, and may earn a performance adjustment of 0 to 3%							
Salary and Wage COLA Table							all wage increases are per Salary COLA
CA CPI (reference value)	3.62%	3.09%	2.99%	2.89%	2.69%	2.73%	copied from KV_Revenue annual retention increase sum of preceding components (limit for cost containment)
School Seniority COLA	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%	
Subtotal	7.62%	7.09%	6.99%	6.89%	6.69%	6.73%	
Maximum COLA School will pay	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	
Total Annual Salary COLA	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	
Certificated Employee Salaries	1000-1999	Annual Salary per FTE except where noted otherwise					
Teacher Salaries	11xx						
Average Teacher Cost – Regular	1111	\$ 56,446	\$ 55,600	\$ 57,300	\$ 59,000	\$ 60,800	\$ 62,600
Substitute Teacher Cost per Day	1114	\$ 125	\$ 122	\$ 126	\$ 130	\$ 134	\$ 138
Other Teacher Salaries							
Teacher – Art & Music	1121	\$ 38,430	\$ 38,430	\$ 39,600	\$ 40,800	\$ 42,000	\$ 43,300
Teacher – ELD & Pupil Intervention	1131	\$ 50,915	\$ 57,900	\$ 59,600	\$ 61,400	\$ 63,200	\$ 65,100
Teacher – Science & Technology	1141	\$ 34,580	\$ 34,580	\$ 35,600	\$ 36,700	\$ 37,800	\$ 38,900
School Administrator Salaries	13xx						
Superintendent	1321	\$ 102,400	\$ 105,500	\$ 108,700	\$ 112,000	\$ 115,400	\$ 118,900
Principal	1351	\$ 103,024	\$ 100,800	\$ 103,800	\$ 106,900	\$ 110,100	\$ 113,400
Classified Hourly Staff Wage Rates	2000-2999	Hourly Wage Rates					
Statutory Minimum Wage		\$ 12.00	\$ 13.00	\$ 14.00	\$ 15.00	\$ 15.00	\$ 15.39
CA Statewide rate							
Non-Certificated Instructional Wage Rates	21xx						
Instructional Aide	2112	\$ 14.00	\$ 14.00	\$ 14.44	\$ 15.00	\$ 15.44	\$ 15.90
Title I Aide	2122	\$ 14.00	\$ 14.00	\$ 14.41	\$ 15.00	\$ 15.44	\$ 15.90
Pupil Support Wage Rates	22xx						
Health Clerk	2242	\$ 14.00	\$ 14.00	\$ 14.45	\$ 15.00	\$ 15.48	\$ 15.92
Health/Nutrition Manager	2222	\$ 26.00	\$ 26.00	\$ 26.80	\$ 27.62	\$ 28.44	\$ 29.26
Maintenance & Operations Personnel	2232	\$ 15.00	\$ 15.00	\$ 15.41	\$ 15.89	\$ 16.38	\$ 16.86
Nutrition Aide	2212	\$ 13.22	\$ 13.22	\$ 14.00	\$ 15.00	\$ 15.45	\$ 15.92
Clerical, Technical & Other Office Emp	24xx						
ASES Coordinator	2422	\$ 17.00	\$ 17.00	\$ 17.54	\$ 18.04	\$ 18.60	\$ 19.16
Front Desk Receptionist	2442	\$ 13.00	\$ 13.00	\$ 14.00	\$ 15.00	\$ 15.45	\$ 15.92
Office Assistant	2412	\$ 16.00	\$ 16.00	\$ 16.45	\$ 16.91	\$ 17.38	\$ 17.84
Parent Engagement Coordinator	2432	\$ 21.42	\$ 21.42	\$ 22.05	\$ 22.73	\$ 23.41	\$ 24.09
Registrar	2452	\$ 19.00	\$ 19.00	\$ 19.59	\$ 20.19	\$ 20.78	\$ 21.38
Other Classified Employee Wage Rates	29xx						
Afterschool Aide(s)	2932	\$ 13.82	\$ 13.82	\$ 14.25	\$ 15.00	\$ 15.45	\$ 15.92
Other	2992	\$ -	\$ 13.00	\$ 14.00	\$ 15.00	\$ 15.00	\$ 15.39

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Employee Benefit Cost Rate Data

	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget	Last Update	Comments
Retirement Plan Contribution Rates								
Social Security (OASDI)	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	10/11/2019	OASDI will be paid for all employees; contribution limited to first \$132,900 of wages as of 10/11/2019
Alternative Retirement Plan	0.29%	1.20%	1.20%	1.20%	1.20%	1.20%	09/01/2019	403(b) plan for all staff; employee must contribute to earn ER match
Other Mandatory Benefits								
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	10/11/2019	No limit on contribution; both employee and employer must pay.
Unemployment Insurance (FUTA/SUI/SEF)	1.43%	1.36%	1.36%	1.36%	1.36%	1.36%	06/04/2019	This tax is calculated against ALL wages per CA Unemployment Insurance Code §828.
Worker's Compensation (WC)	1.73%	1.20%	1.20%	1.20%	1.20%	1.20%	09/01/2019	Tax rate per charterSAFE Invoice
Health Benefits								
Average Rise in Health Care Costs	4.40%	0.00%	5.40%	5.60%	5.80%	5.90%	02/26/2019	Centers for Medicare & Medicaid Services, Projection of National Health Expenditure Costs
Maximum Increase Paid by School	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	n/a	
Annual Health Benefits COLA	4.4%	0.0%	5.4%	5.6%	5.8%	5.9%	n/a	
Combined monthly HDV rate estimate	\$ 130	\$ 130	\$ 137	\$ 145	\$ 153	\$ 162	09/01/2019	Combined monthly award per eligible FTE for health, dental & vision benefits.

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Books & Supplies

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V		
Fiscal Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24		
SACS Code	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments	
Approved Textbooks and Core Curricula Materials								
Textbooks (students)	4100	57.29	59.00	60.89	62.80	64.36	66.00	Annual amount per student
Textbooks (BAB increase)	4100	-	16.00	16.44	16.80	17.09	17.67	Annual amount per student
Textbooks (Title I CSI)	4100	-	225.00	-	-	-	-	Annual amount per student
Textbooks (unidentified)	4100	-	24,700	-	-	10,000	52,000	Annual amount
Instructional Software	4100	2,400	2,500	2,600	2,700	2,800	2,900	Annual amount
NWEA MAP Software	4100	-	12,500	12,900	13,300	13,700	14,100	Annual amount
Books and Other Reference Materials								
Library Books	4200	4.46	4.50	4.44	4.40	4.36	4.33	Annual amount per student
Other	4200	-	-	-	-	-	-	Annual amount
Materials and Supplies								
Materials & Supplies (restricted)	4300	47.21	35.50	41.33	38.40	36.00	34.00	Annual amount per student
Materials & Supplies (students)	4300	79.88	22.50	18.22	22.80	26.91	30.67	Annual amount per student
Classroom Supplies (teachers)	4315	1,500	1,542	1,592	1,638	1,684	1,731	Annual amount per teacher
Curriculum (ASES supplies)	4300	2.18	2.00	2.22	2.40	2.55	2.67	Annual amount per student
Curriculum (Other restricted)	4300	65.67	67.50	69.33	71.20	73.09	75.00	Annual amount per student
Food for Staff and Board Meetings	4300	-	-	-	-	-	-	Annual amount
Materials for Plant Maintenance	4381	-	-	-	-	-	-	Annual amount
Non Capitalized Equipment								
Computers	4410	-	5,400	5,600	5,800	13,100	31,000	Annual amount
Equipment	4400	9,859	3,300	3,400	3,500	3,600	3,700	Annual amount
Equipment - Students	4430	17,621	1,200	1,200	1,200	1,200	1,200	Annual amount
Food for Student Nutrition								
After-School Program Snacks (ASES)	4700	0.04	0.04	0.05	0.05	0.05	0.05	Daily amount per student
Food for Student Nutrition	4700	3.84	2.92	3.00	3.09	3.17	3.26	Daily amount per student
Other	4700	-	-	-	-	-	-	Daily amount per student

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Operating Costs

	Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget	Comments
Travel and Conference								
Training and Development	5210	\$ 29,241	\$ 11,200	\$ 11,500	\$ 11,800	\$ 12,100	\$ 12,400	Estimated annual cost
Other	5200	5,697	6,600	6,800	7,000	7,200	7,400	Estimated annual cost
Dues and Memberships								
Combined Estimate	5300	\$ 2,100	\$ 2,400	\$ 2,500	\$ 2,600	\$ 2,700	\$ 2,800	Estimated annual cost
Insurance								
Combined Estimate	5410	\$ 408	\$ 442	\$ 508	\$ 583	\$ 658	\$ 742	Estimated monthly expense; adjusted for enroll
Operation and Housekeeping Services								
Combined Utilities	5501	\$ 5,378	\$ 6,308	\$ 7,308	\$ 8,358	\$ 9,442	\$ 10,583	Estimated monthly expense; adjusted for enroll
Custodial Services	5502	4,308	4,483	5,192	5,933	6,700	7,508	Estimated monthly expense; adjusted for enroll
Rentals, Leases, Repairs and Noncapitalized Improvements								
Copier/Equipment (lease/rental)	5605	\$ 437	\$ 467	\$ 542	\$ 617	\$ 700	\$ 783	Estimated monthly expense
Copier/Equipment (repairs)	5610	70	83	83	83	83	83	Estimated monthly expense
Property (lease/rental)	5600	30,058	38,525	39,683	40,875	43,100	43,958	Estimated monthly expense
Property (repairs)	5601	2,875	2,242	2,308	2,375	2,442	2,508	Estimated monthly expense
Storage Space (lease/rental)	5602	612	683	700	717	733	750	Estimated monthly expense
Professional/Consulting Services & Operating Expenses								
District Financial Oversight Fee Rate	5805	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	Percentage of LCFF Revenue
Accounting, Payroll & Bank Fees	5803	\$ 1,241	\$ 1,333	\$ 1,375	\$ 1,417	\$ 1,458	\$ 1,500	Estimated monthly expense
Advertising/Recruiting	5815	24	25	25	25	25	25	Estimated monthly expense
Audit Services (Wilkerson & Bradley)	5806	4,000	4,600	4,700	4,800	4,900	5,000	Estimated annual cost
Educational Consultants (Title I CSI)	5810	1,462	9,300	-	-	-	-	Estimated monthly expense
Financial Services - CSMC	5873	2,700	2,700	2,800	2,900	3,000	3,100	Estimated monthly expense
Fundraising Expense	5820	404	-	-	-	-	-	Estimated monthly expense
IT Services	5877	240	1,242	1,275	1,308	1,342	1,375	Estimated monthly expense
Legal Services	5805	-	1,867	1,925	1,983	2,033	2,092	Estimated monthly expense
Personnel Services	5874	1,150	1,300	1,500	1,700	1,900	2,100	Estimated annual cost
Student Attendance Software (ASES)	5898	1,500	1,700	1,800	1,900	2,000	2,100	Estimated annual cost
Student Home/School Transportation (Title I CSI)	5811	42	750	-	-	-	-	Estimated monthly expense
Student Field Trip Expenses	5830	25	-	-	-	-	-	Estimated annual cost per pupil
Student Activities	5812	2.87	3.50	4.00	4.00	4.00	4.00	Estimated annual cost per pupil
Transportation Services (Title I CSI)	5836	380	9,000	1,300	1,300	1,300	1,300	Estimated annual cost
All Other Services and Operating Expenses	5898	2,437	2,800	2,900	3,000	3,100	3,200	Estimated annual cost
Communications								
Combined Estimate	5900	\$ 1,003	\$ 1,158	\$ 1,192	\$ 1,225	\$ 1,258	\$ 1,292	Estimated monthly expense

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino
Endnotes Worksheet

Source	Comments and Footnotes
• KV_Revenue	<p>Revenue Funding Data Worksheet</p> <p>[1] COLA predictions are used to forecast changes to future revenue rates. Statutory COLA rates are not officially posted by CDE at any particular location, but instead are announced on an ad hoc basis as the rate is updated.</p> <p>[2] CPI predictions are used to forecast changes to future expense rates. CPI rates are not officially posted by CDE at any particular location, but instead are announced on an ad hoc basis as rate revisions are released by the Feds.</p> <p>[3] Although K-3CSR is no longer a separately funded program, the rate is included here as it is used as a component for the LCFF calculation</p> <p>[4] EPA funds are removed from the total Principal Apportionment allocation before the remainder is split between State Aid and funds to be paid In Lieu of Property Taxes. By statute, the rate allocation will be updated twice annually, by June 30 and at certification of P-1 apportionment (February). All schools will receive a minimum of \$200/ADA. Prop 30 EPA taxes were originally set to expire in 2019-20, but voter approval of Prop 55 in Nov 2016 will extend these taxes through 2030. See additional FAQ posts at http://www.cde.ca.gov/fg/aa/pa/epa.asp for more information.</p> <p>[5] As of 2016-17, Title I program rules limit total indirect costs to 15% (ie., all expenses not tied to direct student services must not exceed 15% of total funding allocation), see: http://www.cde.ca.gov/fg/aa/co/ca16wguit1paleaall.asp for lengthy explanation. Note: Operating costs and capital outlay can also be included in the 85 percent direct services to students if such expenditures meet the specific educational needs of eligible students, as supported by student data and effective practice, and the educational objective and purpose of Title I, and the Single Plan for Student Achievement (SPSA). Examples of operating and capital outlay include lease/purchase of equipment such as computers and computer software.</p> <p>[6] Projected annual funding rates per P-2 ADA based on Food Services Provider documentation.</p> <p>[7] Funding per prior year P-2 ADA (so new schools get nothing until second year of operation)</p> <p>[8] The Charter School Facility Grant Program has been funded at a constant rate of \$750/ADA for several years. Authorization and operational details are given in the Ca. Code of Regulations, Title 4, Division 15, Article 1.5, §10170. Note that the program has significant eligibility restrictions -- requiring a minimum of 70% Free and Reduced-Price meal eligible students, as well as a cap that limits grant funding to 75% of actual annual facilities rent/lease expenses. Note as well, that on an annual basis, the eligibility threshold may be lowered in 1% increments, as low as 60%, in order to enlarge the awardee pool when funds remain unawarded after initial allocations. On the flip side, if the awards calculated for eligible applicants exceeds the funding allotted, then all awards will be discounted in order not to exceed the total funding. As of Jul 1, 2013, this program is administered by the California State Treasurer's Office - California School Finance Authority (CSFA) rather than CDE.</p>

BALLINGTON ACADEMY

FOR THE

Arts & Sciences

Section V: Detailed Revenue and Expenditure Data

Section V – Detailed Revenue and Expenditure Data shows the calculation of the various components of the school’s Revenue Limit Sources under the Local Control Funding Formula, as well as various costs, by type of expense, based on the identified variables from the previous Sections III and IV. For instance, all teacher costs, retirement costs, books, utilities, operating, capital equipment, debt costs, etc., are calculated based upon the parameters defined in the previous section. This section, as with all others, is subject to frequent review and update.

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Local Control Funding Formula Revenue Projections

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments & Footnotes
Local Control Funding Formula							
Local Control Funding Formula Target Input Data							
Funding Rates							
Grades K-3 Base Grant Rate	\$ 7,459	\$ 7,702	\$ 7,878	\$ 8,091	\$ 8,319	\$ 8,535	(a)
Grades 4-6 Base Grant Rate	\$ 7,571	\$ 7,818	\$ 7,997	\$ 8,214	\$ 8,446	\$ 8,666	(b)
Grades K-3 CSR Adjustment Rate	\$ 776	\$ 801	\$ 819	\$ 841	\$ 865	\$ 888	(e)
Student Counts							
Enrollment	197	200	225	250	275	300	(g)
ADA by Grade Group							
Grades K-3 ADA	170.04	165.40	175.80	164.50	164.50	188.00	(h)
Grades 4-6 ADA	11.02	22.60	35.70	70.50	94.00	94.00	(i)
Total ADA	181.06	188.00	211.50	235.00	258.50	282.00	(l) = (h) + (i) + (j) + (k)
Unduplicated Pupil Count of Supplemental Funding Eligible Students (UPC)	171	174	196	218	240	262	(m); 2019-20 Input matches CDE-certified data for Fall 2 counts
Charter Rolling Unduplicated Pupil Percentage of Supplemental Funding Eligible Students (UPP)	82.59%	87.80%	86.98%	87.11%	87.20%	87.27%	(n); Percentages estimated by BAASSB team as of 2020-02-20
Sponsor Rolling Unduplicated Percentage of Supplemental Funding Eligible Students (UPP ceiling)	89.97%	89.97%	89.97%	89.97%	89.97%	89.97%	(o); 2019-20+ data projected from 2018-19 P-2 reports posted by CDE for SBCUSD as of 2019-06-17
NOTE: The percentage of unduplicated pupils is based on a three-year rolling average from data submitted by LEAs through routine CALPADS reporting. (EC sections 2574(b)(1) and 42238.02(b)(5)).							
NOTE FURTHER that Concentration funding will be limited by the rolling unduplicated percentage of the sponsor district wherein the charter school is located.							
Concentration Grant Factor	27.59%	32.80%	31.98%	32.11%	32.20%	32.27%	(p) = excess of lesser of (n,o) over 55%
Additional CDE Funding Rates							
Base LCFF Floor Rate	\$ 9,925	\$ 9,925	\$ 9,925	\$ 9,925	\$ 9,925	\$ 9,925	(q); varies by LEA; value taken from 2018-19 P-2 reports posted by CDE for SBCUSD as of 2020-02-20
Local Control Funding Formula Target Calculation							
Base Grant Components							
Grades K-3	1,268,328	1,273,911	1,384,952	1,330,970	1,368,476	1,604,580	All award components rounded at whole dollars = (a) x (h)
Grades 4-6	83,432	176,687	285,493	579,087	793,924	814,604	= (b) x (i)
Grades K-3 CSR Grade Span Adjustment	131,951	132,485	143,980	138,345	142,293	166,944	= (e) x (h)
Subtotal of Base Grant Components	1,483,711	1,583,083	1,814,425	2,048,402	2,304,693	2,586,128	= (r) = sum of previous six rows

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Local Control Funding Formula Revenue Projections

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments & Footnotes
Local Control Funding Formula Target Calculation, continued							
20% Supplemental Grant Components				Additional funding paid on the rolling unduplicated percentage factor, (n)			
Grades K-3	231,298	246,963	265,973	255,984	263,478	309,202	= [(a) + (e)] x (h) x 20% x (n)
Grades 4-6	13,781	31,026	49,664	100,889	138,460	142,181	= (b) x (i) x 20% x (n)
Subtotal, Supplemental Grant	245,079	277,989	315,637	356,873	401,938	451,383	= (s) = sum of previous four rows
50% Concentration Grant Components				Charter rate Charter rate Charter rate Charter rate Charter rate			
Additional funding paid on the excess of the minimum rolling unduplicated percentage factor between charter and sponsor over a 55% threshold, ie., Concentration Grant Factor (p)							
Grades K-3	193,168	230,649	244,476	235,899	243,234	285,835	= [(a) + (e)] x (h) x 50% x (p)
Grades 4-6	11,509	28,977	45,650	92,972	127,822	131,436	= (b) x (i) x 50% x (p)
Subtotal, Concentration Grant	204,677	259,626	290,126	328,871	371,056	417,271	= (t) = sum of previous four rows
Adjustment to Match CSMC Calculation	-	(40,989)	-	-	-	-	Per P-2 Report, each past year
Local Control Funding Formula Target	\$ 1,933,467	\$ 2,079,709	\$ 2,420,188	\$ 2,734,146	\$ 3,077,687	\$ 3,454,782	= (u) = Sum of all grant components above
LCFF Target Components as Percentage of Total LCFF Target							
Base Components	76.74%	76.12%	74.97%	74.92%	74.88%	74.86%	= (r) / (u)
Supplemental Grant Components	12.68%	13.37%	13.04%	13.05%	13.06%	13.07%	= (s) / (u)
Concentration Grant Components	10.59%	12.48%	11.99%	12.03%	12.06%	12.08%	= (t) / (u)
Checksum	100.0%	102.0%	100.0%	100.0%	100.0%	100.0%	= sum of previous three rows
Local Control Funding Formula Floor Calculation							
Base Floor Revenue adjusted for CY ADA, = Adjusted Revenue Limit	1,796,984	1,865,862	2,099,095	2,332,328	2,565,561	2,798,794	= (l) x (q); the EPA allocation is calculated from this factor
Cumulative Floor Adjustment	80,488	141,714	240,568	356,672	441,949	558,588	PY LCFF Gap Funding at CY ADA
Adjustment to Match CDE Calculation	-	-	-	-	-	-	Per FCMAT-LCFF Calculator 16.1e
Local Control Funding Formula Floor	\$ 1,877,472	\$ 2,007,576	\$ 2,339,663	\$ 2,689,000	\$ 3,007,510	\$ 3,357,382	Sum of all floor components above
Local Control Funding Formula Phase-in Entitlement Calculation							
LCFF Target less LCFF Floor = Gap	\$ 55,995	\$ 72,133	\$ 80,525	\$ 45,146	\$ 70,177	\$ 97,400	
Local Control Funding Formula Gap Allocation Percentage (GAP)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	Rate set by CA Department of Finance; projections updated irregularly
Funded portion of LCFF Gap = Phase-in Entitlement	\$ 55,995	\$ 72,124	\$ 80,437	\$ 45,100	\$ 70,090	\$ 97,318	= Gap x GAP, rounded to force total entitlement down to nearest hundred
Local Control Funding Formula Entitlement Calculation							
LCFF Floor Entitlement	\$ 1,877,472	\$ 2,007,576	\$ 2,339,663	\$ 2,689,000	\$ 3,007,510	\$ 3,357,382	= LCFF Floor, above
LCFF Phase-in Entitlement	\$ 55,995	\$ 72,124	\$ 80,437	\$ 45,100	\$ 70,090	\$ 97,318	= LCFF Phase-in Entitlement, above
Projected LCFF Entitlement = Subtotal State Revenue Limit Sources	\$ 1,933,467	\$ 2,079,700	\$ 2,420,100	\$ 2,734,100	\$ 3,077,600	\$ 3,454,700	LCFF Floor + Phase-in = Total LCFF Entitlement

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Compensation

	Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Certificated Salaries	1000-1999						
Certificated Teacher Salaries	1100-1199						
Teachers – Regular Program	1100	451,566	444,800	573,000	649,000	668,800	751,200
Other Teacher Salaries							
Teacher – Art & Music	1121	19,215	25,200	26,000	26,800	27,500	28,400
Teacher – ELD & Pupil Intervention	1131	50,915	57,900	59,600	61,400	126,400	130,200
Teacher – Science & Technology	1141	-	22,700	23,300	24,100	24,800	25,500
Substitute Teacher Costs							
Day-to-Day Substitutes	1114	5,900	6,300	7,700	8,600	9,600	10,500
Long-Term Substitutes	1115	-	-	-	-	-	-
Total Certificated Teacher Salaries	1000-1199	\$ 527,595	\$ 556,900	\$ 689,600	\$ 769,900	\$ 857,100	\$ 945,800
Other Certificated Employee Salaries							
Pupil Support Salaries	12xx						No Pupil Support Salaries currently projected
Subtotal	12xx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School Administrator Salaries	13xx						
Superintendent	1321	-	19,200	19,800	20,400	21,000	21,600
Principal	1351	103,024	100,800	103,800	106,900	110,100	113,400
Subtotal	13xx	\$ 103,024	\$ 120,000	\$ 123,600	\$ 127,300	\$ 131,100	\$ 135,000
Other Non Instructional Certificated Salaries							No Other Non Instructional Certificated Salaries currently projected
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL CERTIFICATED SALARIES	1000-1999	\$ 630,619	\$ 676,900	\$ 813,200	\$ 897,200	\$ 988,200	\$ 1,080,800

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Compensation

	Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget	
Classified Compensation Costs		2000-2999						
Classified Salaries								
Administrator Salaries		23xx						
Superintendent	2321	-	-	-	-	-	-	
Other Classified Administrators	2391	4,095	4,000	4,100	4,200	4,300	4,400	
Subtotal	23xx	\$ 4,095	\$ 4,000	\$ 4,100	\$ 4,200	\$ 4,300	\$ 4,400	
Subtotal Classified Salaries Cost		\$ 4,095	\$ 4,000	\$ 4,100	\$ 4,200	\$ 4,300	\$ 4,400	
Hourly Classified Staff Wage Costs								
Non-Certificated Instructional Wage Costs								
Instructional Aide	2112	20,481	27,100	31,700	35,685	56,500	64,000	
Title I Aide	2122	47,523	36,200	42,200	49,410	56,500	64,000	
Subtotal	\$ -	\$ 68,004	\$ 63,300	\$ 73,900	\$ 85,095	\$ 113,000	\$ 128,000	
Pupil Support Wage Costs		22xx						
Health Clerk	2242	20,496	18,000	25,600	26,600	27,400	28,200	
Health/Nutrition Manager	2222	13,520	11,900	16,300	16,800	17,300	17,800	
Maintenance & Operations Personnel	2232	17,100	15,500	15,900	16,400	16,900	17,400	
Nutrition Aide	2212	48,393	48,400	58,900	71,400	82,000	93,200	
Subtotal	22xx	\$ 99,509	\$ 93,800	\$ 116,700	\$ 131,200	\$ 143,600	\$ 156,600	
Clerical, Technical & Other Office Employee Wage Costs								
ASES Coordinator	2422	20,869	22,300	26,100	30,200	34,600	39,200	
Front Desk Receptionist	2442	26,000	22,300	24,000	25,700	26,500	27,300	
Office Assistant	2412	32,000	13,700	14,100	14,500	14,900	15,300	
Parent Engagement Coordinator	2432	42,840	25,300	26,000	26,800	27,600	28,400	
Registrar	2452	-	22,400	23,100	23,800	24,500	25,200	
Subtotal	\$ -	\$ 121,709	\$ 106,000	\$ 113,300	\$ 121,000	\$ 128,100	\$ 135,400	
Other Classified Employee Wage Costs		29xx						
Afterschool Aide(s)	2932	53,472	50,800	58,300	67,000	74,700	82,900	
Other	2992	108,850	-	-	-	-	-	
Subtotal	29xx	\$ 162,322	\$ 50,800	\$ 58,300	\$ 67,000	\$ 74,700	\$ 82,900	
Subtotal Hourly Staff Wage Costs		\$ 451,544	\$ 313,900	\$ 362,200	\$ 404,295	\$ 459,400	\$ 502,900	
TOTAL ALL CLASSIFIED WAGES		2000-2999	\$ 455,639	\$ 317,900	\$ 366,300	\$ 408,495	\$ 463,700	\$ 507,300

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Employee Benefits

Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Old Age, Survivors, Disability, and Health Insurance (OASDI)						
Medicare, certificated contributions 3301	9,144	9,815	11,791	13,009	14,329	15,672
Social Security, certificated contributions 3301	34,147	41,966	50,387	55,643	61,298	67,020
Medicare, noncertificated contributions 3302	6,607	4,610	5,311	5,923	6,724	7,356
Social Security, noncertificated contributions 3302	28,250	19,710	22,711	25,324	28,749	31,453
OASDI Subtotal	\$ 78,148	\$ 76,100	\$ 90,200	\$ 99,900	\$ 111,100	\$ 121,500
Health Benefit Costs (HDV)						
Combined monthly HDV rate estimate, certificate 3401	17,159	20,280	24,660	27,840	29,376	33,048
Combined monthly HDV rate estimate, noncertifi 3402	29,639	23,420	32,840	34,760	36,724	38,852
HDV Subtotal	\$ 46,798	\$ 43,700	\$ 57,500	\$ 62,600	\$ 66,100	\$ 71,900
Unemployment Insurance (FUTA/SUI/SEF)						
Certificated contributions 3501	9,024	9,185	11,028	12,155	13,406	14,714
Noncertificated contributions 3502	6,520	4,315	4,972	5,545	6,294	6,886
FUTA/SUI/SEF Subtotal	\$ 15,544	\$ 13,500	\$ 16,000	\$ 17,700	\$ 19,700	\$ 21,600
Worker's Compensation Insurance (WC)						
Certificated contributions 3601	10,927	8,171	9,787	10,780	11,914	12,989
Noncertificated contributions 3602	7,895	3,829	4,413	4,920	5,586	6,111
WC Subtotal	\$ 18,822	\$ 12,000	\$ 14,200	\$ 15,700	\$ 17,500	\$ 19,100
Other Benefits						
Certificated contributions 3901	1,820	8,101	9,722	10,718	11,858	12,937
Noncertificated contributions 3902	1,315	3,799	4,378	4,882	5,542	6,063
Other Benefits Subtotal	\$ 3,134	\$ 11,900	\$ 14,100	\$ 15,600	\$ 17,400	\$ 19,000
Total Benefit Costs 3000-3999	\$ 162,445	\$ 157,200	\$ 192,000	\$ 211,500	\$ 231,800	\$ 253,100

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Books and Supplies

Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Approved Textbooks and Core Curricula						
Materials 4100						
Textbooks (students) 4100	11,286	11,800	13,700	15,700	17,700	19,800
Textbooks (BAB increase) 4100	-	3,200	3,700	4,200	4,700	5,300
Textbooks (Title I CSI) 4100	-	45,000	-	-	-	-
Textbooks (unidentified) 4100	-	24,700	-	-	10,000	52,000
Instructional Software 4100	2,400	-	2,600	2,700	2,800	2,900
NWEA MAP Software 4100	-	-	12,900	13,300	13,700	14,100
Subtotal, Approved Textbooks and Core Curricula Materials	\$ 13,686	\$ 84,700	\$ 32,900	\$ 35,900	\$ 48,900	\$ 94,100
Books and Other Reference Materials 4200						
Library Books 4200	879	900	1,000	1,100	1,200	1,300
Other 4200	-	-	-	-	-	-
Subtotal, Books and Other Reference Materials	\$ 879	\$ 900	\$ 1,000	\$ 1,100	\$ 1,200	\$ 1,300
Materials and Supplies 4300						
Materials & Supplies (restricted) 4300	9,300	7,100	9,300	9,600	9,900	10,200
Materials & Supplies (students) 4300	15,737	4,500	4,100	5,700	7,400	9,200
Classroom Supplies (teachers) 4315	14,250	15,900	19,600	21,800	24,100	26,500
Curriculum (ASES supplies) 4300	430	400	500	600	700	800
Curriculum (Other restricted) 4300	12,937	13,500	15,600	17,800	20,100	22,500
Subtotal, Materials and Supplies	\$ 52,654	\$ 41,400	\$ 49,100	\$ 55,500	\$ 62,200	\$ 69,200
Non Capitalized Equipment 4400						
Computers 4410	-	5,400	5,600	5,800	13,100	31,000
Equipment 4400	9,859	3,300	3,400	3,500	3,600	3,700
Equipment - Students 4430	17,621	1,200	1,200	1,200	1,200	1,200
Subtotal, Non Capitalized Equipment	\$ 27,480	\$ 9,900	\$ 10,200	\$ 10,500	\$ 17,900	\$ 35,900
Food for Student Nutrition 4700						
After-School Program Snacks (ASES) 4700	1,500	1,600	1,900	2,200	2,500	2,800
Food for Student Nutrition 4700	138,523	106,700	123,600	141,300	159,600	178,900
Subtotal, Food for Student Nutrition	\$ 140,023	\$ 108,300	\$ 125,500	\$ 143,500	\$ 162,100	\$ 181,700
Total Books & Supplies 4000-4999	\$ 234,721	\$ 245,200	\$ 218,700	\$ 246,500	\$ 292,300	\$ 382,200

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Services and Operational Expenses

Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Personal Services of Instructional Consultants, Lecturers & Others				No Personal Services costs currently projected		
Subtotal of Personal Services of Instructional Consultants, Lecturers & Others	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel and Conference						
Training and Development 5210	29,241	11,200	11,500	11,800	12,100	12,400
Other 5200	5,697	6,600	6,800	7,000	7,200	7,400
Subtotal of Travel and Conference	\$ 34,938	\$ 17,800	\$ 18,300	\$ 18,800	\$ 19,300	\$ 19,800
Dues and Memberships						
Combined Estimate 5300	2,100	2,400	2,500	2,600	2,700	2,800
Subtotal of Dues and Memberships	\$ 2,100	\$ 2,400	\$ 2,500	\$ 2,600	\$ 2,700	\$ 2,800
Insurance						
Combined Estimate 5410	4,894	5,300	6,100	7,000	7,900	8,900
Subtotal of Insurance	\$ 4,894	\$ 5,300	\$ 6,100	\$ 7,000	\$ 7,900	\$ 8,900
Operation and Housekeeping Services						
Combined Utilities 5501	64,535	75,700	87,700	100,300	113,300	127,000
Custodial Services 5502	51,700	53,800	62,300	71,200	80,400	90,100
Subtotal of Operation and Housekeeping Services	\$ 116,235	\$ 129,500	\$ 150,000	\$ 171,500	\$ 193,700	\$ 217,100
Rentals, Leases, Repairs and Noncapitalized Improvements						
Copier/Equipment (lease/rental) 5605	5,243	5,600	6,500	7,400	8,400	9,400
Copier/Equipment (repairs) 5610	840	1,000	1,000	1,000	1,000	1,000
Property (lease/rental) 5600	360,702	462,300	476,200	490,500	517,200	527,500
Property (repairs) 5601	34,505	26,900	27,700	28,500	29,300	30,100
Storage Space (lease/rental) 5602	7,341	8,200	8,400	8,600	8,800	9,000
Subtotal of Rentals, Leases, Repairs and Noncapitalized Improvements	\$ 408,630	\$ 504,000	\$ 519,800	\$ 536,000	\$ 564,700	\$ 577,000
Professional/Consulting Services and Operating Expenses						
Accounting, Payroll & Bank Fees 5803	14,893	16,000	16,500	17,000	17,500	18,000
Professional Business Services Fee 5899	104,150	312,000	363,000	410,100	461,600	518,200
Advertising/Recruiting 5815	284	300	300	300	300	300
Audit Services (Wilkerson & Bradley) 5806	4,000	4,600	4,700	4,800	4,900	5,000
District Financial Oversight Fee 5805	19,335	20,800	24,300	27,400	30,800	34,600
Educational Consultants (Title I CSI) 5810	17,539	111,600	-	-	-	-
Financial Services - CSMC 5873	32,400	32,400	33,600	34,800	36,000	37,200
Fundraising Expense 5820	4,849	-	-	-	-	-
IT Services 5877	2,884	14,900	15,300	15,700	16,100	16,500
Legal Services 5805	-	22,400	23,100	23,800	24,400	25,100
Personnel Services 5874	1,150	1,300	1,500	1,700	1,900	2,100
Student Attendance Software (ASES) 5898	1,500	1,700	1,800	1,900	2,000	2,100
Student Activities 5812	565	700	900	1,000	1,100	1,200
Student Field Trip Expenses 5830	4,998	-	-	-	-	-
Student Home/School Transportation (Title I CS) 5811	500	9,000	-	-	-	-
Transportation Services (Title I CSI) 5836	380	9,000	1,300	1,300	1,300	1,300
All Other Services and Operating Expenses 5898	2,437	2,800	2,900	3,000	3,100	3,200
Subtotal of Professional/Consulting Services and Operating Expenses	\$ 211,863	\$ 559,500	\$ 489,200	\$ 542,800	\$ 601,000	\$ 664,800
Communications						
Combined Estimate 5900	12,034	13,900	14,300	14,700	15,100	15,500
Subtotal of Communications	\$ 12,034	\$ 13,900	\$ 14,300	\$ 14,700	\$ 15,100	\$ 15,500
Total Services & Operational Expenses 5000-5999	\$ 790,694	\$ 1,232,400	\$ 1,200,200	\$ 1,293,400	\$ 1,404,400	\$ 1,505,900

BALLINGTON ACADEMY

FOR THE

Arts & Sciences

Section VI: Detailed Program Budgets

Section VI – The detailed Program Budgets provide reconciliation worksheets that pull together revenues and costs attributed to single distinct programs such as School Nutrition into a focused presentation. Each such program budget commences with a program summary constructed in parallel with the executive summary of the overall budget, to illustrate a top-level view of the budget plan for a single program.

The program summary is followed by detailed presentation of demographic, revenue and/or expenditure components that vary depending on the particulars of each program.

For the most part, these program budgets correspond to restricted funding programs, and can be considered as action plans that demonstrate the school's maintenance of effort in these various areas. In some cases, such as School Nutrition or Special Education, related restricted funding sources have been grouped together in order to better demonstrate the scope of the overall plan for delivering these services in a fiscally responsible fashion.

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

ESSA: Title I, Part A — Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V	Comments
	Fiscal Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
OB/SACS Code	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
PROGRAM SUMMARY								
REVENUES								
ESSA: Title I, Part A	8290.301	50,368	50,200	56,700	63,200	69,700	76,200	
Carryover from Prior Year		-	-	18	1,457	2,290	-	
TOTAL REVENUES		\$ 50,368	\$ 50,200	\$ 56,718	\$ 64,657	\$ 71,990	\$ 76,200	
EXPENDITURES								
Certificated Salaries	1000-1999	-	-	-	-	-	-	
Classified Salaries	2000-2999	30,481	27,100	31,700	35,685	56,500	64,000	
Employee Benefits	3000-3999	4,697	4,282	5,161	5,781	9,017	10,198	
Books & Supplies	4000-4999	15,437	18,800	18,400	20,900	23,500	26,200	
Services & Operational Expenses	5000-5999	-	-	-	-	-	-	
Capital Outlay	6000-6999	-	-	-	-	-	-	
Other Outgo	7100-7299	-	-	-	-	-	-	
TOTAL EXPENDITURES		\$ 50,615	\$ 50,182	\$ 55,261	\$ 62,366	\$ 89,017	\$ 100,398	
PROGRAM SURPLUS/(DEFICIT)		\$ (247)	\$ 18	\$ 1,457	\$ 2,290	\$ (17,027)	\$ (24,198)	
EXPENDITURE DETAILS								
Certificated Employee Compensation		No Certificated Employee Compensation costs currently projected						
Classified Employee Compensation								
Instructional Aide	2112	20,481	27,100	31,700	35,685	56,500	64,000	
Noncertificated Charter School Teacher	2132	-	-	-	-	-	-	
Other	2992	10,000	-	-	-	-	-	portion of UA charges
Classified Wage Subtotal	2000	\$ 30,481	\$ 27,100	\$ 31,700	\$ 35,685	\$ 56,500	\$ 64,000	
Classified Subtotal	2000	\$ 30,481	\$ 27,100	\$ 31,700	\$ 35,685	\$ 56,500	\$ 64,000	
Number of Classified FTEs in this Program		1.00	1.32	1.50	1.63	2.50	2.75	FTE count for these positions
Benefits								
Medicare	3301-3302	442	393	460	517	819	928	
Social Security	3301-3302	1,890	1,680	1,965	2,212	3,503	3,968	
Health and Welfare Benefits	3401-3402	1,313	1,190	1,545	1,711	2,572	2,898	
Unemployment Insurance	3501-3502	436	368	430	484	767	869	
Workers' Compensation Insurance	3601-3602	528	326	382	430	681	771	
Other Employee Benefits	3901-3902	88	324	379	426	675	765	
Subtotal Benefit Costs	3000	\$ 4,697	\$ 4,282	\$ 5,161	\$ 5,781	\$ 9,017	\$ 10,198	
Books & Supplies								
Textbooks (unidentified)	4100	-	13,600	-	-	-	-	fraction of FY20 line item
Materials & Supplies (restricted)	4300	2,500	2,400	2,800	3,100	3,400	3,700	changing fraction of total line it
Curriculum (Other restricted)	4300	12,937	2,800	15,600	17,800	20,100	22,500	
Subtotal Books & Supplies	4000	\$ 15,437	\$ 18,800	\$ 18,400	\$ 20,900	\$ 23,500	\$ 26,200	
Operating Costs								
Capital Costs		No Operating Costs costs currently projected						
		No Capital Costs costs currently projected						
Subtotal Expenses		\$ 50,615	\$ 50,182	\$ 55,261	\$ 62,366	\$ 89,017	\$ 100,398	

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

ESSA: Title I, Part A — Comprehensive Support & Improvement (CSI) Grant Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year SACS Code	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments
PROGRAM SUMMARY								
REVENUES								
		-	172,400	-	-	-	-	
		-	-	-	-	-	-	
TOTAL REVENUES		\$ -	\$ 172,400	\$ -	\$ -	\$ -	\$ -	
EXPENDITURES								
		-	-	-	-	-	-	
		-	-	-	-	-	-	
		-	-	-	-	-	-	
		-	55,700	-	-	-	-	
		-	129,600	-	-	-	-	
		-	-	-	-	-	-	
		-	-	-	-	-	-	
TOTAL EXPENDITURES		\$ -	\$ 185,300	\$ -	\$ -	\$ -	\$ -	
PROGRAM SURPLUS/(DEFICIT)		\$ -	\$ (12,900)	\$ -	\$ -	\$ -	\$ -	
EXPENDITURE DETAILS								
		No Certificated Employee Compensation costs currently projected						
		No Classified Employee Compensation costs currently projected						
		No Benefits costs currently projected						
Books & Supplies								
		-	45,000	-	-	-	-	
		-	10,700	-	-	-	-	
Subtotal Books & Supplies		\$ -	\$ 55,700	\$ -	\$ -	\$ -	\$ -	
Operating Costs								
		-	111,600	-	-	-	-	Prorated at 100% of total cost
		-	9,000	-	-	-	-	
		-	9,000	-	-	-	-	
Subtotal Operating Costs		\$ -	\$ 129,600	\$ -	\$ -	\$ -	\$ -	
Capital Costs								
No Capital Costs costs currently projected								

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

NSLP — National School Lunch Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year QB/SACS Code	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments
PROGRAM SUMMARY		Revenue estimates are based on documentation from Food Service Provider for a Lunch-only program.						
REVENUES								
	Federal Child Nutrition (NSLP)	8220.531	103,045	107,000	120,400	133,800	147,200	160,600
	State Child Nutrition	8520.531	7,398	7,700	8,700	9,700	10,700	11,700
	Food Service Sales (paid meals)	8634.531	817	-	-	-	-	-
	Carryover from Prior Year		-	-	-	-	-	-
	TOTAL REVENUES		\$ 111,261	\$ 114,700	\$ 129,100	\$ 143,500	\$ 157,900	\$ 172,300
EXPENDITURES								
	Certificated Salaries	1000-1999	-	-	-	-	-	-
	Classified Salaries	2000-2999	48,393	48,400	58,900	71,400	82,000	93,200
	Employee Benefits	3000-3999	7,458	7,647	9,590	11,568	13,087	14,851
	Books & Supplies	4000-4999	138,523	106,700	123,600	141,300	159,600	178,900
	Services & Operational Expenses	5000-5999	-	-	-	-	-	-
	Capital Outlay	6000-6999	-	-	-	-	-	-
	TOTAL EXPENDITURES		\$ 194,374	\$ 162,747	\$ 192,090	\$ 224,268	\$ 254,687	\$ 286,951
	PROGRAM SURPLUS/(DEFICIT)		\$ (83,114)	\$ (48,047)	\$ (62,990)	\$ (80,768)	\$ (96,787)	\$ (114,651)
EXPENDITURE DETAILS								
	Certificated Employee Compensation		No Certificated Employee Compensation costs currently projected					
	Classified Employee Compensation							
	Nutrition Aide	2212	48,393	48,400	58,900	71,400	82,000	93,200
	Other Classified Support Personnel; Th	2292	-	-	-	-	-	-
	Classified Wage Subtotal	2000	\$ 48,393	\$ 48,400	\$ 58,900	\$ 71,400	\$ 82,000	\$ 93,200
	Classified Subtotal	2000	\$ 48,393	\$ 48,400	\$ 58,900	\$ 71,400	\$ 82,000	\$ 93,200
	Number of Classified FTEs in this Program		2.50	2.50	2.88	3.25	3.63	4.00
	Benefits							
	Medicare	3301-3302	702	702	854	1,035	1,189	1,351
	Social Security	3301-3302	3,000	3,001	3,652	4,427	5,084	5,778
	Health and Welfare Benefits	3401-3402	2,085	2,126	2,871	3,423	3,733	4,220
	Unemployment Insurance	3501-3502	692	657	799	969	1,113	1,265
	Workers' Compensation Insurance	3601-3602	839	583	710	860	988	1,123
	Other Employee Benefits	3901-3902	140	578	704	853	980	1,114
	Subtotal All Benefit Costs	3000	\$ 7,458	\$ 7,647	\$ 9,590	\$ 11,568	\$ 13,087	\$ 14,851
	Books & Supplies							
	Food for Student Nutrition	4700	138,523	106,700	123,600	141,300	159,600	178,900
	Subtotal Books & Supplies	4000	\$ 138,523	\$ 106,700	\$ 123,600	\$ 141,300	\$ 159,600	\$ 178,900
	Operating Costs		No Operating Costs costs currently projected					
	Capital Costs		No Capital Costs costs currently projected					
	Subtotal Expenses		\$ 194,374	\$ 162,747	\$ 192,090	\$ 224,268	\$ 254,687	\$ 286,951

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

ASES Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year SACS Code	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments
PROGRAM SUMMARY								
REVENUES								
	After School Education and Safety (ASES) Program	139,926	97,500	133,200	133,200	133,200	133,200	Assume grant is not renewed?
	Carryover from Prior Year	-	-	6,682	33,882	46,146	44,303	
TOTAL REVENUES		\$ 139,926	\$ 97,500	\$ 139,882	\$ 167,082	\$ 179,346	\$ 177,503	
EXPENDITURES								
	Certificated Salaries 1000-1999	-	-	-	-	-	-	
	Classified Salaries 2000-2999	115,942	73,100	84,400	97,200	109,300	122,100	
	Employee Benefits 3000-3999	13,771	9,318	10,900	12,536	14,043	15,703	
	Books & Supplies 4000-4999	8,730	6,700	8,900	9,300	9,700	10,100	
	Services & Operational Expenses 5000-5999	1,500	1,700	1,800	1,900	2,000	2,100	
	Capital Outlay 6000-6999	-	-	-	-	-	-	
	Other Outgo 7100-7299	-	-	-	-	-	-	
TOTAL EXPENDITURES		\$ 139,943	\$ 90,818	\$ 106,000	\$ 120,936	\$ 135,043	\$ 150,003	
PROGRAM SURPLUS/(DEFICIT)		\$ (16)	\$ 6,682	\$ 33,882	\$ 46,146	\$ 44,303	\$ 27,500	
EXPENDITURE DETAILS								
	Certificated Employee Compensation	No Certificated Employee Compensation costs currently projected						
	Classified Employee Compensation							
	ASES Coordinator 2422	20,869	22,300	26,100	30,200	34,600	39,200	
	Afterschool Aide(s) 2932	53,472	50,800	58,300	67,000	74,700	82,900	
	Other 2992	41,600	-	-	-	-	-	portion of UA charges
	Classified Wage Subtotal 2000	\$ 115,942	\$ 73,100	\$ 84,400	\$ 97,200	\$ 109,300	\$ 122,100	
	Classified Subtotal 2000	\$ 115,942	\$ 73,100	\$ 84,400	\$ 97,200	\$ 109,300	\$ 122,100	
	Number of Classified FTEs in this Progam	3.43	3.35	3.75	4.13	4.50	4.88	FTE count for these positions
Benefits								
	Medicare 3301-3302	1,681	1,060	1,224	1,409	1,585	1,770	
	Social Security 3301-3302	7,188	4,532	5,233	6,026	6,777	7,570	
	Health and Welfare Benefits 3401-3402	899	980	1,272	1,448	1,575	1,775	Only Coordinator earns this ber
	Unemployment Insurance 3501-3502	1,659	992	1,146	1,319	1,484	1,657	
	Workers' Compensation Insurance 3601-3602	2,009	881	1,017	1,171	1,317	1,471	
	Other Employee Benefits 3901-3902	335	874	1,009	1,162	1,306	1,459	
	Subtotal All Benefit Costs 3000	\$ 13,771	\$ 9,318	\$ 10,900	\$ 12,536	\$ 14,043	\$ 15,703	
Books & Supplies								
	Materials & Supplies (restricted) 4300	6,800	4,700	6,500	6,500	6,500	6,500	changing fraction of total line it
	Curriculum (ASES supplies) 4300	430	400	500	600	700	800	Annual amount per student
	After-School Program Snacks (ASES) 4700	1,500	1,600	1,900	2,200	2,500	2,800	
	Subtotal Books & Supplies 4000	\$ 8,730	\$ 6,700	\$ 8,900	\$ 9,300	\$ 9,700	\$ 10,100	
Operating Costs								
	Student Attendance Software (ASES) 5898	1,500	1,700	1,800	1,900	2,000	2,100	
	Other 5x00	-	-	-	-	-	-	
	Subtotal Operating Costs 5000	\$ 1,500	\$ 1,700	\$ 1,800	\$ 1,900	\$ 2,000	\$ 2,100	
Capital Costs								
		No Capital Costs costs currently projected						
Subtotal Expenses		\$ 139,943	\$ 90,818	\$ 106,000	\$ 120,936	\$ 135,043	\$ 150,003	

BALLINGTON ACADEMY

FOR THE

Arts & Sciences

Section VII: Monthly Cash Flow, 2018–19 through 2021–22

Section VII – The detailed Cash Flow projected for the four-year period 2018–19 through 2021–22 is shown on the subsequent pages. Except where more accurate actual data exists, monthly amounts have generally been rounded to the nearest hundred in recognition that this effort is a best guess at predicting the future.

This model is based upon known and projected revenue payments. In particular:

- All Revenue Limit Sources are paid according to either the accelerated PENSEC schedule (for new and significantly expanding charter schools) or regular “5-5-9” schedule, varying according to the circumstances of each year. The only deferral shown is the standard June to July deferral given by California Education Code (EC) Section 14041.5, though we recognize that California Education Code (EC) Section 14041.7 provides the opportunity for charter schools to apply for a dollar-limited exemption annually, and will consider this option before the spring application deadline each year.
- Federal ESSA funds are projected to be received quarterly.
- Federal and State Nutrition Program reimbursements are projected as eleven payments per year, beginning in August and ending in June of the same fiscal year.
- California Lottery payments are shown quarterly, with fractional apportionment based on the average actual payout of these funds from the Controller’s Office since 2009–10.
- Charter School Facility Grant revenues are projected to be received in three apportionments, a 50% initial payment in February, a 25% payment in April, and a final true-up payment in October of the following fiscal year.

Expenditure cash outflow is based upon a combination of historical payments and designated cash payment dates, such as payroll and lease obligations, with detail as follows:

- Salary and Benefits expenses are projected to be paid equally across the twelve months from July through June.
- Books and Supplies spending is “front-loaded” into the first few months of the fiscal year (with 75% of annual spending projected to take place by December) in recognition of the need for these items to be ready at the start of each school year.
- Services and Operating Costs are spread roughly equally across the year, with a slight excess projected for the start and end months (July and June).
- Payment of the Special Education Excess Cost projection posted to Other Outgo is estimated to occur in unequal irregular installments per unaudited actuals as posted for 2018–19.

In order to plan for uncertainties and unexpected needs, CEDC has opened an \$800,000 Line of Credit at 6% annual interest rate with California Bank and Trust, a local financial institution in order to support charter operations during the initial years of operation. The current cash flow projections show monthly draws (in \$100,000 increments) when needed to maintain a positive ending cash position. Conversely, principal payments against the Line of Credit (also in \$100,000 increments) are posted as soon as the ending cash position might permit, given other assumptions about receipts of revenue and payment of expenses.

Additional working capital funds will be secured as needed.

Note that BAAS-SB expects to maintain a positive cash position at all times during the multi-year budget projection period.

Finally, cells shaded tan on the 2019–20 page show actual data, as posted to the school’s accounting system since July 1.

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino 2018–19 Cash Flow Worksheet

SACS Code	Jul 2018	Aug	Sep	Oct	Nov	Dec	Jan 2019	Feb	Mar	Apr	May	Jun	Total 2018–19
Beginning Balance	\$ (21,844)	\$ 106,007	\$ (22,014)	\$ 18,453	\$ 10,409	\$ 91,410	\$ (18,544)	\$ 81,838	\$ 94,522	\$ 75,153	\$ 66,916	\$ (47,550)	\$ (21,844)
Revenues													
State Revenue Limit Sources/Principal Apportionment Funds													
Regular Principal Apportionment Portion 8011	-	73,565	111,491	132,417	132,417	132,417	148,240	132,417	187,803	187,803	187,803	372,275	1,798,648
Regular Education Protection Account Portion 8012	-	-	-	7,623	-	-	7,622	-	-	11,964	-	9,003	36,212
Prior Year Income/Adjustments 8019	-	-	-	-	-	-	-	-	(1,403)	(1,403)	(1,403)	(2,915)	(7,124)
Regular Transfers to Charter Schools in Lieu of P 8096	-	-	14,611	-	15,047	-	-	-	13,956	-	43,093	12,168	98,875
Subtotal Principal Apportionment Funds	\$ -	\$ 73,565	\$ 126,102	\$ 140,040	\$ 147,464	\$ 132,417	\$ 155,862	\$ 132,417	\$ 200,356	\$ 198,364	\$ 229,493	\$ 390,531	\$ 1,926,611
Federal Programs													
ESSA Title I through V Allocations 8290	15,944	-	-	-	14,498	-	6,722	-	-	5,774	-	38,943	81,881
All Other Federal Revenue 8290	-	-	-	-	-	-	-	-	-	43,111	-	(76,224)	(33,113)
Federal Child Nutrition (NSLP) 8220	-	4,651	11,783	12,332	8,984	8,430	10,965	11,155	11,538	8,883	11,777	2,546	103,045
Subtotal Federal Programs	\$ 15,944	\$ 4,651	\$ 11,783	\$ 12,332	\$ 23,482	\$ 8,430	\$ 17,687	\$ 11,155	\$ 11,538	\$ 57,768	\$ 11,777	\$ (34,735)	\$ 151,813
Other State Revenues													
State Child Nutrition 8520	-	382	948	947	695	653	864	879	903	697	921	(491)	7,398
Mandate Block Grant 8550	-	-	-	-	-	2,490	-	14,031	-	-	-	14,048	30,569
California Lottery, Restricted & Unrestricted 8560	-	-	-	-	-	-	7,809	-	-	11,473	-	23,927	43,209
All Other State Revenues 8590	-	-	-	-	58,612	-	11,253	-	22,482	-	40,000	2,111	134,457
Charter School Facility Grant 8590	-	-	-	-	-	-	-	-	87,430	43,715	69,096	7,435	207,676
Subtotal State Revenues	\$ -	\$ 382	\$ 948	\$ 947	\$ 59,307	\$ 3,143	\$ 19,926	\$ 14,910	\$ 110,814	\$ 55,885	\$ 110,017	\$ 47,029	\$ 423,309
Local Programs													
Food Service Sales (paid meals) 8639	-	-	-	-	687	-	-	-	-	-	-	130	817
All Other Local Revenues 8699	2,600	550	-	-	-	1,433	2,895	-	-	-	295	3,950	11,724
After Care Revenue 8784	-	-	-	-	1,064	-	1,440	-	-	-	1,840	415	4,759
Subtotal Local Revenues	\$ 2,600	\$ 550	\$ -	\$ -	\$ 1,751	\$ 1,433	\$ 4,335	\$ -	\$ -	\$ -	\$ 2,135	\$ 4,495	\$ 17,300
Total Revenues	\$ 18,544	\$ 79,148	\$ 138,833	\$ 153,319	\$ 232,004	\$ 145,424	\$ 197,810	\$ 158,482	\$ 322,709	\$ 312,018	\$ 353,422	\$ 407,321	\$ 2,519,034
Expenses													
1. Certificated Salaries 1000-1999	\$ 48,174	\$ 51,379	\$ 52,914	\$ 53,119	\$ 51,593	\$ 54,349	\$ 51,371	\$ 48,368	\$ 55,846	\$ 51,729	\$ 53,384	\$ 58,394	\$ 630,619
2. Noncertificated Salaries 2000-2999	16,785	29,340	36,684	43,017	39,152	38,719	43,930	39,529	40,805	37,925	48,497	41,257	455,639
3. Employee Benefits 3000-3999	8,755	6,548	11,307	6,638	9,982	9,768	16,792	17,543	14,414	9,897	15,818	34,984	162,445
4. Books and Supplies 4000-4999	6,164	27,431	16,205	18,549	12,331	27,297	16,731	16,077	12,023	33,981	30,798	17,133	234,721
5. Services and Other Operating Expenses 5000-5999	92,173	74,210	127,684	48,127	126,746	175,838	116,165	104,690	125,849	151,610	106,024	(458,422)	790,694
6. Capital Outlay 6000-6999	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo 7100-7499	-	-	11,469	-	11,905	-	-	-	9,353	-	96,043	111,138	239,908
Total Expenses	\$ 172,051	\$ 188,909	\$ 256,263	\$ 169,450	\$ 251,709	\$ 305,971	\$ 244,989	\$ 226,205	\$ 258,290	\$ 285,142	\$ 350,563	\$ (195,515)	\$ 2,514,026
Other Cash Transactions													
Accounts Receivable (including PY Deferrals) 9200	\$ 331,359	\$ (18,261)	\$ 207,897	\$ 8,086	\$ (64,294)	\$ 593	\$ 197,561	\$ (119,593)	\$ (83,787)	\$ 114,887	\$ (117,324)	\$ (544,926)	\$ (87,802)
Loan Proceeds (Developer Working Capital)	-	-	-	-	165,000	50,000	-	200,000	-	-	-	50,000	465,000
Subtotal Other Cash Transactions IN	\$ 331,359	\$ (18,261)	\$ 207,897	\$ 8,086	\$ 100,706	\$ 50,593	\$ 197,561	\$ 80,407	\$ (83,787)	\$ 114,887	\$ (117,324)	\$ (494,926)	\$ 377,198
Accounts Payable 9500	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses 9330	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments (Developer Working Capital)	50,000	-	50,000	-	-	-	50,000	-	-	150,000	-	-	300,000
Subtotal Other Cash Transactions OUT	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	\$ -	\$ -	\$ 150,000	\$ -	\$ -	\$ 300,000
Net Cash Position	\$ 127,851	\$ (128,021)	\$ 40,467	\$ (8,044)	\$ 81,001	\$ (109,954)	\$ 100,382	\$ 12,684	\$ (19,368)	\$ (8,237)	\$ (114,466)	\$ 107,910	\$ 82,205
Cumulative Cash Position	\$ 106,007	\$ (22,014)	\$ 18,453	\$ 10,409	\$ 91,410	\$ (18,544)	\$ 81,838	\$ 94,522	\$ 75,153	\$ 66,916	\$ (47,550)	\$ 60,361	\$ 60,361

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino
2019–20 Cash Flow Worksheet

SACS Code	Jul 2019	Aug ACTUAL	Sep ACTUAL	Oct ACTUAL	Nov ACTUAL	Dec ACTUAL through 01/25	Jan 2020	Feb PROJECTED	Mar PROJECTED	Apr PROJECTED	May PROJECTED	Jun PROJECTED	Total 2019–20
Beginning Balance	\$ 60,361	\$ 74,626	\$ 18,129	\$ 13,121	\$ 86,953	\$ 883	\$ 26,159	\$ 18,847	\$ 49,512	\$ 6,412	\$ 47,362	\$ 3,712	\$ 60,361
Revenues													
State Revenue Limit Sources/Principal Apportionment Funds													
Regular Principal Apportionment Portion 8011	-	93,084	93,084	201,035	167,551	167,551	167,551	209,500	209,500	209,500	209,500		1,727,856
Regular Education Protection Account Portion 8012	-	-	-	9,053	-	-	9,053	-	9,400	-	-	9,400	36,906
Regular Transfers to Charter Schools in Lieu of P 8096	-	-	-	-	-	-	8,066	8,066	29,500	14,750	14,750		75,131
Subtotal Principal Apportionment Funds	\$ -	\$ 93,084	\$ 93,084	\$ 210,088	\$ 167,551	\$ 167,551	\$ 184,670	\$ 217,566	\$ 248,400	\$ 224,250	\$ 224,250	\$ 9,400	\$ 1,839,893
Federal Programs													
ESSA Title I through V Allocations 8290	-	-	-	-	12,353	-	-	-	-	60,400	-	-	72,753
Federal Child Nutrition (NSLP) 8220	-	6,083	9,748	11,440	9,501	11,280	8,900	8,900	8,900	8,900	8,900	8,900	101,453
Subtotal Federal Programs	\$ -	\$ 6,083	\$ 9,748	\$ 11,440	\$ 21,854	\$ 11,280	\$ 8,900	\$ 8,900	\$ 8,900	\$ 69,300	\$ 8,900	\$ 8,900	\$ 174,206
Other State Revenues													
State Child Nutrition 8520	-	3,331	785	906	762	(1,951)	600	600	600	600	600	600	7,433
Mandate Block Grant 8550	-	-	-	-	-	3,053	-	-	-	-	-	-	3,053
California Lottery, Restricted & Unrestricted 8560	-	-	-	-	-	-	16,918	-	8,900	-	-	11,200	37,018
All Other State Revenues (ASES, etc) 8560	-	-	-	-	-	63,208	-	-	-	-	-	-	63,208
Charter School Facility Grant 8590	-	-	-	-	-	-	-	103,800	-	51,900	-	-	155,700
Subtotal State Revenues	\$ -	\$ 3,331	\$ 785	\$ 906	\$ 762	\$ 64,311	\$ 17,518	\$ 104,400	\$ 9,500	\$ 52,500	\$ 600	\$ 11,800	\$ 266,413
Local Programs													
Food Service Sales (paid meals) 8634	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Local Revenues 86xx	1,500	-	105	2,376	385	1,821	2,400	2,400	2,400	2,400	2,500	2,500	20,787
Subtotal Local Revenues	\$ 1,500	\$ -	\$ 105	\$ 2,376	\$ 385	\$ 1,821	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,500	\$ 2,500	\$ 20,787
Total Revenues	\$ 1,500	\$ 102,498	\$ 103,722	\$ 224,810	\$ 190,552	\$ 244,963	\$ 213,488	\$ 333,266	\$ 269,200	\$ 348,450	\$ 236,250	\$ 32,600	\$ 2,301,299
Expenses													
1. Certificated Salaries 1000-1999	\$ 49,637	\$ 52,479	\$ 48,336	\$ 51,274	\$ 53,854	\$ 55,591	\$ 52,400	\$ 52,400	\$ 52,400	\$ 52,400	\$ 52,400	\$ 52,400	\$ 625,571
2. Noncertificated Salaries 2000-2999	26,133	36,431	45,909	46,515	37,689	34,549	34,000	34,000	34,000	34,000	34,000	34,000	431,225
3. Employee Benefits 3000-3999	18,758	17,905	15,915	4,351	14,796	18,346	13,700	13,700	13,700	13,700	13,700	13,700	172,271
4. Books and Supplies 4000-4999	52,851	50,854	8,331	20,285	32,598	4,627	12,200	12,200	12,200	17,100	12,200	9,800	245,246
5. Services and Other Operating Expenses 5000-5999	140,069	145,456	119,781	112,052	94,736	66,539	90,300	90,300	90,300	90,300	90,300	102,600	1,232,734
6. Capital Outlay 6000-6999	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo 7100-7499	-	-	6,895	-	-	-	18,200	-	9,700	-	77,300	87,000	199,095
Total Expenses	\$ 287,448	\$ 303,125	\$ 245,167	\$ 234,476	\$ 233,673	\$ 179,652	\$ 220,800	\$ 202,600	\$ 212,300	\$ 207,500	\$ 279,900	\$ 299,500	\$ 2,906,141
Other Cash Transactions													
Accounts Receivable (including PY Deferrals) 9200	\$ 700,213	\$ 144,130	\$ 36,437	\$ (16,502)	\$ 157,051	\$ (440,035)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 581,294
Loan Proceeds (Developer Working Capital)	-	-	100,000	100,000	-	400,000	-	-	-	-	-	300,000	900,000
Subtotal Other Cash Transactions IN	\$ 700,213	\$ 144,130	\$ 136,437	\$ 83,498	\$ 157,051	\$ (40,035)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300,000	\$ 1,481,294
Accounts Payable 9500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Payments (Developer Working Capital) 7439	400,000	-	-	-	200,000	-	-	100,000	100,000	100,000	-	-	900,000
Subtotal Other Cash Transactions OUT	\$ 400,000	\$ -	\$ -	\$ -	\$ 200,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 900,000
Net Cash Position	\$ 14,265	\$ (56,497)	\$ (5,008)	\$ 73,832	\$ (86,070)	\$ 25,276	\$ (7,312)	\$ 30,666	\$ (43,100)	\$ 40,950	\$ (43,650)	\$ 33,100	\$ (23,548)
Cumulative Cash Position	\$ 74,626	\$ 18,129	\$ 13,121	\$ 86,953	\$ 883	\$ 26,159	\$ 18,847	\$ 49,512	\$ 6,412	\$ 47,362	\$ 3,712	\$ 36,812	\$ 36,812

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino
2020–21 Cash Flow Worksheet

SACS Code	Jul 2020	Aug	Sep	Oct	Nov	Dec	Jan 2021	Feb	Mar	Apr	May	Jun	Total 2020–21
Beginning Balance	\$ 36,812	\$ 75,812	\$ 34,612	\$ 3,612	\$ 46,637	\$ 3,037	\$ 87,937	\$ 78,862	\$ 10,462	\$ 77,062	\$ 87,037	\$ 41,587	\$ 36,812
Revenues													
State Revenue Limit Sources/Principal Apportionment Funds													
Regular Principal Apportionment Portion 8011	100,400	100,400	180,800	180,800	180,800	180,800	180,800	231,000	231,000	231,000	231,000	-	2,028,800
Regular Education Protection Account Portion 8012	-	-	9,400	-	-	9,400	-	-	3,800	-	-	-	22,600
Regular Transfers to Charter Schools in Lieu of P 8096	-	-	-	-	-	-	-	-	39,300	19,650	19,650	19,650	98,250
Subtotal Principal Apportionment Funds	\$ 100,400	\$ 100,400	\$ 190,200	\$ 180,800	\$ 180,800	\$ 190,200	\$ 180,800	\$ 231,000	\$ 274,100	\$ 250,650	\$ 250,650	\$ 19,650	\$ 2,149,650
Federal Programs													
ESSA Title I through V Allocations 8290	-	-	-	16,725	-	-	16,725	-	-	16,725	-	-	50,175
Federal Child Nutrition (NSLP) 8220	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	110,000
Subtotal Federal Programs	\$ -	\$ 10,000	\$ 10,000	\$ 26,725	\$ 10,000	\$ 10,000	\$ 26,725	\$ 10,000	\$ 10,000	\$ 26,725	\$ 10,000	\$ 10,000	\$ 160,175
Other State Revenues													
State Child Nutrition 8520	-	700	700	700	700	700	700	700	700	700	700	700	7,700
Mandate Block Grant 8550	-	-	-	-	-	3,200	-	-	-	-	-	-	3,200
California Lottery, Restricted & Unrestricted 8560	-	-	-	-	-	9,300	-	-	10,300	-	-	12,800	32,400
All Other State Revenues (ASES, etc) 8560	-	-	-	-	-	88,800	-	-	-	-	-	-	88,800
Charter School Facility Grant 8590	-	-	-	-	-	-	-	107,200	-	53,600	-	-	160,800
Subtotal State Revenues	\$ -	\$ 700	\$ 700	\$ 700	\$ 700	\$ 102,000	\$ 700	\$ 107,900	\$ 11,000	\$ 54,300	\$ 700	\$ 13,500	\$ 292,900
Local Programs													
Food Service Sales (paid meals) 8634	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Local Revenues 86xx	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	19,200
Subtotal Local Revenues	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 19,200
Total Revenues	\$ 102,000	\$ 112,700	\$ 202,500	\$ 209,825	\$ 193,100	\$ 303,800	\$ 209,825	\$ 350,500	\$ 296,700	\$ 333,275	\$ 262,950	\$ 44,750	\$ 2,621,925
Expenses													
1. Certificated Salaries 1000-1999	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,700	\$ 813,500
2. Noncertificated Salaries 2000-2999	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	366,000
3. Employee Benefits 3000-3999	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	15,900	15,900	191,800
4. Books and Supplies 4000-4999	65,600	43,700	15,300	15,300	15,300	8,700	8,700	8,700	8,700	13,100	8,700	6,900	218,700
5. Services and Other Operating Expenses 5000-5999	131,800	95,900	95,900	95,900	95,900	95,900	95,900	95,900	95,900	95,900	95,900	109,400	1,200,200
6. Capital Outlay 6000-6999	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo 7100-7499	-	-	11,200	-	11,200	-	-	-	11,200	-	89,600	100,800	224,000
Total Expenses	\$ 311,700	\$ 253,900	\$ 236,700	\$ 225,500	\$ 236,700	\$ 218,900	\$ 218,900	\$ 218,900	\$ 230,100	\$ 223,300	\$ 308,400	\$ 331,200	\$ 3,014,200
Other Cash Transactions													
Accounts Receivable (including PY Deferrals) 9200	\$ 448,700	\$ -	\$ 3,200	\$ 58,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 510,600
Loan Proceeds (Developer Working Capital)	-	100,000	-	-	-	-	-	-	-	-	-	300,000	400,000
Subtotal Other Cash Transactions IN	\$ 448,700	\$ 100,000	\$ 3,200	\$ 58,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300,000	\$ 910,600
Accounts Payable 9500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Payments (Developer Working Capital) 7439	200,000	-	-	-	-	-	-	200,000	-	100,000	-	-	500,000
Subtotal Other Cash Transactions OUT	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 500,000
Net Cash Position	\$ 39,000	\$ (41,200)	\$ (31,000)	\$ 43,025	\$ (43,600)	\$ 84,900	\$ (9,075)	\$ (68,400)	\$ 66,600	\$ 9,975	\$ (45,450)	\$ 13,550	\$ 18,325
Cumulative Cash Position	\$ 75,812	\$ 34,612	\$ 3,612	\$ 46,637	\$ 3,037	\$ 87,937	\$ 78,862	\$ 10,462	\$ 77,062	\$ 87,037	\$ 41,587	\$ 55,137	\$ 55,137

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino
2021–22 Cash Flow Worksheet

SACS Code	Jul 2021	Aug	Sep	Oct	Nov	Dec	Jan 2022	Feb	Mar	Apr	May	Jun	Total 2021–22
Beginning Balance	\$ 55,137	\$ 72,337	\$ 22,037	\$ 6,937	\$ 94,687	\$ 55,687	\$ 50,387	\$ 50,237	\$ 10,537	\$ 89,137	\$ 20,887	\$ 72,487	\$ 55,137
Revenues													
State Revenue Limit Sources/Principal Apportionment Funds													
Regular Principal Apportionment Portion 8011	115,000	115,000	207,100	207,100	207,100	207,100	207,100	258,100	258,100	258,100	258,100	-	2,297,900
Regular Education Protection Account Portion 8012	-	-	10,600	-	-	10,600	-	-	4,200	-	-	-	25,400
Regular Transfers to Charter Schools in Lieu of P 8096	-	-	-	-	-	-	-	-	43,600	21,800	21,800	21,800	109,000
Subtotal Principal Apportionment Funds	\$ 115,000	\$ 115,000	\$ 217,700	\$ 207,100	\$ 207,100	\$ 217,700	\$ 207,100	\$ 258,100	\$ 305,900	\$ 279,900	\$ 279,900	\$ 21,800	\$ 2,432,300
Federal Programs													
ESSA Title I through V Allocations 8290	-	-	-	18,650	-	-	18,650	-	-	18,650	-	-	55,950
Federal Child Nutrition (NSLP) 8220	-	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	122,100
Subtotal Federal Programs	\$ -	\$ 11,100	\$ 11,100	\$ 29,750	\$ 11,100	\$ 11,100	\$ 29,750	\$ 11,100	\$ 11,100	\$ 29,750	\$ 11,100	\$ 11,100	\$ 178,050
Other State Revenues													
State Child Nutrition 8520	-	800	800	800	800	800	800	800	800	800	800	800	8,800
Mandate Block Grant 8550	-	-	-	-	-	3,700	-	-	-	-	-	-	3,700
California Lottery, Restricted & Unrestricted 8560	-	-	-	-	-	10,400	-	-	11,400	-	-	14,200	36,000
All Other State Revenues (ASES, etc) 8560	-	-	-	-	-	88,800	-	-	-	-	-	-	88,800
Charter School Facility Grant 8590	-	-	-	-	-	-	-	128,100	-	64,000	-	-	192,100
Subtotal State Revenues	\$ -	\$ 800	\$ 800	\$ 800	\$ 800	\$ 103,700	\$ 800	\$ 128,900	\$ 12,200	\$ 64,800	\$ 800	\$ 15,000	\$ 329,400
Local Programs													
Food Service Sales (paid meals) 8634	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Local Revenues 86xx	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	21,600
Subtotal Local Revenues	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 21,600
Total Revenues	\$ 116,800	\$ 128,700	\$ 231,400	\$ 239,450	\$ 220,800	\$ 334,300	\$ 239,450	\$ 399,900	\$ 331,000	\$ 376,250	\$ 293,600	\$ 49,700	\$ 2,961,350
Expenses													
1. Certificated Salaries 1000-1999	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 897,600
2. Noncertificated Salaries 2000-2999	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	408,000
3. Employee Benefits 3000-3999	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	211,200
4. Books and Supplies 4000-4999	74,000	49,300	17,300	17,300	17,300	9,900	9,900	9,900	9,900	14,800	9,900	7,400	246,900
5. Services and Other Operating Expenses 5000-5999	142,100	103,300	103,300	103,300	103,300	103,300	103,300	103,300	103,300	103,300	103,300	116,200	1,291,300
6. Capital Outlay 6000-6999	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo 7100-7499	-	-	12,800	-	12,800	-	-	-	12,800	-	102,400	115,200	256,000
Total Expenses	\$ 342,500	\$ 279,000	\$ 259,800	\$ 247,000	\$ 259,800	\$ 239,600	\$ 239,600	\$ 239,600	\$ 252,400	\$ 244,500	\$ 342,000	\$ 365,200	\$ 3,311,000
Other Cash Transactions													
Accounts Receivable (including PY Deferrals) 9200	\$ 342,900	\$ -	\$ 13,300	\$ 95,300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 451,500
Loan Proceeds (Developer Working Capital)	-	100,000	-	-	-	-	-	-	-	-	100,000	300,000	500,000
Subtotal Other Cash Transactions IN	\$ 342,900	\$ 100,000	\$ 13,300	\$ 95,300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ 300,000	\$ 951,500
Accounts Payable 9500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Payments (Developer Working Capital)	100,000	-	-	-	-	100,000	-	200,000	-	200,000	-	-	600,000
Subtotal Other Cash Transactions OUT	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ 200,000	\$ -	\$ 200,000	\$ -	\$ -	\$ 600,000
Net Cash Position	\$ 17,200	\$ (50,300)	\$ (15,100)	\$ 87,750	\$ (39,000)	\$ (5,300)	\$ (150)	\$ (39,700)	\$ 78,600	\$ (68,250)	\$ 51,600	\$ (15,500)	\$ 1,850
Cumulative Cash Position	\$ 72,337	\$ 22,037	\$ 6,937	\$ 94,687	\$ 55,687	\$ 50,387	\$ 50,237	\$ 10,537	\$ 89,137	\$ 20,887	\$ 72,487	\$ 56,987	\$ 56,987

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

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Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Budget Executive Summary

Ordinal Year Fiscal Year Acct Code	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
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Key Budget and Financial Variables: Enrollment and ADA

School Enrollment	197	200	225	250	275	300
School ADA at P-2	181.06	188.00	211.50	235.00	259	282
Ratio of P-2 ADA to Enrollment	91.9%	94.0%	94.0%	94.0%	94.0%	94.0%

A. Revenues:

1. Revenue Limit Sources	\$ 1,926,611	\$ 2,079,700	\$ 2,420,100	\$ 2,734,100	\$ 3,077,600	\$ 3,454,700
2. Federal Revenues	151,813	360,200	187,300	208,400	229,500	250,600
3. Other State Revenues	423,309	354,500	446,900	489,600	534,900	580,700
4. Other Local Revenues	17,300	24,300	19,500	21,800	24,100	26,400
5. Total Revenues	\$ 2,519,034	\$ 2,818,700	\$ 3,073,800	\$ 3,453,900	\$ 3,866,100	\$ 4,312,400

B. Expenditures:

1. Certificated Salaries	1000	\$ 630,619	\$ 676,900	\$ 813,200	\$ 897,200	\$ 988,200	\$ 1,080,800
2. Noncertificated Salaries	2000	455,639	317,900	366,300	408,495	463,700	507,300
3. Employee Benefits	3000	162,445	157,200	192,000	211,500	231,800	253,100
Subtotal Compensation Costs		1,248,704	1,152,000	1,371,500	1,517,195	1,683,700	1,841,200
4. Books and Supplies	4000	234,721	245,200	218,700	246,500	292,300	382,200
5. Services and Other Operating Expenses	5000	790,694	1,232,400	1,200,200	1,293,400	1,404,400	1,505,900
6. Capital Outlay	6000	-	-	-	-	-	-
7. Other Outgo	7100-7400	239,908	193,300	224,000	256,100	289,300	324,200
8. Total Expenditures		\$ 2,514,026	\$ 2,822,900	\$ 3,014,400	\$ 3,313,195	\$ 3,669,700	\$ 4,053,500

C. Excess (Deficiency) of Revenues over Expenditures Before Other Financing Sources and Uses

1. Net Operations: Sub Total	\$ 5,007	\$ (4,200)	\$ 59,400	\$ 140,705	\$ 196,400	\$ 258,900
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D. Other Financing Sources and Uses

1. Other Financing Sources	8930-8979	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -
4. Total, Other Financing Sources and Uses		\$ -	\$ 150,000	\$ (50,000)	\$ (100,000)	\$ -	\$ -

E. Net Increase (Decrease) in Fund Balance

1. Net Operations plus Total Other Financing Sources & Uses	\$ 5,007	\$ 145,800	\$ 9,400	\$ 40,705	\$ 196,400	\$ 258,900
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F. Fund Balance, Reserves

1. Beginning Fund Balance							
a. As of July 1	9791	\$ 7,731	\$ 12,739	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043
b1. Audit Adjustments to Beginning Balance	9793	-	(1)	-	-	-	-
b2. Other Restatements to Beginning Balance	9795	-	-	-	-	-	-
c. Adjusted Beginning Balance		7,731	12,738	158,538	167,938	208,643	405,043
2. Ending Fund Balance, June 30		\$ 12,739	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043	\$ 663,943

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Budget Summary

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	
Acct Code							
A. REVENUES							
1. State Revenue Limit Sources							
State Aid - Current Year	8011	1,798,648	1,937,400	2,260,000	2,556,200	2,882,000	3,241,300
Education Protection Account	8012	36,212	37,600	42,300	47,000	51,700	56,400
State Aid - Prior Year Adjustments	8019	(7,124)	-	-	-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096	98,875	104,700	117,800	130,900	143,900	157,000
1. Subtotal State Revenue Limit Sources		\$ 1,926,611	\$ 2,079,700	\$ 2,420,100	\$ 2,734,100	\$ 3,077,600	\$ 3,454,700
2. Federal Revenues							
Every Student Succeeds Act (ESSA), formerly No Child Left Behind (NCLB)							
ESSA: Title I, Part A	8290.3010	50,368	50,200	56,700	63,200	69,700	76,200
ESSA: Title I, Part A, CSI	8290.3182	-	172,400	-	-	-	-
ESSA: Title II, Part A	8290.4035	5,569	9,000	10,200	11,400	12,600	13,800
ESSA: Title IV, Part A, Student Support and Academic Enrichment (SSAE) program	8290.4127	10,000	10,000	-	-	-	-
Subtotal, Every Student Succeeds Act		\$ 65,937	\$ 241,600	\$ 66,900	\$ 74,600	\$ 82,300	\$ 90,000
Federal Special Education	8181-8182	-	-	All Federal Special Education revenue retained by SBCUSD SELPA			
Federal Child Nutrition (NSLP)	8220.5310	103,045	107,000	120,400	133,800	147,200	160,600
Other Federal Programs							
Other Federal Programs (Unidentified)	8100-8299	(17,169)	11,600	-	-	-	-
2. Subtotal Federal Revenues		\$ 151,813	\$ 360,200	\$ 187,300	\$ 208,400	\$ 229,500	\$ 250,600
3. Other State Revenues							
State Special Education	SIRevSE	All State Special Education revenue retained by SBCUSD SELPA					
Subtotal, State Special Education	SIRevSE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
All Other State Revenues	SIRevAO						
State Child Nutrition	8520.5310	7,398	7,700	8,700	9,700	10,700	11,700
Mandate Block Grant	8550	2,490	3,100	3,200	3,700	4,300	4,800
Mandate Block Grant, One-Time Funds	8550	28,079	-	-	-	-	-
Lottery – Prop 20 Restricted	8560.6300	12,402	10,600	11,900	13,200	14,600	15,900
Lottery – Unrestricted	8560.1100	30,807	29,500	33,800	37,500	41,500	45,100
After School Education and Safety (ASES) P	8590.6010	139,926	97,500	133,200	133,200	133,200	133,200
Charter School Facility Grant	8590.6030	207,676	214,400	256,100	292,300	330,600	370,000
Classified School Employees Professional Dr	8590.7311	1,595	-	-	-	-	-
Other State (TBD)	8590.99	(7,064)	(8,300)	-	-	-	-
Subtotal, All Other State Revenues		\$ 423,309	\$ 354,500	\$ 446,900	\$ 489,600	\$ 534,900	\$ 580,700
3. Subtotal Other State Revenues		\$ 423,309	\$ 354,500	\$ 446,900	\$ 489,600	\$ 534,900	\$ 580,700
4. Other Local Revenues							
Food Service Sales (paid meals)	8634.5310	817	-	-	-	-	-
Fees & Contracts (After Care)	8670.6010	4,759	5,000	5,700	6,400	7,100	7,800
Donations & Contributions; Fundraising	8699	5,104	5,300	6,000	6,700	7,400	8,100
All Other Local Revenues	8699	6,621	14,000	7,800	8,700	9,600	10,500
4. Subtotal Other Local Revenues		\$ 17,300	\$ 24,300	\$ 19,500	\$ 21,800	\$ 24,100	\$ 26,400
5. TOTAL REVENUES		\$ 2,519,034	\$ 2,818,700	\$ 3,073,800	\$ 3,453,900	\$ 3,866,100	\$ 4,312,400

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Budget Summary

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Acct Code						
B. EXPENDITURES						
1. Certificated Salaries 1000-1999						
Certificated Teachers' Salaries	1100	527,595	556,900	689,600	769,900	945,800
Certificated Pupil Support Salaries	1200	-	-	-	-	-
Certificated Sup. and Administrators' Salaries	1300	103,024	120,000	123,600	127,300	135,000
Other Certificated Salaries	1900	-	-	-	-	-
1. Subtotal Certificated Salaries		\$ 630,619	\$ 676,900	\$ 813,200	\$ 897,200	\$ 1,080,800
2. Noncertificated Salaries 2000-2999						
Noncertificated Instructional Salaries	2100	68,004	63,300	73,900	85,095	128,000
Noncertificated Support Salaries	2200	99,509	93,800	116,700	131,200	156,600
Noncertificated Sup. and Administrators' Salaries	2300	4,095	4,000	4,100	4,200	4,400
Clerical and Office Salaries	2400	121,709	106,000	113,300	121,000	135,400
Other Noncertificated Salaries	2900	162,322	50,800	58,300	67,000	82,900
2. Subtotal Noncertificated Salaries		\$ 455,639	\$ 317,900	\$ 366,300	\$ 408,495	\$ 507,300
3. Employee Benefits 3000-3999						
STRS	3101-3102	-	-	-	-	-
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	78,148	76,100	90,200	99,900	121,500
Health and Welfare Benefits	3401-3402	46,798	43,700	57,500	62,600	71,900
Unemployment Insurance	3501-3502	15,544	13,500	16,000	17,700	21,600
Workers' Compensation Insurance	3601-3602	18,822	12,000	14,200	15,700	19,100
Other Employee Benefits	3901-3902	3,134	11,900	14,100	15,600	19,000
3. Subtotal Employee Benefits		\$ 162,445	\$ 157,200	\$ 192,000	\$ 211,500	\$ 253,100
4. Books & Supplies 4000-4999						
Approved Texts and Core Curricula Materials	4100	13,686	84,700	32,900	35,900	94,100
Books and Other Reference Materials	4200	879	900	1,000	1,100	1,300
Materials and Supplies	4300	52,654	41,400	49,100	55,500	69,200
Noncapitalized Equipment	4400	27,480	9,900	10,200	10,500	35,900
Food	4700	140,023	108,300	125,500	143,500	181,700
4. Subtotal Books & Supplies		\$ 234,721	\$ 245,200	\$ 218,700	\$ 246,500	\$ 382,200

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Budget Summary

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
Acct Code						
5. Services & Operational Expenses	5000-5999					
Subagreements for Services	5100	-	-	-	-	-
Travel and Conferences	5200	34,938	17,800	18,300	18,800	19,800
Dues and Memberships	5300	2,100	2,400	2,500	2,600	2,800
Insurance	5400	4,894	5,300	6,100	7,000	8,900
Operations and Housekeeping Services	5500	116,235	129,500	150,000	171,500	217,100
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	408,630	504,000	519,800	536,000	577,000
Professional/Consulting Services and Operating Expenditures	5800	211,863	559,500	489,200	542,800	664,800
Communications	5900	12,034	13,900	14,300	14,700	15,500
5. Subtotal Services & Operational Expenses		\$ 790,694	\$ 1,232,400	\$ 1,200,200	\$ 1,293,400	\$ 1,404,400
6. Capital Outlay	6000-6999					No Capital Outlay Currently in Use
6. Subtotal Capital Outlay		\$ -	\$ -	\$ -	\$ -	\$ -
7. Other Outgo	7100-7299					
SpEd Excess Cost to SBCUSD SELPA	7281-7299	239,908	193,300	224,000	256,100	324,200
Debt Service						
Interest Payments	7438	-	-	-	-	-
Principal Payments	7439	-	-	-	-	-
7. Subtotal Other Outgo		\$ 239,908	\$ 193,300	\$ 224,000	\$ 256,100	\$ 289,300
8. TOTAL EXPENDITURES		\$ 2,514,026	\$ 2,822,900	\$ 3,014,400	\$ 3,313,195	\$ 3,669,700
C. Excess (Deficiency) of Revenues over Expenditures Before Other Financing Sources and Uses						
1. Net Operations: Sub Total		\$ 5,007	\$ (4,200)	\$ 59,400	\$ 140,705	\$ 196,400

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Budget Summary

Ordinal Year Fiscal Year Acct Code	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget
D. Other Financing Sources and Uses						
1. Other Financing Sources 8930-8979					\$ -	\$ -
CDE Revolving Loan	-	-	-	-	-	-
Volunteers of America Working Capital Loan	-	150,000	-	-	-	-
1. Subtotal Other Financing Sources	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -
2. Less: Other Financing Uses 7630-7699	-	-	50,000	100,000	-	-
4. Total Other Financing Sources and Uses	\$ -	\$ 150,000	\$ (50,000)	\$ (100,000)	\$ -	\$ -
E. Net Increase (Decrease) in Fund Balance						
1. Net Operations plus Total Other Financing Sources and	\$ 5,007	\$ 145,800	\$ 9,400	\$ 40,705	\$ 196,400	\$ 258,900
F. Fund Balance, Reserves						
1. Beginning Fund Balance						
a. As of July 1 9791	7,731	12,739	158,538	167,938	208,643	405,043
b1. Audit Adjustments to Beg. Balance 9793	-	(1)	-	-	-	-
b2. Other Restatements to Beg. Balance 9795	-	-	-	-	-	-
c. Adjusted Beginning Balance	7,731	12,738	158,538	167,938	208,643	405,043
Add Net Increase (Decrease) in Fund Balance (E1)	5,007	145,800	9,400	40,705	196,400	258,900
2. Ending Fund Balance, June 30	\$ 12,739	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043	\$ 663,943
COMPONENTS FOR ENDING FUND BALANCE						
Designated Amounts						
Reserved for Economic Uncertainty 9789	-	112,916	120,576	165,660	183,485	202,675
currently set at greater of \$67,000 or 5% of Total Expenditure	5%	5%	5%	5%	5%	5%
Unassigned/Unappropriated/ Unrestricted Net Position 9790	11,144	45,622	47,362	42,983	221,558	461,268
Restricted Net Position 9797	1,595	-	-	-	-	-
TOTAL COMPONENTS FOR ENDING FUND BALANCE	\$ 12,739	\$ 158,538	\$ 167,938	\$ 208,643	\$ 405,043	\$ 663,943

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Local Control Funding Formula Revenue Projections

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments & Footnotes
Local Control Funding Formula							
Local Control Funding Formula Target Input Data							
Funding Rates							
Grades K-3 Base Grant Rate	\$ 7,459	\$ 7,702	\$ 7,878	\$ 8,091	\$ 8,319	\$ 8,535	(a)
Grades 4-6 Base Grant Rate	\$ 7,571	\$ 7,818	\$ 7,997	\$ 8,214	\$ 8,446	\$ 8,666	(b)
Grades K-3 CSR Adjustment Rate	\$ 776	\$ 801	\$ 819	\$ 841	\$ 865	\$ 888	(e)
Student Counts							
Enrollment	197	200	225	250	275	300	(g)
ADA by Grade Group							
Grades K-3 ADA	170.04	165.40	175.80	164.50	164.50	188.00	(h)
Grades 4-6 ADA	11.02	22.60	35.70	70.50	94.00	94.00	(i)
Total ADA	181.06	188.00	211.50	235.00	258.50	282.00	(l) = (h) + (i) + (j) + (k)
Unduplicated Pupil Count of Supplemental Funding Eligible Students (UPC)	171	174	196	218	240	262	(m); 2019-20 Input matches CDE-certified data for Fall 2 counts
Charter Rolling Unduplicated Pupil Percentage of Supplemental Funding Eligible Students (UPP)	82.59%	87.80%	86.98%	87.11%	87.20%	87.27%	(n); Percentages estimated by BAASSB team as of 2020-02-20
Sponsor Rolling Unduplicated Percentage of Supplemental Funding Eligible Students (UPP ceiling)	89.97%	89.97%	89.97%	89.97%	89.97%	89.97%	(o); 2019-20+ data projected from 2018-19 P-2 reports posted by CDE for SBCUSD as of 2019-06-17
NOTE: The percentage of unduplicated pupils is based on a three-year rolling average from data submitted by LEAs through routine CALPADS reporting. (EC sections 2574(b)(1) and 42238.02(b)(5)).							
NOTE FURTHER that Concentration funding will be limited by the rolling unduplicated percentage of the sponsor district wherein the charter school is located.							
Concentration Grant Factor	27.59%	32.80%	31.98%	32.11%	32.20%	32.27%	(p) = excess of lesser of (n,o) over 55%
Additional CDE Funding Rates							
Base LCFF Floor Rate	\$ 9,925	\$ 9,925	\$ 9,925	\$ 9,925	\$ 9,925	\$ 9,925	(q); varies by LEA; value taken from 2018-19 P-2 reports posted by CDE for SBCUSD as of 2020-02-20
Local Control Funding Formula Target Calculation							
Base Grant Components							
Grades K-3	1,268,328	1,273,911	1,384,952	1,330,970	1,368,476	1,604,580	All award components rounded at whole dollars = (a) x (h)
Grades 4-6	83,432	176,687	285,493	579,087	793,924	814,604	= (b) x (i)
Grades K-3 CSR Grade Span Adjustment	131,951	132,485	143,980	138,345	142,293	166,944	= (e) x (h)
Subtotal of Base Grant Components	1,483,711	1,583,083	1,814,425	2,048,402	2,304,693	2,586,128	= (r) = sum of previous six rows

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Multi-Year Local Control Funding Formula Revenue Projections

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments & Footnotes
Local Control Funding Formula Target Calculation, continued							
20% Supplemental Grant Components							
	Additional funding paid on the rolling unduplicated percentage factor, (n)						
Grades K-3	231,298	246,963	265,973	255,984	263,478	309,202	= [(a) + (e)] x (h) x 20% x (n)
Grades 4-6	13,781	31,026	49,664	100,889	138,460	142,181	= (b) x (i) x 20% x (n)
Subtotal, Supplemental Grant	245,079	277,989	315,637	356,873	401,938	451,383	= (s) = sum of previous four rows
50% Concentration Grant Components							
	Charter rate						
Additional funding paid on the excess of the minimum rolling unduplicated percentage factor between charter and sponsor over a 55% threshold, i.e., Concentration Grant Factor (p)							
Grades K-3	193,168	230,649	244,476	235,899	243,234	285,835	= [(a) + (e)] x (h) x 50% x (p)
Grades 4-6	11,509	28,977	45,650	92,972	127,822	131,436	= (b) x (i) x 50% x (p)
Subtotal, Concentration Grant	204,677	259,626	290,126	328,871	371,056	417,271	= (t) = sum of previous four rows
Adjustment to Match CSMC Calculation	-	(40,989)	-	-	-	-	Per P-2 Report, each past year
Local Control Funding Formula Target	\$ 1,933,467	\$ 2,079,709	\$ 2,420,188	\$ 2,734,146	\$ 3,077,687	\$ 3,454,782	= (u) = Sum of all grant components above
LCFF Target Components as Percentage of Total LCFF Target							
Base Components	76.74%	76.12%	74.97%	74.92%	74.88%	74.86%	= (r) / (u)
Supplemental Grant Components	12.68%	13.37%	13.04%	13.05%	13.06%	13.07%	= (s) / (u)
Concentration Grant Components	10.59%	12.48%	11.99%	12.03%	12.06%	12.08%	= (t) / (u)
Checksum	100.0%	102.0%	100.0%	100.0%	100.0%	100.0%	= sum of previous three rows
Local Control Funding Formula Floor Calculation							
Base Floor Revenue adjusted for CY ADA, = Adjusted Revenue Limit	1,796,984	1,865,862	2,099,095	2,332,328	2,565,561	2,798,794	= (l) x (q); the EPA allocation is calculated from this factor
Cumulative Floor Adjustment	80,488	141,714	240,568	356,672	441,949	558,588	PY LCFF Gap Funding at CY ADA
Adjustment to Match CDE Calculation	-	-	-	-	-	-	Per FCMAT-LCFF Calculator 16.1e
Local Control Funding Formula Floor	\$ 1,877,472	\$ 2,007,576	\$ 2,339,663	\$ 2,689,000	\$ 3,007,510	\$ 3,357,382	Sum of all floor components above
Local Control Funding Formula Phase-in Entitlement Calculation							
LCFF Target less LCFF Floor = Gap	\$ 55,995	\$ 72,133	\$ 80,525	\$ 45,146	\$ 70,177	\$ 97,400	
Local Control Funding Formula Gap Allocation Percentage (GAP)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	Rate set by CA Department of Finance; projections updated irregularly
Funded portion of LCFF Gap = Phase-in Entitlement	\$ 55,995	\$ 72,124	\$ 80,437	\$ 45,100	\$ 70,090	\$ 97,318	= Gap x GAP, rounded to force total entitlement down to nearest hundred
Local Control Funding Formula Entitlement Calculation							
LCFF Floor Entitlement	\$ 1,877,472	\$ 2,007,576	\$ 2,339,663	\$ 2,689,000	\$ 3,007,510	\$ 3,357,382	= LCFF Floor, above
LCFF Phase-in Entitlement	\$ 55,995	\$ 72,124	\$ 80,437	\$ 45,100	\$ 70,090	\$ 97,318	= LCFF Phase-in Entitlement, above
Projected LCFF Entitlement = Subtotal State Revenue Limit Sources	\$ 1,933,467	\$ 2,079,700	\$ 2,420,100	\$ 2,734,100	\$ 3,077,600	\$ 3,454,700	LCFF Floor + Phase-in = Total LCFF Entitlement

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Compensation

	Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Certificated Salaries	1000-1999						
Certificated Teacher Salaries	1100-1199						
Teachers – Regular Program	1100	451,566	444,800	573,000	649,000	668,800	751,200
Other Teacher Salaries							
Teacher – Art & Music	1121	19,215	25,200	26,000	26,800	27,500	28,400
Teacher – ELD & Pupil Intervention	1131	50,915	57,900	59,600	61,400	126,400	130,200
Teacher – Science & Technology	1141	-	22,700	23,300	24,100	24,800	25,500
Substitute Teacher Costs							
Day-to-Day Substitutes	1114	5,900	6,300	7,700	8,600	9,600	10,500
Long-Term Substitutes	1115	-	-	-	-	-	-
Total Certificated Teacher Salaries	1000-1199	\$ 527,595	\$ 556,900	\$ 689,600	\$ 769,900	\$ 857,100	\$ 945,800
Other Certificated Employee Salaries							
Pupil Support Salaries	12xx						No Pupil Support Salaries currently projected
Subtotal	12xx	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School Administrator Salaries	13xx						
Superintendent	1321	-	19,200	19,800	20,400	21,000	21,600
Principal	1351	103,024	100,800	103,800	106,900	110,100	113,400
Subtotal	13xx	\$ 103,024	\$ 120,000	\$ 123,600	\$ 127,300	\$ 131,100	\$ 135,000
Other Non Instructional Certificated Salaries							No Other Non Instructional Certificated Salaries currently projected
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL CERTIFICATED SALARIES	1000-1999	\$ 630,619	\$ 676,900	\$ 813,200	\$ 897,200	\$ 988,200	\$ 1,080,800

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Compensation

	Ordinal Year Fiscal Year SACS Code	Year 0	Year I	Year II	Year III	Year IV	Year V
		2018–19 Audited Actual Budget	2019–20 Petition Renewal Budget	2020–21 Projected Budget	2021–22 Projected Budget	2022–23 Projected Budget	2023–24 Projected Budget
Classified Compensation Costs							
Classified Salaries							
Administrator Salaries							
Superintendent	2321	-	-	-	-	-	-
Other Classified Administrators	2391	4,095	4,000	4,100	4,200	4,300	4,400
Subtotal 23xx		\$ 4,095	\$ 4,000	\$ 4,100	\$ 4,200	\$ 4,300	\$ 4,400
Subtotal Classified Salaries Cost		\$ 4,095	\$ 4,000	\$ 4,100	\$ 4,200	\$ 4,300	\$ 4,400
Hourly Classified Staff Wage Costs							
Non-Certificated Instructional Wage Costs							
Instructional Aide	2112	20,481	27,100	31,700	35,685	56,500	64,000
Title I Aide	2122	47,523	36,200	42,200	49,410	56,500	64,000
Subtotal \$ -		\$ 68,004	\$ 63,300	\$ 73,900	\$ 85,095	\$ 113,000	\$ 128,000
Pupil Support Wage Costs							
Health Clerk	2242	20,496	18,000	25,600	26,600	27,400	28,200
Health/Nutrition Manager	2222	13,520	11,900	16,300	16,800	17,300	17,800
Maintenance & Operations Personnel	2232	17,100	15,500	15,900	16,400	16,900	17,400
Nutrition Aide	2212	48,393	48,400	58,900	71,400	82,000	93,200
Subtotal 22xx		\$ 99,509	\$ 93,800	\$ 116,700	\$ 131,200	\$ 143,600	\$ 156,600
Clerical, Technical & Other Office Employee Wage Costs							
ASES Coordinator	2422	20,869	22,300	26,100	30,200	34,600	39,200
Front Desk Receptionist	2442	26,000	22,300	24,000	25,700	26,500	27,300
Office Assistant	2412	32,000	13,700	14,100	14,500	14,900	15,300
Parent Engagement Coordinator	2432	42,840	25,300	26,000	26,800	27,600	28,400
Registrar	2452	-	22,400	23,100	23,800	24,500	25,200
Subtotal \$ -		\$ 121,709	\$ 106,000	\$ 113,300	\$ 121,000	\$ 128,100	\$ 135,400
Other Classified Employee Wage Costs							
Afterschool Aide(s)	2932	53,472	50,800	58,300	67,000	74,700	82,900
Other	2992	108,850	-	-	-	-	-
Subtotal 29xx		\$ 162,322	\$ 50,800	\$ 58,300	\$ 67,000	\$ 74,700	\$ 82,900
Subtotal Hourly Staff Wage Costs		\$ 451,544	\$ 313,900	\$ 362,200	\$ 404,295	\$ 459,400	\$ 502,900
TOTAL ALL CLASSIFIED WAGES 2000-2999		\$ 455,639	\$ 317,900	\$ 366,300	\$ 408,495	\$ 463,700	\$ 507,300

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Employee Benefits

Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Old Age, Survivors, Disability, and Health Insurance (OASDI)						
Medicare, certificated contributions 3301	9,144	9,815	11,791	13,009	14,329	15,672
Social Security, certificated contributions 3301	34,147	41,966	50,387	55,643	61,298	67,020
Medicare, noncertificated contributions 3302	6,607	4,610	5,311	5,923	6,724	7,356
Social Security, noncertificated contributions 3302	28,250	19,710	22,711	25,324	28,749	31,453
OASDI Subtotal	\$ 78,148	\$ 76,100	\$ 90,200	\$ 99,900	\$ 111,100	\$ 121,500
Health Benefit Costs (HDV)						
Combined monthly HDV rate estimate, certificate 3401	17,159	20,280	24,660	27,840	29,376	33,048
Combined monthly HDV rate estimate, noncertifi 3402	29,639	23,420	32,840	34,760	36,724	38,852
HDV Subtotal	\$ 46,798	\$ 43,700	\$ 57,500	\$ 62,600	\$ 66,100	\$ 71,900
Unemployment Insurance (FUTA/SUI/SEF)						
Certificated contributions 3501	9,024	9,185	11,028	12,155	13,406	14,714
Noncertificated contributions 3502	6,520	4,315	4,972	5,545	6,294	6,886
FUTA/SUI/SEF Subtotal	\$ 15,544	\$ 13,500	\$ 16,000	\$ 17,700	\$ 19,700	\$ 21,600
Worker's Compensation Insurance (WC)						
Certificated contributions 3601	10,927	8,171	9,787	10,780	11,914	12,989
Noncertificated contributions 3602	7,895	3,829	4,413	4,920	5,586	6,111
WC Subtotal	\$ 18,822	\$ 12,000	\$ 14,200	\$ 15,700	\$ 17,500	\$ 19,100
Other Benefits						
Certificated contributions 3901	1,820	8,101	9,722	10,718	11,858	12,937
Noncertificated contributions 3902	1,315	3,799	4,378	4,882	5,542	6,063
Other Benefits Subtotal	\$ 3,134	\$ 11,900	\$ 14,100	\$ 15,600	\$ 17,400	\$ 19,000
Total Benefit Costs 3000-3999	\$ 162,445	\$ 157,200	\$ 192,000	\$ 211,500	\$ 231,800	\$ 253,100

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Books and Supplies

Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Approved Textbooks and Core Curricula Materials	4100					
Textbooks (students)	4100	11,286	11,800	13,700	15,700	19,800
Textbooks (BAB increase)	4100	-	3,200	3,700	4,200	5,300
Textbooks (Title I CSI)	4100	-	45,000	-	-	-
Textbooks (unidentified)	4100	-	24,700	-	-	10,000
Instructional Software	4100	2,400	-	2,600	2,700	2,900
NWEA MAP Software	4100	-	-	12,900	13,300	14,100
Subtotal, Approved Textbooks and Core Curricula Materials		\$ 13,686	\$ 84,700	\$ 32,900	\$ 35,900	\$ 48,900
Books and Other Reference Materials	4200					
Library Books	4200	879	900	1,000	1,100	1,300
Other	4200	-	-	-	-	-
Subtotal, Books and Other Reference Materials		\$ 879	\$ 900	\$ 1,000	\$ 1,100	\$ 1,300
Materials and Supplies	4300					
Materials & Supplies (restricted)	4300	9,300	7,100	9,300	9,600	10,200
Materials & Supplies (students)	4300	15,737	4,500	4,100	5,700	9,200
Classroom Supplies (teachers)	4315	14,250	15,900	19,600	21,800	26,500
Curriculum (ASES supplies)	4300	430	400	500	600	800
Curriculum (Other restricted)	4300	12,937	13,500	15,600	17,800	22,500
Subtotal, Materials and Supplies		\$ 52,654	\$ 41,400	\$ 49,100	\$ 55,500	\$ 62,200
Non Capitalized Equipment	4400					
Computers	4410	-	5,400	5,600	5,800	13,100
Equipment	4400	9,859	3,300	3,400	3,500	3,700
Equipment - Students	4430	17,621	1,200	1,200	1,200	1,200
Subtotal, Non Capitalized Equipment		\$ 27,480	\$ 9,900	\$ 10,200	\$ 10,500	\$ 17,900
Food for Student Nutrition	4700					
After-School Program Snacks (ASES)	4700	1,500	1,600	1,900	2,200	2,800
Food for Student Nutrition	4700	138,523	106,700	123,600	141,300	178,900
Subtotal, Food for Student Nutrition		\$ 140,023	\$ 108,300	\$ 125,500	\$ 143,500	\$ 181,700
Total Books & Supplies	4000-4999	\$ 234,721	\$ 245,200	\$ 218,700	\$ 246,500	\$ 292,300

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Expenditures Worksheet – Services and Operational Expenses

Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget
Personal Services of Instructional Consultants, Lecturers & Others				No Personal Services costs currently projected		
Subtotal of Personal Services of Instructional Consultants, Lecturers & Others	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel and Conference						
Training and Development 5210	29,241	11,200	11,500	11,800	12,100	12,400
Other 5200	5,697	6,600	6,800	7,000	7,200	7,400
Subtotal of Travel and Conference	\$ 34,938	\$ 17,800	\$ 18,300	\$ 18,800	\$ 19,300	\$ 19,800
Dues and Memberships						
Combined Estimate 5300	2,100	2,400	2,500	2,600	2,700	2,800
Subtotal of Dues and Memberships	\$ 2,100	\$ 2,400	\$ 2,500	\$ 2,600	\$ 2,700	\$ 2,800
Insurance						
Combined Estimate 5410	4,894	5,300	6,100	7,000	7,900	8,900
Subtotal of Insurance	\$ 4,894	\$ 5,300	\$ 6,100	\$ 7,000	\$ 7,900	\$ 8,900
Operation and Housekeeping Services						
Combined Utilities 5501	64,535	75,700	87,700	100,300	113,300	127,000
Custodial Services 5502	51,700	53,800	62,300	71,200	80,400	90,100
Subtotal of Operation and Housekeeping Services	\$ 116,235	\$ 129,500	\$ 150,000	\$ 171,500	\$ 193,700	\$ 217,100
Rentals, Leases, Repairs and Noncapitalized Improvements						
Copier/Equipment (lease/rental) 5605	5,243	5,600	6,500	7,400	8,400	9,400
Copier/Equipment (repairs) 5610	840	1,000	1,000	1,000	1,000	1,000
Property (lease/rental) 5600	360,702	462,300	476,200	490,500	517,200	527,500
Property (repairs) 5601	34,505	26,900	27,700	28,500	29,300	30,100
Storage Space (lease/rental) 5602	7,341	8,200	8,400	8,600	8,800	9,000
Subtotal of Rentals, Leases, Repairs and Noncapitalized Improvements	\$ 408,630	\$ 504,000	\$ 519,800	\$ 536,000	\$ 564,700	\$ 577,000
Professional/Consulting Services and Operating Expenses						
Accounting, Payroll & Bank Fees 5803	14,893	16,000	16,500	17,000	17,500	18,000
Professional Business Services Fee 5899	104,150	312,000	363,000	410,100	461,600	518,200
Advertising/Recruiting 5815	284	300	300	300	300	300
Audit Services (Wilkerson & Bradley) 5806	4,000	4,600	4,700	4,800	4,900	5,000
District Financial Oversight Fee 5805	19,335	20,800	24,300	27,400	30,800	34,600
Educational Consultants (Title I CSI) 5810	17,539	111,600	-	-	-	-
Financial Services - CSMC 5873	32,400	32,400	33,600	34,800	36,000	37,200
Fundraising Expense 5820	4,849	-	-	-	-	-
IT Services 5877	2,884	14,900	15,300	15,700	16,100	16,500
Legal Services 5805	-	22,400	23,100	23,800	24,400	25,100
Personnel Services 5874	1,150	1,300	1,500	1,700	1,900	2,100
Student Attendance Software (ASES) 5898	1,500	1,700	1,800	1,900	2,000	2,100
Student Activities 5812	565	700	900	1,000	1,100	1,200
Student Field Trip Expenses 5830	4,998	-	-	-	-	-
Student Home/School Transportation (Title I CS) 5811	500	9,000	-	-	-	-
Transportation Services (Title I CSI) 5836	380	9,000	1,300	1,300	1,300	1,300
All Other Services and Operating Expenses 5898	2,437	2,800	2,900	3,000	3,100	3,200
Subtotal of Professional/Consulting Services and Operating Expenses	\$ 211,863	\$ 559,500	\$ 489,200	\$ 542,800	\$ 601,000	\$ 664,800
Communications						
Combined Estimate 5900	12,034	13,900	14,300	14,700	15,100	15,500
Subtotal of Communications	\$ 12,034	\$ 13,900	\$ 14,300	\$ 14,700	\$ 15,100	\$ 15,500
Total Services & Operational Expenses 5000-5999	\$ 790,694	\$ 1,232,400	\$ 1,200,200	\$ 1,293,400	\$ 1,404,400	\$ 1,505,900

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

ESSA: Title I, Part A — Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V	Comments
	Fiscal Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	
OB/SACS Code	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	
PROGRAM SUMMARY								
REVENUES								
ESSA: Title I, Part A	8290.301	50,368	50,200	56,700	63,200	69,700	76,200	
Carryover from Prior Year		-	-	18	1,457	2,290	-	
TOTAL REVENUES		\$ 50,368	\$ 50,200	\$ 56,718	\$ 64,657	\$ 71,990	\$ 76,200	
EXPENDITURES								
Certificated Salaries	1000-1999	-	-	-	-	-	-	
Classified Salaries	2000-2999	30,481	27,100	31,700	35,685	56,500	64,000	
Employee Benefits	3000-3999	4,697	4,282	5,161	5,781	9,017	10,198	
Books & Supplies	4000-4999	15,437	18,800	18,400	20,900	23,500	26,200	
Services & Operational Expenses	5000-5999	-	-	-	-	-	-	
Capital Outlay	6000-6999	-	-	-	-	-	-	
Other Outgo	7100-7299	-	-	-	-	-	-	
TOTAL EXPENDITURES		\$ 50,615	\$ 50,182	\$ 55,261	\$ 62,366	\$ 89,017	\$ 100,398	
PROGRAM SURPLUS/(DEFICIT)		\$ (247)	\$ 18	\$ 1,457	\$ 2,290	\$ (17,027)	\$ (24,198)	
EXPENDITURE DETAILS								
Certificated Employee Compensation		No Certificated Employee Compensation costs currently projected						
Classified Employee Compensation								
Instructional Aide	2112	20,481	27,100	31,700	35,685	56,500	64,000	
Noncertificated Charter School Teacher	2132	-	-	-	-	-	-	
Other	2992	10,000	-	-	-	-	-	portion of UA charges
Classified Wage Subtotal	2000	\$ 30,481	\$ 27,100	\$ 31,700	\$ 35,685	\$ 56,500	\$ 64,000	
Classified Subtotal	2000	\$ 30,481	\$ 27,100	\$ 31,700	\$ 35,685	\$ 56,500	\$ 64,000	
Number of Classified FTEs in this Program		1.00	1.32	1.50	1.63	2.50	2.75	FTE count for these positions
Benefits								
Medicare	3301-3302	442	393	460	517	819	928	
Social Security	3301-3302	1,890	1,680	1,965	2,212	3,503	3,968	
Health and Welfare Benefits	3401-3402	1,313	1,190	1,545	1,711	2,572	2,898	
Unemployment Insurance	3501-3502	436	368	430	484	767	869	
Workers' Compensation Insurance	3601-3602	528	326	382	430	681	771	
Other Employee Benefits	3901-3902	88	324	379	426	675	765	
Subtotal Benefit Costs	3000	\$ 4,697	\$ 4,282	\$ 5,161	\$ 5,781	\$ 9,017	\$ 10,198	
Books & Supplies								
Textbooks (unidentified)	4100	-	13,600	-	-	-	-	fraction of FY20 line item
Materials & Supplies (restricted)	4300	2,500	2,400	2,800	3,100	3,400	3,700	changing fraction of total line it
Curriculum (Other restricted)	4300	12,937	2,800	15,600	17,800	20,100	22,500	
Subtotal Books & Supplies	4000	\$ 15,437	\$ 18,800	\$ 18,400	\$ 20,900	\$ 23,500	\$ 26,200	
Operating Costs		No Operating Costs costs currently projected						
Capital Costs		No Capital Costs costs currently projected						
Subtotal Expenses		\$ 50,615	\$ 50,182	\$ 55,261	\$ 62,366	\$ 89,017	\$ 100,398	

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

ESSA: Title I, Part A — Comprehensive Support & Improvement (CSI) Grant Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year SACS Code	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments
PROGRAM SUMMARY								
REVENUES								
		-	172,400	-	-	-	-	
		-	-	-	-	-	-	
TOTAL REVENUES		\$ -	\$ 172,400	\$ -	\$ -	\$ -	\$ -	
EXPENDITURES								
		-	-	-	-	-	-	
		-	-	-	-	-	-	
		-	-	-	-	-	-	
		-	55,700	-	-	-	-	
		-	129,600	-	-	-	-	
		-	-	-	-	-	-	
		-	-	-	-	-	-	
TOTAL EXPENDITURES		\$ -	\$ 185,300	\$ -	\$ -	\$ -	\$ -	
PROGRAM SURPLUS/(DEFICIT)		\$ -	\$ (12,900)	\$ -	\$ -	\$ -	\$ -	
EXPENDITURE DETAILS								
		No Certificated Employee Compensation costs currently projected						
		No Classified Employee Compensation costs currently projected						
		No Benefits costs currently projected						
Books & Supplies								
		-	45,000	-	-	-	-	
		-	10,700	-	-	-	-	
Subtotal Books & Supplies		\$ -	\$ 55,700	\$ -	\$ -	\$ -	\$ -	
Operating Costs								
		-	111,600	-	-	-	-	Prorated at 100% of total cost
		-	9,000	-	-	-	-	
		-	9,000	-	-	-	-	
Subtotal Operating Costs		\$ -	\$ 129,600	\$ -	\$ -	\$ -	\$ -	
Capital Costs								
No Capital Costs costs currently projected								

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

NSLP — National School Lunch Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year QB/SACS Code	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments	
PROGRAM SUMMARY		Revenue estimates are based on documentation from Food Service Provider for a Lunch-only program.							
REVENUES									
	Federal Child Nutrition (NSLP)	8220.531	103,045	107,000	120,400	133,800	147,200	160,600	
	State Child Nutrition	8520.531	7,398	7,700	8,700	9,700	10,700	11,700	
	Food Service Sales (paid meals)	8634.531	817	-	-	-	-	-	Received from Paying Student
	Carryover from Prior Year		-	-	-	-	-	-	
TOTAL REVENUES			\$ 111,261	\$ 114,700	\$ 129,100	\$ 143,500	\$ 157,900	\$ 172,300	
EXPENDITURES									
	Certificated Salaries	1000-1999	-	-	-	-	-	-	
	Classified Salaries	2000-2999	48,393	48,400	58,900	71,400	82,000	93,200	
	Employee Benefits	3000-3999	7,458	7,647	9,590	11,568	13,087	14,851	
	Books & Supplies	4000-4999	138,523	106,700	123,600	141,300	159,600	178,900	
	Services & Operational Expenses	5000-5999	-	-	-	-	-	-	
	Capital Outlay	6000-6999	-	-	-	-	-	-	
TOTAL EXPENDITURES			\$ 194,374	\$ 162,747	\$ 192,090	\$ 224,268	\$ 254,687	\$ 286,951	
PROGRAM SURPLUS/(DEFICIT)			\$ (83,114)	\$ (48,047)	\$ (62,990)	\$ (80,768)	\$ (96,787)	\$ (114,651)	
EXPENDITURE DETAILS									
Certificated Employee Compensation		No Certificated Employee Compensation costs currently projected							
Classified Employee Compensation									
	Nutrition Aide	2212	48,393	48,400	58,900	71,400	82,000	93,200	
	Other Classified Support Personnel; Th	2292	-	-	-	-	-	-	
Classified Wage Subtotal		2000	\$ 48,393	\$ 48,400	\$ 58,900	\$ 71,400	\$ 82,000	\$ 93,200	
Classified Subtotal		2000	\$ 48,393	\$ 48,400	\$ 58,900	\$ 71,400	\$ 82,000	\$ 93,200	
Number of Classified FTEs in this Program			2.50	2.50	2.88	3.25	3.63	4.00	FTE count for these positions
Benefits									
	Medicare	3301-3302	702	702	854	1,035	1,189	1,351	
	Social Security	3301-3302	3,000	3,001	3,652	4,427	5,084	5,778	
	Health and Welfare Benefits	3401-3402	2,085	2,126	2,871	3,423	3,733	4,220	
	Unemployment Insurance	3501-3502	692	657	799	969	1,113	1,265	
	Workers' Compensation Insurance	3601-3602	839	583	710	860	988	1,123	
	Other Employee Benefits	3901-3902	140	578	704	853	980	1,114	
Subtotal All Benefit Costs		3000	\$ 7,458	\$ 7,647	\$ 9,590	\$ 11,568	\$ 13,087	\$ 14,851	
Books & Supplies									
	Food for Student Nutrition	4700	138,523	106,700	123,600	141,300	159,600	178,900	
Subtotal Books & Supplies		4000	\$ 138,523	\$ 106,700	\$ 123,600	\$ 141,300	\$ 159,600	\$ 178,900	Annual Total; daily meal cost g
Operating Costs		No Operating Costs costs currently projected							
Capital Costs		No Capital Costs costs currently projected							
Subtotal Expenses			\$ 194,374	\$ 162,747	\$ 192,090	\$ 224,268	\$ 254,687	\$ 286,951	

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

ASES Program Budget and Reconciliation Worksheet

Budget Type	Ordinal Year Fiscal Year SACS Code	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments
PROGRAM SUMMARY								
REVENUES								
	After School Education and Safety (ASES) Program	139,926	97,500	133,200	133,200	133,200	133,200	Assume grant is not renewed?
	Carryover from Prior Year	-	-	6,682	33,882	46,146	44,303	
TOTAL REVENUES		\$ 139,926	\$ 97,500	\$ 139,882	\$ 167,082	\$ 179,346	\$ 177,503	
EXPENDITURES								
	Certificated Salaries 1000-1999	-	-	-	-	-	-	
	Classified Salaries 2000-2999	115,942	73,100	84,400	97,200	109,300	122,100	
	Employee Benefits 3000-3999	13,771	9,318	10,900	12,536	14,043	15,703	
	Books & Supplies 4000-4999	8,730	6,700	8,900	9,300	9,700	10,100	
	Services & Operational Expenses 5000-5999	1,500	1,700	1,800	1,900	2,000	2,100	
	Capital Outlay 6000-6999	-	-	-	-	-	-	
	Other Outgo 7100-7299	-	-	-	-	-	-	
TOTAL EXPENDITURES		\$ 139,943	\$ 90,818	\$ 106,000	\$ 120,936	\$ 135,043	\$ 150,003	
PROGRAM SURPLUS/(DEFICIT)		\$ (16)	\$ 6,682	\$ 33,882	\$ 46,146	\$ 44,303	\$ 27,500	
EXPENDITURE DETAILS								
	Certificated Employee Compensation	No Certificated Employee Compensation costs currently projected						
	Classified Employee Compensation							
	ASES Coordinator 2422	20,869	22,300	26,100	30,200	34,600	39,200	
	Afterschool Aide(s) 2932	53,472	50,800	58,300	67,000	74,700	82,900	
	Other 2992	41,600	-	-	-	-	-	portion of UA charges
	Classified Wage Subtotal 2000	\$ 115,942	\$ 73,100	\$ 84,400	\$ 97,200	\$ 109,300	\$ 122,100	
	Classified Subtotal 2000	\$ 115,942	\$ 73,100	\$ 84,400	\$ 97,200	\$ 109,300	\$ 122,100	
	Number of Classified FTEs in this Program	3.43	3.35	3.75	4.13	4.50	4.88	FTE count for these positions
Benefits								
	Medicare 3301-3302	1,681	1,060	1,224	1,409	1,585	1,770	
	Social Security 3301-3302	7,188	4,532	5,233	6,026	6,777	7,570	
	Health and Welfare Benefits 3401-3402	899	980	1,272	1,448	1,575	1,775	Only Coordinator earns this ber
	Unemployment Insurance 3501-3502	1,659	992	1,146	1,319	1,484	1,657	
	Workers' Compensation Insurance 3601-3602	2,009	881	1,017	1,171	1,317	1,471	
	Other Employee Benefits 3901-3902	335	874	1,009	1,162	1,306	1,459	
	Subtotal All Benefit Costs 3000	\$ 13,771	\$ 9,318	\$ 10,900	\$ 12,536	\$ 14,043	\$ 15,703	
Books & Supplies								
	Materials & Supplies (restricted) 4300	6,800	4,700	6,500	6,500	6,500	6,500	changing fraction of total line it
	Curriculum (ASES supplies) 4300	430	400	500	600	700	800	Annual amount per student
	After-School Program Snacks (ASES) 4700	1,500	1,600	1,900	2,200	2,500	2,800	
	Subtotal Books & Supplies 4000	\$ 8,730	\$ 6,700	\$ 8,900	\$ 9,300	\$ 9,700	\$ 10,100	
Operating Costs								
	Student Attendance Software (ASES) 5898	1,500	1,700	1,800	1,900	2,000	2,100	
	Other 5x00	-	-	-	-	-	-	
	Subtotal Operating Costs 5000	\$ 1,500	\$ 1,700	\$ 1,800	\$ 1,900	\$ 2,000	\$ 2,100	
Capital Costs								
	Subtotal Expenses	\$ 139,943	\$ 90,818	\$ 106,000	\$ 120,936	\$ 135,043	\$ 150,003	No Capital Costs costs currently projected

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Revenue Funding Data

Ordinal Year Fiscal Year	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget	Last Update	Comments & Citations
Financial Projection Factors								
Statutory COLA	3.70%	3.26%	2.29%	2.71%	2.82%	2.60%	01/16/2020	see Endnotes, KV_Revenue [1]
California Consumer Price Index (CA CPI)	3.62%	3.09%	2.99%	2.89%	2.69%	2.73%	01/16/2020	see Endnotes, KV_Revenue [2]
California Funding Deficit Factor	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
1. State Revenue Limit Funding Rates								
Local Control Funding Formula (LCFF) Target Block Grant Rates								
Grades TK-3 Rate	\$ 7,459	\$ 7,702	\$ 7,878	\$ 8,091	\$ 8,319	\$ 8,535	01/16/2020	Annual revenue target per P-2 ADA.
Grades 4-6 Rate	\$ 7,571	\$ 7,818	\$ 7,997	\$ 8,214	\$ 8,446	\$ 8,666	01/16/2020	Annual revenue target per P-2 ADA.
CA K-3 CSR Rate	\$ 776	\$ 801	\$ 819	\$ 841	\$ 865	\$ 888	01/16/2020	see Endnotes, KV_Revenue [3]
Estimated Annual In Lieu Property Tax Rate/ADA	\$ 544.61	\$ 556.83	\$ 556.83	\$ 556.83	\$ 556.83	\$ 556.83	06/17/2019	Rate is assumed constant unless historical data indicate otherwise
2. Federal Revenue Funding Rates								
ESSA Funding Rates								
ESSA: Title I, Part A	\$ 284.56	\$ 278.89	\$ 279.31	\$ 279.65	\$ 279.92	\$ 280.15	05/31/2019	Basic Grants Low-Income and Neglected; see Endnotes, KV_Revenue [5]
ESSA: Title II, Part A	\$ 31.46	\$ 50.00	\$ 50.25	\$ 50.44	\$ 50.60	\$ 50.74	08/14/2019	Improving Teacher Quality Local Grants
Other Federal Funding Rates								
Federal Child Nutrition Funding Rate	\$ 569.12	\$ 569.15	\$ 569.27	\$ 569.36	\$ 569.44	\$ 569.50	09/15/2019	see Endnotes, KV_Revenue [6]
3. Other State Revenue Funding Rates								
All Other State Revenues								
State Child Nutrition	\$ 40.86	\$ 40.96	\$ 41.13	\$ 41.28	\$ 41.39	\$ 41.49	09/15/2019	see Endnotes, KV_Revenue [6]
Mandate Block Grant	\$ 16.33	\$ 16.86	\$ 17.25	\$ 17.72	\$ 18.22	\$ 18.73	01/16/2020	see Endnotes, KV_Revenue [7]
Mandate Block Grant, One-Time Funds	\$ 184.04	\$ -	\$ -	\$ -	\$ -	\$ -	01/16/2020	Funding per prior year P-2 ADA
California Lottery Education Fund								
Prop 20 Restricted	\$ 70.16	\$ 54.00	\$ 54.00	\$ 54.00	\$ 54.00	\$ 54.00	01/16/2020	Annual revenue per prior year actual
Unrestricted	\$ 165.51	\$ 153.00	\$ 153.00	\$ 153.00	\$ 153.00	\$ 153.00	01/16/2020	ADA
Charter School Facility Grant	\$ 1,147.00	\$ 1,184.00	\$ 1,211.00	\$ 1,244.00	\$ 1,279.00	\$ 1,312.00	09/20/2019	see Endnotes, KV_Revenue [8]
Classified School Employees Professional	\$ 177.22	\$ -	\$ -	\$ -	\$ -	\$ -	12/14/2018	Funding per PY Classified FTE count;
Note: Lottery Funding is not tied to the Statutory COLA, depending instead on actual lottery sales.								
4. Other Local Revenue Rates								
Local Interest Rate								
Local Interest Rate	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	02/20/2020	
Food Service Sales (paid meals)	\$ 4.51	\$ -	\$ -	\$ -	\$ -	\$ -	09/15/2019	see Endnotes, KV_Revenue [6]
Fees & Contracts (After Care)	\$ 26.28	\$ 26.60	\$ 26.95	\$ 27.23	\$ 27.47	\$ 27.66	09/15/2019	
Donations & Contributions; Fundraising	\$ 28.19	\$ 28.19	\$ 28.37	\$ 28.51	\$ 28.63	\$ 28.72	09/15/2019	
All Other Local Revenues	\$ 36.57	\$ 36.70	\$ 36.88	\$ 37.02	\$ 37.14	\$ 37.23	09/15/2019	

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — School Staffing Data

Ordinal Year Fiscal Year	Year 0 2018-19 Audited Actual Budget	Year I 2019-20 Petition Renewal Budget	Year II 2020-21 Projected Budget	Year III 2021-22 Projected Budget	Year IV 2022-23 Projected Budget	Year V 2023-24 Projected Budget	Comments
Certificated Staffing (Staffing Ratios and FTE counts)							
Teacher:Pupil Staffing Ratios							
Teachers – Regular Program	BAASSB intends to staff all classes at a rate no higher than 25:1						
Grades TK-3	1/25	1/25	1/25	1/25	1/25	1/25	
Grades 4-8	1/25	1/25	1/25	1/25	1/25	1/25	
Teacher Staffing Projections (FTE counts)							
Teachers – Regular Program							
Transitional Kindergarten	0.40	0.40	1.00	-	-	-	
Kindergarten	2.60	1.80	1.00	1.00	1.00	2.00	
1st Grade	2.50	1.80	2.00	2.00	2.00	2.00	
2nd Grade	1.25	2.00	2.00	2.00	2.00	2.00	
3rd Grade	0.75	1.00	2.00	2.00	2.00	2.00	
4th Grade	0.50	0.50	1.00	2.00	2.00	2.00	
5th Grade	-	0.50	1.00	2.00	2.00	2.00	
Subtotal, Regular Programs	8.00	8.00	10.00	11.00	11.00	12.00	
Teachers – Other Certificated (Electives, Special Education, etc.)							
Art & Music	0.50	0.66	0.66	0.66	0.66	0.66	
ELD & Pupil Intervention	1.00	1.00	1.00	1.00	2.00	2.00	
Science & Technology	-	0.66	0.66	0.66	0.66	0.66	
Subtotal, Other Certificated Teachers	1.50	2.31	2.31	2.31	3.31	3.31	
Total All Teachers	9.50	10.31	12.31	13.31	14.31	15.31	
Other Certificated Employee Staffing (FTEs)							
School Administrator Staffing							
Superintendent	-	0.18	0.18	0.18	0.18	0.18	Shared 1:3 with El Centro
Principal	1.00	1.00	1.00	1.00	1.00	1.00	
Subtotal Certificated (Non-Teaching) FTEs	1.00	1.18	1.18	1.18	1.18	1.18	
Total Certificated Staff FTEs	10.50	11.49	13.49	14.49	15.49	16.49	
Certificated Staff Earning Health Benefits	11.00	13.00	15.00	16.00	16.00	17.00	Eligibility count per Charter rules
Classified Employee Staffing (FTEs)							
Classified Hourly Staff (hrs/day)							
Non-Certificated Instructional Staffing							
Instructional Aide	7.99	10.59	12.00	13.00	20.00	22.00	no single staffer assigned more than 30 hr/wk
Title I Aide	18.55	14.11	16.00	18.00	20.00	22.00	Charge to Title I, Res 3010
Pupil Support Staffing							
Health Clerk	8.00	5.29	7.29	7.29	7.29	7.29	no single staffer assigned more than 30 hr/wk
Health/Nutrition Manager	2.84	2.51	2.51	2.51	2.51	2.51	Assgt is 65 days x 8 hr/day
Maintenance & Operations Personnel	6.00	5.29	5.29	5.29	5.29	5.29	
Nutrition Aide	20.00	20.00	23.00	26.00	29.00	32.00	Charge to Nutrition, Res 5310
Clerical, Technical & Other Office Employee Staffing							
ASES Coordinator	6.60	7.06	8.00	9.00	10.00	11.00	Charge to ASES, Res 6010
Front Desk Receptionist	8.00	7.06	7.06	7.06	7.06	7.06	
Office Assistant	8.00	3.53	3.53	3.53	3.53	3.53	
Parent Engagement Coordinator	8.00	5.29	5.29	5.29	5.29	5.29	
Registrar	-	5.29	5.29	5.29	5.29	5.29	
Other Classified Employee Staffing							
Afterschool Aide(s)	20.80	19.76	22.00	24.00	26.00	28.00	no single staffer assigned more than 30 hr/wk
Other	-	-	-	-	-	-	Charge to ASES, Res 6010
Subtotal Hourly FTE	14.35	13.22	14.66	15.78	17.66	18.91	
Total Classified Staff FTEs	14.35	13.22	14.66	15.78	17.66	18.91	
Classified Staff Earning Health Benefits	19.00	15.00	20.00	20.00	20.00	20.00	
Total All Staff FTEs	24.85	24.72	28.15	30.28	33.15	35.40	

Volunteers of America – Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet – Staff Compensation Data

Ordinal Year Fiscal Year SACS Code	Year 0	Year I	Year II	Year III	Year IV	Year V	Comments
	2018-19 Audited Actual Budget	2019-20 Petition Renewal Budget	2020-21 Projected Budget	2021-22 Projected Budget	2022-23 Projected Budget	2023-24 Projected Budget	
BAASSB staff are evaluated annually, and may earn a performance adjustment of 0 to 3%							
Salary and Wage COLA Table							all wage increases are per Salary COLA
CA CPI (reference value)	3.62%	3.09%	2.99%	2.89%	2.69%	2.73%	copied from KV_Revenue annual retention increase sum of preceding components (limit for cost containment)
School Seniority COLA	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%	
Subtotal	7.62%	7.09%	6.99%	6.89%	6.69%	6.73%	
Maximum COLA School will pay	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	
Total Annual Salary COLA	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	
Certificated Employee Salaries	1000-1999	Annual Salary per FTE except where noted otherwise					
Teacher Salaries	11xx						
Average Teacher Cost – Regular	1111	\$ 56,446	\$ 55,600	\$ 57,300	\$ 59,000	\$ 60,800	\$ 62,600
Substitute Teacher Cost per Day	1114	\$ 125	\$ 122	\$ 126	\$ 130	\$ 134	\$ 138
Other Teacher Salaries							
Teacher – Art & Music	1121	\$ 38,430	\$ 38,430	\$ 39,600	\$ 40,800	\$ 42,000	\$ 43,300
Teacher – ELD & Pupil Intervention	1131	\$ 50,915	\$ 57,900	\$ 59,600	\$ 61,400	\$ 63,200	\$ 65,100
Teacher – Science & Technology	1141	\$ 34,580	\$ 34,580	\$ 35,600	\$ 36,700	\$ 37,800	\$ 38,900
School Administrator Salaries	13xx						
Superintendent	1321	\$ 102,400	\$ 105,500	\$ 108,700	\$ 112,000	\$ 115,400	\$ 118,900
Principal	1351	\$ 103,024	\$ 100,800	\$ 103,800	\$ 106,900	\$ 110,100	\$ 113,400
Classified Hourly Staff Wage Rates	2000-2999	Hourly Wage Rates					
Statutory Minimum Wage		\$ 12.00	\$ 13.00	\$ 14.00	\$ 15.00	\$ 15.00	\$ 15.39
CA Statewide rate							
Non-Certificated Instructional Wage Rates	21xx						
Instructional Aide	2112	\$ 14.00	\$ 14.00	\$ 14.44	\$ 15.00	\$ 15.44	\$ 15.90
Title I Aide	2122	\$ 14.00	\$ 14.00	\$ 14.41	\$ 15.00	\$ 15.44	\$ 15.90
Pupil Support Wage Rates	22xx						
Health Clerk	2242	\$ 14.00	\$ 14.00	\$ 14.45	\$ 15.00	\$ 15.48	\$ 15.92
Health/Nutrition Manager	2222	\$ 26.00	\$ 26.00	\$ 26.80	\$ 27.62	\$ 28.44	\$ 29.26
Maintenance & Operations Personnel	2232	\$ 15.00	\$ 15.00	\$ 15.41	\$ 15.89	\$ 16.38	\$ 16.86
Nutrition Aide	2212	\$ 13.22	\$ 13.22	\$ 14.00	\$ 15.00	\$ 15.45	\$ 15.92
Clerical, Technical & Other Office Emp	24xx						
ASES Coordinator	2422	\$ 17.00	\$ 17.00	\$ 17.54	\$ 18.04	\$ 18.60	\$ 19.16
Front Desk Receptionist	2442	\$ 13.00	\$ 13.00	\$ 14.00	\$ 15.00	\$ 15.45	\$ 15.92
Office Assistant	2412	\$ 16.00	\$ 16.00	\$ 16.45	\$ 16.91	\$ 17.38	\$ 17.84
Parent Engagement Coordinator	2432	\$ 21.42	\$ 21.42	\$ 22.05	\$ 22.73	\$ 23.41	\$ 24.09
Registrar	2452	\$ 19.00	\$ 19.00	\$ 19.59	\$ 20.19	\$ 20.78	\$ 21.38
Other Classified Employee Wage Rates	29xx						
Afterschool Aide(s)	2932	\$ 13.82	\$ 13.82	\$ 14.25	\$ 15.00	\$ 15.45	\$ 15.92
Other	2992	\$ -	\$ 13.00	\$ 14.00	\$ 15.00	\$ 15.00	\$ 15.39

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Employee Benefit Cost Rate Data

	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget	Last Update	Comments
Retirement Plan Contribution Rates								
Social Security (OASDI)	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	10/11/2019	OASDI will be paid for all employees; contribution limited to first \$132,900 of wages as of 10/11/2019
Alternative Retirement Plan	0.29%	1.20%	1.20%	1.20%	1.20%	1.20%	09/01/2019	403(b) plan for all staff; employee must contribute to earn ER match
Other Mandatory Benefits								
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	10/11/2019	No limit on contribution; both employee and employer must pay.
Unemployment Insurance (FUTA/SUI/SEF)	1.43%	1.36%	1.36%	1.36%	1.36%	1.36%	06/04/2019	This tax is calculated against ALL wages per CA Unemployment Insurance Code §828.
Worker’s Compensation (WC)	1.73%	1.20%	1.20%	1.20%	1.20%	1.20%	09/01/2019	Tax rate per charterSAFE Invoice
Health Benefits								
Average Rise in Health Care Costs	4.40%	0.00%	5.40%	5.60%	5.80%	5.90%	02/26/2019	Centers for Medicare & Medicaid Services, Projection of National Health Expenditure Costs
Maximum Increase Paid by School	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	n/a	
Annual Health Benefits COLA	4.4%	0.0%	5.4%	5.6%	5.8%	5.9%	n/a	
Combined monthly HDV rate estimate	\$ 130	\$ 130	\$ 137	\$ 145	\$ 153	\$ 162	09/01/2019	Combined monthly award per eligible FTE for health, dental & vision benefits.

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Books & Supplies

Ordinal Year	Year 0	Year I	Year II	Year III	Year IV	Year V		
Fiscal Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24		
SACS Code	Audited Actual Budget	Petition Renewal Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget	Comments	
Approved Textbooks and Core Curricula Materials								
Textbooks (students)	4100	57.29	59.00	60.89	62.80	64.36	66.00	Annual amount per student
Textbooks (BAB increase)	4100	-	16.00	16.44	16.80	17.09	17.67	Annual amount per student
Textbooks (Title I CSI)	4100	-	225.00	-	-	-	-	Annual amount per student
Textbooks (unidentified)	4100	-	24,700	-	-	10,000	52,000	Annual amount
Instructional Software	4100	2,400	2,500	2,600	2,700	2,800	2,900	Annual amount
NWEA MAP Software	4100	-	12,500	12,900	13,300	13,700	14,100	Annual amount
Books and Other Reference Materials								
Library Books	4200	4.46	4.50	4.44	4.40	4.36	4.33	Annual amount per student
Other	4200	-	-	-	-	-	-	Annual amount
Materials and Supplies								
Materials & Supplies (restricted)	4300	47.21	35.50	41.33	38.40	36.00	34.00	Annual amount per student
Materials & Supplies (students)	4300	79.88	22.50	18.22	22.80	26.91	30.67	Annual amount per student
Classroom Supplies (teachers)	4315	1,500	1,542	1,592	1,638	1,684	1,731	Annual amount per teacher
Curriculum (ASES supplies)	4300	2.18	2.00	2.22	2.40	2.55	2.67	Annual amount per student
Curriculum (Other restricted)	4300	65.67	67.50	69.33	71.20	73.09	75.00	Annual amount per student
Food for Staff and Board Meetings	4300	-	-	-	-	-	-	Annual amount
Materials for Plant Maintenance	4381	-	-	-	-	-	-	Annual amount
Non Capitalized Equipment								
Computers	4410	-	5,400	5,600	5,800	13,100	31,000	Annual amount
Equipment	4400	9,859	3,300	3,400	3,500	3,600	3,700	Annual amount
Equipment - Students	4430	17,621	1,200	1,200	1,200	1,200	1,200	Annual amount
Food for Student Nutrition								
After-School Program Snacks (ASES)	4700	0.04	0.04	0.05	0.05	0.05	0.05	Daily amount per student
Food for Student Nutrition	4700	3.84	2.92	3.00	3.09	3.17	3.26	Daily amount per student
Other	4700	-	-	-	-	-	-	Daily amount per student

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Operating Costs

	Ordinal Year Fiscal Year SACS Code	Year 0 2018–19 Audited Actual Budget	Year I 2019–20 Petition Renewal Budget	Year II 2020–21 Projected Budget	Year III 2021–22 Projected Budget	Year IV 2022–23 Projected Budget	Year V 2023–24 Projected Budget	Comments
Travel and Conference								
Training and Development	5210	\$ 29,241	\$ 11,200	\$ 11,500	\$ 11,800	\$ 12,100	\$ 12,400	Estimated annual cost
Other	5200	5,697	6,600	6,800	7,000	7,200	7,400	Estimated annual cost
Dues and Memberships								
Combined Estimate	5300	\$ 2,100	\$ 2,400	\$ 2,500	\$ 2,600	\$ 2,700	\$ 2,800	Estimated annual cost
Insurance								
Combined Estimate	5410	\$ 408	\$ 442	\$ 508	\$ 583	\$ 658	\$ 742	Estimated monthly expense; adjusted for enroll
Operation and Housekeeping Services								
Combined Utilities	5501	\$ 5,378	\$ 6,308	\$ 7,308	\$ 8,358	\$ 9,442	\$ 10,583	Estimated monthly expense; adjusted for enroll
Custodial Services	5502	4,308	4,483	5,192	5,933	6,700	7,508	Estimated monthly expense; adjusted for enroll
Rentals, Leases, Repairs and Noncapitalized Improvements								
Copier/Equipment (lease/rental)	5605	\$ 437	\$ 467	\$ 542	\$ 617	\$ 700	\$ 783	Estimated monthly expense
Copier/Equipment (repairs)	5610	70	83	83	83	83	83	Estimated monthly expense
Property (lease/rental)	5600	30,058	38,525	39,683	40,875	43,100	43,958	Estimated monthly expense
Property (repairs)	5601	2,875	2,242	2,308	2,375	2,442	2,508	Estimated monthly expense
Storage Space (lease/rental)	5602	612	683	700	717	733	750	Estimated monthly expense
Professional/Consulting Services & Operating Expenses								
District Financial Oversight Fee Rate	5805	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	Percentage of LCFF Revenue
Accounting, Payroll & Bank Fees	5803	\$ 1,241	\$ 1,333	\$ 1,375	\$ 1,417	\$ 1,458	\$ 1,500	Estimated monthly expense
Advertising/Recruiting	5815	24	25	25	25	25	25	Estimated monthly expense
Audit Services (Wilkerson & Bradley)	5806	4,000	4,600	4,700	4,800	4,900	5,000	Estimated annual cost
Educational Consultants (Title I CSI)	5810	1,462	9,300	-	-	-	-	Estimated monthly expense
Financial Services - CSMC	5873	2,700	2,700	2,800	2,900	3,000	3,100	Estimated monthly expense
Fundraising Expense	5820	404	-	-	-	-	-	Estimated monthly expense
IT Services	5877	240	1,242	1,275	1,308	1,342	1,375	Estimated monthly expense
Legal Services	5805	-	1,867	1,925	1,983	2,033	2,092	Estimated monthly expense
Personnel Services	5874	1,150	1,300	1,500	1,700	1,900	2,100	Estimated annual cost
Student Attendance Software (ASES)	5898	1,500	1,700	1,800	1,900	2,000	2,100	Estimated annual cost
Student Home/School Transportation (Title I CSI)	5811	42	750	-	-	-	-	Estimated monthly expense
Student Field Trip Expenses	5830	25	-	-	-	-	-	Estimated annual cost per pupil
Student Activities	5812	2.87	3.50	4.00	4.00	4.00	4.00	Estimated annual cost per pupil
Transportation Services (Title I CSI)	5836	380	9,000	1,300	1,300	1,300	1,300	Estimated annual cost
All Other Services and Operating Expenses	5898	2,437	2,800	2,900	3,000	3,100	3,200	Estimated annual cost
Communications								
Combined Estimate	5900	\$ 1,003	\$ 1,158	\$ 1,192	\$ 1,225	\$ 1,258	\$ 1,292	Estimated monthly expense

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino

Key Variables Worksheet — Student Enrollment, ADA, & Demographics Data

Ordinal Year Fiscal Year	Year 0 2018–19 Actual CBEDS	Year I 2019–20 Actual CBEDS	Year II 2020–21 Projected CBEDS	Year III 2021–22 Projected CBEDS	Year IV 2022–23 Projected CBEDS	Year V 2023–24 Projected CBEDS
Summary of All Enrollment by Grade						
Transitional Kindergarten	12	12	17	-	-	-
Kindergarten	67	45	25	25	25	50
1st Grade	58	48	50	50	50	50
2nd Grade	31	45	50	50	50	50
3rd Grade	18	26	45	50	50	50
4th Grade	11	13	25	45	50	50
5th Grade	-	11	13	30	50	50
6th Grade	-	-	-	-	-	-
Total	197	200	225	250	275	300
ADA Data						
	P-2 Actual	P-2 Estimate	P-2 Estimate	P-2 Estimate	P-2 Estimate	P-2 Estimate
Total Combined ADA Ratio						
Grades TK-3	0.91	0.94	0.94	0.94	0.94	0.94
Grades 4-6	1.00	0.94	0.94	0.94	0.94	0.94
Total ADA						
Grades TK-3	170.04	165.40	175.80	164.50	164.50	188.00
Grades 4-6	11.02	22.60	35.70	70.50	94.00	94.00
Total ADA	181.06	188.00	211.50	235.00	258.50	282.00
Student Demographics Data						
	Actual Count	Projected Count	Projected Count	Projected Count	Projected Count	Projected Count
Unduplicated Special Population Data Counts						
English Language Learner	49	50	56	62	68	74
Free & Reduced-Price Meal Eligible	178	181	204	227	250	273
Foster Youth	0	0	0	0	0	0
deduct duplications in previous groups	(56)	(57)	(64)	(71)	(78)	(85)
Total unduplicated count	171	174	196	218	240	262
Special Population Percentages						
Unduplicated Special Population (UPP)	86.80%	87.00%	87.11%	87.20%	87.3%	87.3%
English Language Learner	24.87%	25.00%	24.89%	24.80%	24.7%	24.7%
Federal Poverty Eligible	89.85%	90.00%	90.22%	90.40%	90.5%	90.7%
Free & Reduced-Price Meal Eligible	90.36%	90.50%	90.67%	90.80%	90.9%	91.0%

Past data above given as reported to CDE through CALPADS Fall 1 and Fall 2 certified enrollment reports for the annual Fall Census Day (the first Wednesday in C current and future years where such certification has yet to occur. The Fall 1 certification deadline will be mid-December, and the close of the amendment window w Fall 2 data, certification must occur by early March, with amendments by early April.

The CDE plans to identify, for each LEA, foster students enrolled in their schools on Census Day based on a match with statewide foster data maintained by the Ca Social Services (CDSS). LEAs will not have to submit any records to CALPADS identifying these students as foster youth.

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino
Endnotes Worksheet

Source	Comments and Footnotes
<ul style="list-style-type: none"> • KV_Revenue 	<p>Revenue Funding Data Worksheet</p> <p>[1] COLA predictions are used to forecast changes to future revenue rates. Statutory COLA rates are not officially posted by CDE at any particular location, but instead are announced on an ad hoc basis as the rate is updated.</p> <p>[2] CPI predictions are used to forecast changes to future expense rates. CPI rates are not officially posted by CDE at any particular location, but instead are announced on an ad hoc basis as rate revisions are released by the Feds.</p> <p>[3] Although K-3CSR is no longer a separately funded program, the rate is included here as it is used as a component for the LCFF calculation</p> <p>[4] EPA funds are removed from the total Principal Apportionment allocation before the remainder is split between State Aid and funds to be paid In Lieu of Property Taxes. By statute, the rate allocation will be updated twice annually, by June 30 and at certification of P-1 apportionment (February). All schools will receive a minimum of \$200/ADA. Prop 30 EPA taxes were originally set to expire in 2019-20, but voter approval of Prop 55 in Nov 2016 will extend these taxes through 2030. See additional FAQ posts at <http://www.cde.ca.gov/fg/aa/pa/epa.asp> for more information.</p> <p>[5] As of 2016-17, Title I program rules limit total indirect costs to 15% (ie., all expenses not tied to direct student services must not exceed 15% of total funding allocation), see: <http://www.cde.ca.gov/fg/aa/co/ca16wguit1paleaall.asp> for lengthy explanation. Note: Operating costs and capital outlay can also be included in the 85 percent direct services to students if such expenditures meet the specific educational needs of eligible students, as supported by student data and effective practice, and the educational objective and purpose of Title I, and the Single Plan for Student Achievement (SPSA). Examples of operating and capital outlay include lease/purchase of equipment such as computers and computer software.</p> <p>[6] Projected annual funding rates per P-2 ADA based on Food Services Provider documentation.</p> <p>[7] Funding per prior year P-2 ADA (so new schools get nothing until second year of operation)</p> <p>[8] The Charter School Facility Grant Program has been funded at a constant rate of \$750/ADA for several years. Authorization and operational details are given in the Ca. Code of Regulations, Title 4, Division 15, Article 1.5, §10170. Note that the program has significant eligibility restrictions -- requiring a minimum of 70% Free and Reduced-Price meal eligible students, as well as a cap that limits grant funding to 75% of actual annual facilities rent/lease expenses. Note as well, that on an annual basis, the eligibility threshold may be lowered in 1% increments, as low as 60%, in order to enlarge the awardee pool when funds remain unawarded after initial allocations. On the flip side, if the awards calculated for eligible applicants exceeds the funding allotted, then all awards will be discounted in order not to exceed the total funding. As of Jul 1, 2013, this program is administered by the California State Treasurer's Office - California School Finance Authority (CSFA) rather than CDE.</p>

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino — Cash Flow Summary Projections

2018-19 Actuals	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ (21,844)	\$ 106,007	\$ (22,014)	\$ 18,453	\$ 10,409	\$ 91,410	\$ (18,544)	\$ 81,838	\$ 94,522	\$ 75,153	\$ 66,916	\$ (47,550)	\$ (21,844)
plus Revenues	18,544	79,148	138,833	153,319	232,004	145,424	197,810	158,482	322,709	312,018	353,422	407,321	2,519,034
less Expenses	172,051	188,909	256,263	169,450	251,709	305,971	244,989	226,205	258,290	285,142	350,563	(195,515)	2,514,026
plus Other Cash Tran	281,359	(18,261)	157,897	8,086	100,706	50,593	147,561	80,407	(83,787)	(35,113)	(117,324)	(494,926)	77,198
Ending Balance	\$ 106,007	\$ (22,014)	\$ 18,453	\$ 10,409	\$ 91,410	\$ (18,544)	\$ 81,838	\$ 94,522	\$ 75,153	\$ 66,916	\$ (47,550)	\$ 60,361	\$ 60,361
2019-20 Actual to Oct	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 60,361	\$ 74,626	\$ 18,129	\$ 13,121	\$ 86,953	\$ 883	\$ 26,159	\$ 18,847	\$ 49,512	\$ 6,412	\$ 47,362	\$ 3,712	\$ 60,361
plus Revenues	1,500	102,498	103,722	224,810	190,552	244,963	213,488	333,266	269,200	348,450	236,250	32,600	2,301,299
less Expenses	287,448	303,125	245,167	234,476	233,673	179,652	220,800	202,600	212,300	207,500	279,900	299,500	2,906,141
plus Other Cash Tran	300,213	144,130	136,437	83,498	(42,949)	(40,035)	-	(100,000)	(100,000)	(100,000)	-	300,000	581,294
Ending Balance	\$ 74,626	\$ 18,129	\$ 13,121	\$ 86,953	\$ 883	\$ 26,159	\$ 18,847	\$ 49,512	\$ 6,412	\$ 47,362	\$ 3,712	\$ 36,812	\$ 36,812
2020-21	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 36,812	\$ 75,812	\$ 34,612	\$ 3,612	\$ 46,637	\$ 3,037	\$ 87,937	\$ 78,862	\$ 10,462	\$ 77,062	\$ 87,037	\$ 41,587	\$ 36,812
plus Revenues	102,000	112,700	202,500	209,825	193,100	303,800	209,825	350,500	296,700	333,275	262,950	44,750	2,621,925
less Expenses	311,700	253,900	236,700	225,500	236,700	218,900	218,900	218,900	230,100	223,300	308,400	331,200	3,014,200
plus Other Cash Tran	248,700	100,000	3,200	58,700	-	-	-	(200,000)	-	(100,000)	-	300,000	410,600
Ending Balance	\$ 75,812	\$ 34,612	\$ 3,612	\$ 46,637	\$ 3,037	\$ 87,937	\$ 78,862	\$ 10,462	\$ 77,062	\$ 87,037	\$ 41,587	\$ 55,137	\$ 55,137
2021-22	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Balance	\$ 55,137	\$ 72,337	\$ 22,037	\$ 6,937	\$ 94,687	\$ 55,687	\$ 50,387	\$ 50,237	\$ 10,537	\$ 89,137	\$ 20,887	\$ 72,487	\$ 55,137
plus Revenues	116,800	128,700	231,400	239,450	220,800	334,300	239,450	399,900	331,000	376,250	293,600	49,700	2,961,350
less Expenses	342,500	279,000	259,800	247,000	259,800	239,600	239,600	239,600	252,400	244,500	342,000	365,200	3,311,000
plus Other Cash Tran	242,900	100,000	13,300	95,300	-	(100,000)	-	(200,000)	-	(200,000)	100,000	300,000	351,500
Ending Balance	\$ 72,337	\$ 22,037	\$ 6,937	\$ 94,687	\$ 55,687	\$ 50,387	\$ 50,237	\$ 10,537	\$ 89,137	\$ 20,887	\$ 72,487	\$ 56,987	\$ 56,987

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino 2018–19 Cash Flow Worksheet

SACS Code	Jul 2018	Aug	Sep	Oct	Nov	Dec	Jan 2019	Feb	Mar	Apr	May	Jun	Total 2018–19
Beginning Balance	\$ (21,844)	\$ 106,007	\$ (22,014)	\$ 18,453	\$ 10,409	\$ 91,410	\$ (18,544)	\$ 81,838	\$ 94,522	\$ 75,153	\$ 66,916	\$ (47,550)	\$ (21,844)
Revenues													
State Revenue Limit Sources/Principal Apportionment Funds													
Regular Principal Apportionment Portion 8011	-	73,565	111,491	132,417	132,417	132,417	148,240	132,417	187,803	187,803	187,803	372,275	1,798,648
Regular Education Protection Account Portion 8012	-	-	-	7,623	-	-	7,622	-	-	11,964	-	9,003	36,212
Prior Year Income/Adjustments 8019	-	-	-	-	-	-	-	-	(1,403)	(1,403)	(1,403)	(2,915)	(7,124)
Regular Transfers to Charter Schools in Lieu of Pl 8096	-	-	14,611	-	15,047	-	-	-	13,956	-	43,093	12,168	98,875
Subtotal Principal Apportionment Funds	\$ -	\$ 73,565	\$ 126,102	\$ 140,040	\$ 147,464	\$ 132,417	\$ 155,862	\$ 132,417	\$ 200,356	\$ 198,364	\$ 229,493	\$ 390,531	\$ 1,926,611
Federal Programs													
ESSA Title I through V Allocations 8290	15,944	-	-	-	14,498	-	6,722	-	-	5,774	-	38,943	81,881
All Other Federal Revenue 8290	-	-	-	-	-	-	-	-	-	43,111	-	(76,224)	(33,113)
Federal Child Nutrition (NSLP) 8220	-	4,651	11,783	12,332	8,984	8,430	10,965	11,155	11,538	8,883	11,777	2,546	103,045
Subtotal Federal Programs	\$ 15,944	\$ 4,651	\$ 11,783	\$ 12,332	\$ 23,482	\$ 8,430	\$ 17,687	\$ 11,155	\$ 11,538	\$ 57,768	\$ 11,777	\$ (34,735)	\$ 151,813
Other State Revenues													
State Child Nutrition 8520	-	382	948	947	695	653	864	879	903	697	921	(491)	7,398
Mandate Block Grant 8550	-	-	-	-	-	2,490	-	14,031	-	-	-	14,048	30,569
California Lottery, Restricted & Unrestricted 8560	-	-	-	-	-	-	7,809	-	-	11,473	-	23,927	43,209
All Other State Revenues 8590	-	-	-	-	58,612	-	11,253	-	22,482	-	40,000	2,111	134,457
Charter School Facility Grant 8590	-	-	-	-	-	-	-	-	87,430	43,715	69,096	7,435	207,676
Subtotal State Revenues	\$ -	\$ 382	\$ 948	\$ 947	\$ 59,307	\$ 3,143	\$ 19,926	\$ 14,910	\$ 110,814	\$ 55,885	\$ 110,017	\$ 47,029	\$ 423,309
Local Programs													
Food Service Sales (paid meals) 8639	-	-	-	-	687	-	-	-	-	-	-	130	817
All Other Local Revenues 8699	2,600	550	-	-	-	1,433	2,895	-	-	-	295	3,950	11,724
After Care Revenue 8784	-	-	-	-	1,064	-	1,440	-	-	-	1,840	415	4,759
Subtotal Local Revenues	\$ 2,600	\$ 550	\$ -	\$ -	\$ 1,751	\$ 1,433	\$ 4,335	\$ -	\$ -	\$ -	\$ 2,135	\$ 4,495	\$ 17,300
Total Revenues	\$ 18,544	\$ 79,148	\$ 138,833	\$ 153,319	\$ 232,004	\$ 145,424	\$ 197,810	\$ 158,482	\$ 322,709	\$ 312,018	\$ 353,422	\$ 407,321	\$ 2,519,034
Expenses													
1. Certificated Salaries 1000-1999	\$ 48,174	\$ 51,379	\$ 52,914	\$ 53,119	\$ 51,593	\$ 54,349	\$ 51,371	\$ 48,368	\$ 55,846	\$ 51,729	\$ 53,384	\$ 58,394	\$ 630,619
2. Noncertificated Salaries 2000-2999	16,785	29,340	36,684	43,017	39,152	38,719	43,930	39,529	40,805	37,925	48,497	41,257	455,639
3. Employee Benefits 3000-3999	8,755	6,548	11,307	6,638	9,982	9,768	16,792	17,543	14,414	9,897	15,818	34,984	162,445
4. Books and Supplies 4000-4999	6,164	27,431	16,205	18,549	12,331	27,297	16,731	16,077	12,023	33,981	30,798	17,133	234,721
5. Services and Other Operating Expenses 5000-5999	92,173	74,210	127,684	48,127	126,746	175,838	116,165	104,690	125,849	151,610	106,024	(458,422)	790,694
6. Capital Outlay 6000-6999	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo 7100-7499	-	-	11,469	-	11,905	-	-	-	9,353	-	96,043	111,138	239,908
Total Expenses	\$ 172,051	\$ 188,909	\$ 256,263	\$ 169,450	\$ 251,709	\$ 305,971	\$ 244,989	\$ 226,205	\$ 258,290	\$ 285,142	\$ 350,563	\$ (195,515)	\$ 2,514,026
Other Cash Transactions													
Accounts Receivable (including PY Deferrals) 9200	\$ 331,359	\$ (18,261)	\$ 207,897	\$ 8,086	\$ (64,294)	\$ 593	\$ 197,561	\$ (119,593)	\$ (83,787)	\$ 114,887	\$ (117,324)	\$ (544,926)	\$ (87,802)
Loan Proceeds (Developer Working Capital)	-	-	-	-	165,000	50,000	-	200,000	-	-	-	50,000	465,000
Subtotal Other Cash Transactions IN	\$ 331,359	\$ (18,261)	\$ 207,897	\$ 8,086	\$ 100,706	\$ 50,593	\$ 197,561	\$ 80,407	\$ (83,787)	\$ 114,887	\$ (117,324)	\$ (494,926)	\$ 377,198
Accounts Payable 9500	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses 9330	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payments (Developer Working Capital)	50,000	-	50,000	-	-	-	50,000	-	-	150,000	-	-	300,000
Subtotal Other Cash Transactions OUT	\$ 50,000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	\$ -	\$ -	\$ 150,000	\$ -	\$ -	\$ 300,000
Net Cash Position	\$ 127,851	\$ (128,021)	\$ 40,467	\$ (8,044)	\$ 81,001	\$ (109,954)	\$ 100,382	\$ 12,684	\$ (19,368)	\$ (8,237)	\$ (114,466)	\$ 107,910	\$ 82,205
Cumulative Cash Position	\$ 106,007	\$ (22,014)	\$ 18,453	\$ 10,409	\$ 91,410	\$ (18,544)	\$ 81,838	\$ 94,522	\$ 75,153	\$ 66,916	\$ (47,550)	\$ 60,361	\$ 60,361

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino
2019–20 Cash Flow Worksheet

SACS Code	Jul 2019	Aug ACTUAL	Sep ACTUAL	Oct ACTUAL	Nov ACTUAL	Dec ACTUAL through 01/25	Jan 2020	Feb PROJECTED	Mar PROJECTED	Apr PROJECTED	May PROJECTED	Jun PROJECTED	Total 2019–20
Beginning Balance	\$ 60,361	\$ 74,626	\$ 18,129	\$ 13,121	\$ 86,953	\$ 883	\$ 26,159	\$ 18,847	\$ 49,512	\$ 6,412	\$ 47,362	\$ 3,712	\$ 60,361
Revenues													
State Revenue Limit Sources/Principal Apportionment Funds													
Regular Principal Apportionment Portion 8011	-	93,084	93,084	201,035	167,551	167,551	167,551	209,500	209,500	209,500	209,500		1,727,856
Regular Education Protection Account Portion 8012	-	-	-	9,053	-	-	9,053	-	9,400	-	-	9,400	36,906
Regular Transfers to Charter Schools in Lieu of P 8096	-	-	-	-	-	-	8,066	8,066	29,500	14,750	14,750		75,131
Subtotal Principal Apportionment Funds	\$ -	\$ 93,084	\$ 93,084	\$ 210,088	\$ 167,551	\$ 167,551	\$ 184,670	\$ 217,566	\$ 248,400	\$ 224,250	\$ 224,250	\$ 9,400	\$ 1,839,893
Federal Programs													
ESSA Title I through V Allocations 8290	-	-	-	-	12,353	-	-	-	-	60,400	-	-	72,753
Federal Child Nutrition (NSLP) 8220	-	6,083	9,748	11,440	9,501	11,280	8,900	8,900	8,900	8,900	8,900	8,900	101,453
Subtotal Federal Programs	\$ -	\$ 6,083	\$ 9,748	\$ 11,440	\$ 21,854	\$ 11,280	\$ 8,900	\$ 8,900	\$ 8,900	\$ 69,300	\$ 8,900	\$ 8,900	\$ 174,206
Other State Revenues													
State Child Nutrition 8520	-	3,331	785	906	762	(1,951)	600	600	600	600	600	600	7,433
Mandate Block Grant 8550	-	-	-	-	-	3,053	-	-	-	-	-	-	3,053
California Lottery, Restricted & Unrestricted 8560	-	-	-	-	-	-	16,918	-	8,900	-	-	11,200	37,018
All Other State Revenues (ASES, etc) 8560	-	-	-	-	-	63,208	-	-	-	-	-	-	63,208
Charter School Facility Grant 8590	-	-	-	-	-	-	-	103,800	-	51,900	-	-	155,700
Subtotal State Revenues	\$ -	\$ 3,331	\$ 785	\$ 906	\$ 762	\$ 64,311	\$ 17,518	\$ 104,400	\$ 9,500	\$ 52,500	\$ 600	\$ 11,800	\$ 266,413
Local Programs													
Food Service Sales (paid meals) 8634	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Local Revenues 86xx	1,500	-	105	2,376	385	1,821	2,400	2,400	2,400	2,400	2,500	2,500	20,787
Subtotal Local Revenues	\$ 1,500	\$ -	\$ 105	\$ 2,376	\$ 385	\$ 1,821	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,500	\$ 2,500	\$ 20,787
Total Revenues	\$ 1,500	\$ 102,498	\$ 103,722	\$ 224,810	\$ 190,552	\$ 244,963	\$ 213,488	\$ 333,266	\$ 269,200	\$ 348,450	\$ 236,250	\$ 32,600	\$ 2,301,299
Expenses													
1. Certificated Salaries 1000-1999	\$ 49,637	\$ 52,479	\$ 48,336	\$ 51,274	\$ 53,854	\$ 55,591	\$ 52,400	\$ 52,400	\$ 52,400	\$ 52,400	\$ 52,400	\$ 52,400	\$ 625,571
2. Noncertificated Salaries 2000-2999	26,133	36,431	45,909	46,515	37,689	34,549	34,000	34,000	34,000	34,000	34,000	34,000	431,225
3. Employee Benefits 3000-3999	18,758	17,905	15,915	4,351	14,796	18,346	13,700	13,700	13,700	13,700	13,700	13,700	172,271
4. Books and Supplies 4000-4999	52,851	50,854	8,331	20,285	32,598	4,627	12,200	12,200	12,200	17,100	12,200	9,800	245,246
5. Services and Other Operating Expenses 5000-5999	140,069	145,456	119,781	112,052	94,736	66,539	90,300	90,300	90,300	90,300	90,300	102,600	1,232,734
6. Capital Outlay 6000-6999	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo 7100-7499	-	-	6,895	-	-	-	18,200	-	9,700	-	77,300	87,000	199,095
Total Expenses	\$ 287,448	\$ 303,125	\$ 245,167	\$ 234,476	\$ 233,673	\$ 179,652	\$ 220,800	\$ 202,600	\$ 212,300	\$ 207,500	\$ 279,900	\$ 299,500	\$ 2,906,141
Other Cash Transactions													
Accounts Receivable (including PY Deferrals) 9200	\$ 700,213	\$ 144,130	\$ 36,437	\$ (16,502)	\$ 157,051	\$ (440,035)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 581,294
Loan Proceeds (Developer Working Capital)	-	-	100,000	100,000	-	400,000	-	-	-	-	-	300,000	900,000
Subtotal Other Cash Transactions IN	\$ 700,213	\$ 144,130	\$ 136,437	\$ 83,498	\$ 157,051	\$ (40,035)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300,000	\$ 1,481,294
Accounts Payable 9500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Payments (Developer Working Capital) 7439	400,000	-	-	-	200,000	-	-	100,000	100,000	100,000	-	-	900,000
Subtotal Other Cash Transactions OUT	\$ 400,000	\$ -	\$ -	\$ -	\$ 200,000	\$ -	\$ -	\$ 100,000	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ 900,000
Net Cash Position	\$ 14,265	\$ (56,497)	\$ (5,008)	\$ 73,832	\$ (86,070)	\$ 25,276	\$ (7,312)	\$ 30,666	\$ (43,100)	\$ 40,950	\$ (43,650)	\$ 33,100	\$ (23,548)
Cumulative Cash Position	\$ 74,626	\$ 18,129	\$ 13,121	\$ 86,953	\$ 883	\$ 26,159	\$ 18,847	\$ 49,512	\$ 6,412	\$ 47,362	\$ 3,712	\$ 36,812	\$ 36,812

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino
2020–21 Cash Flow Worksheet

SACS Code	Jul 2020	Aug	Sep	Oct	Nov	Dec	Jan 2021	Feb	Mar	Apr	May	Jun	Total 2020–21
Beginning Balance	\$ 36,812	\$ 75,812	\$ 34,612	\$ 3,612	\$ 46,637	\$ 3,037	\$ 87,937	\$ 78,862	\$ 10,462	\$ 77,062	\$ 87,037	\$ 41,587	\$ 36,812
Revenues													
State Revenue Limit Sources/Principal Apportionment Funds													
Regular Principal Apportionment Portion 8011	100,400	100,400	180,800	180,800	180,800	180,800	180,800	231,000	231,000	231,000	231,000	-	2,028,800
Regular Education Protection Account Portion 8012	-	-	9,400	-	-	9,400	-	-	3,800	-	-	-	22,600
Regular Transfers to Charter Schools in Lieu of P 8096	-	-	-	-	-	-	-	-	39,300	19,650	19,650	19,650	98,250
Subtotal Principal Apportionment Funds	\$ 100,400	\$ 100,400	\$ 190,200	\$ 180,800	\$ 180,800	\$ 190,200	\$ 180,800	\$ 231,000	\$ 274,100	\$ 250,650	\$ 250,650	\$ 19,650	\$ 2,149,650
Federal Programs													
ESSA Title I through V Allocations 8290	-	-	-	16,725	-	-	16,725	-	-	16,725	-	-	50,175
Federal Child Nutrition (NSLP) 8220	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	110,000
Subtotal Federal Programs	\$ -	\$ 10,000	\$ 10,000	\$ 26,725	\$ 10,000	\$ 10,000	\$ 26,725	\$ 10,000	\$ 10,000	\$ 26,725	\$ 10,000	\$ 10,000	\$ 160,175
Other State Revenues													
State Child Nutrition 8520	-	700	700	700	700	700	700	700	700	700	700	700	7,700
Mandate Block Grant 8550	-	-	-	-	-	3,200	-	-	-	-	-	-	3,200
California Lottery, Restricted & Unrestricted 8560	-	-	-	-	-	9,300	-	-	10,300	-	-	-	32,400
All Other State Revenues (ASES, etc) 8560	-	-	-	-	-	88,800	-	-	-	-	-	-	88,800
Charter School Facility Grant 8590	-	-	-	-	-	-	-	107,200	-	53,600	-	-	160,800
Subtotal State Revenues	\$ -	\$ 700	\$ 700	\$ 700	\$ 700	\$ 102,000	\$ 700	\$ 107,900	\$ 11,000	\$ 54,300	\$ 700	\$ 13,500	\$ 292,900
Local Programs													
Food Service Sales (paid meals) 8634	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Local Revenues 86xx	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	19,200
Subtotal Local Revenues	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 19,200
Total Revenues	\$ 102,000	\$ 112,700	\$ 202,500	\$ 209,825	\$ 193,100	\$ 303,800	\$ 209,825	\$ 350,500	\$ 296,700	\$ 333,275	\$ 262,950	\$ 44,750	\$ 2,621,925
Expenses													
1. Certificated Salaries 1000-1999	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,800	\$ 67,700	\$ 813,500
2. Noncertificated Salaries 2000-2999	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	366,000
3. Employee Benefits 3000-3999	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	15,900	15,900	191,800
4. Books and Supplies 4000-4999	65,600	43,700	15,300	15,300	15,300	8,700	8,700	8,700	8,700	13,100	8,700	6,900	218,700
5. Services and Other Operating Expenses 5000-5999	131,800	95,900	95,900	95,900	95,900	95,900	95,900	95,900	95,900	95,900	95,900	109,400	1,200,200
6. Capital Outlay 6000-6999	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo 7100-7499	-	-	11,200	-	11,200	-	-	-	11,200	-	89,600	100,800	224,000
Total Expenses	\$ 311,700	\$ 253,900	\$ 236,700	\$ 225,500	\$ 236,700	\$ 218,900	\$ 218,900	\$ 218,900	\$ 230,100	\$ 223,300	\$ 308,400	\$ 331,200	\$ 3,014,200
Other Cash Transactions													
Accounts Receivable (including PY Deferrals) 9200	\$ 448,700	\$ -	\$ 3,200	\$ 58,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 510,600
Loan Proceeds (Developer Working Capital)	-	100,000	-	-	-	-	-	-	-	-	-	300,000	400,000
Subtotal Other Cash Transactions IN	\$ 448,700	\$ 100,000	\$ 3,200	\$ 58,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 300,000	\$ 910,600
Accounts Payable 9500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Payments (Developer Working Capital) 7439	200,000	-	-	-	-	-	-	200,000	-	100,000	-	-	500,000
Subtotal Other Cash Transactions OUT	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 500,000
Net Cash Position	\$ 39,000	\$ (41,200)	\$ (31,000)	\$ 43,025	\$ (43,600)	\$ 84,900	\$ (9,075)	\$ (68,400)	\$ 66,600	\$ 9,975	\$ (45,450)	\$ 13,550	\$ 18,325
Cumulative Cash Position	\$ 75,812	\$ 34,612	\$ 3,612	\$ 46,637	\$ 3,037	\$ 87,937	\$ 78,862	\$ 10,462	\$ 77,062	\$ 87,037	\$ 41,587	\$ 55,137	\$ 55,137

Volunteers of America — Ballington Academy for the Arts and Sciences, San Bernardino
2021–22 Cash Flow Worksheet

SACS Code	Jul 2021	Aug	Sep	Oct	Nov	Dec	Jan 2022	Feb	Mar	Apr	May	Jun	Total 2021–22
Beginning Balance	\$ 55,137	\$ 72,337	\$ 22,037	\$ 6,937	\$ 94,687	\$ 55,687	\$ 50,387	\$ 50,237	\$ 10,537	\$ 89,137	\$ 20,887	\$ 72,487	\$ 55,137
Revenues													
State Revenue Limit Sources/Principal Apportionment Funds													
Regular Principal Apportionment Portion 8011	115,000	115,000	207,100	207,100	207,100	207,100	207,100	258,100	258,100	258,100	258,100	-	2,297,900
Regular Education Protection Account Portion 8012	-	-	10,600	-	-	10,600	-	-	4,200	-	-	-	25,400
Regular Transfers to Charter Schools in Lieu of P 8096	-	-	-	-	-	-	-	-	43,600	21,800	21,800	21,800	109,000
Subtotal Principal Apportionment Funds	\$ 115,000	\$ 115,000	\$ 217,700	\$ 207,100	\$ 207,100	\$ 217,700	\$ 207,100	\$ 258,100	\$ 305,900	\$ 279,900	\$ 279,900	\$ 21,800	\$ 2,432,300
Federal Programs													
ESSA Title I through V Allocations 8290	-	-	-	18,650	-	-	18,650	-	-	18,650	-	-	55,950
Federal Child Nutrition (NSLP) 8220	-	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	11,100	122,100
Subtotal Federal Programs	\$ -	\$ 11,100	\$ 11,100	\$ 29,750	\$ 11,100	\$ 11,100	\$ 29,750	\$ 11,100	\$ 11,100	\$ 29,750	\$ 11,100	\$ 11,100	\$ 178,050
Other State Revenues													
State Child Nutrition 8520	-	800	800	800	800	800	800	800	800	800	800	800	8,800
Mandate Block Grant 8550	-	-	-	-	-	3,700	-	-	-	-	-	-	3,700
California Lottery, Restricted & Unrestricted 8560	-	-	-	-	-	10,400	-	-	11,400	-	-	14,200	36,000
All Other State Revenues (ASES, etc) 8560	-	-	-	-	-	88,800	-	-	-	-	-	-	88,800
Charter School Facility Grant 8590	-	-	-	-	-	-	-	128,100	-	64,000	-	-	192,100
Subtotal State Revenues	\$ -	\$ 800	\$ 800	\$ 800	\$ 800	\$ 103,700	\$ 800	\$ 128,900	\$ 12,200	\$ 64,800	\$ 800	\$ 15,000	\$ 329,400
Local Programs													
Food Service Sales (paid meals) 8634	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Local Revenues 86xx	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	21,600
Subtotal Local Revenues	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800	\$ 21,600
Total Revenues	\$ 116,800	\$ 128,700	\$ 231,400	\$ 239,450	\$ 220,800	\$ 334,300	\$ 239,450	\$ 399,900	\$ 331,000	\$ 376,250	\$ 293,600	\$ 49,700	\$ 2,961,350
Expenses													
1. Certificated Salaries 1000-1999	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 74,800	\$ 897,600
2. Noncertificated Salaries 2000-2999	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	34,000	408,000
3. Employee Benefits 3000-3999	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	17,600	211,200
4. Books and Supplies 4000-4999	74,000	49,300	17,300	17,300	17,300	9,900	9,900	9,900	9,900	14,800	9,900	7,400	246,900
5. Services and Other Operating Expenses 5000-5999	142,100	103,300	103,300	103,300	103,300	103,300	103,300	103,300	103,300	103,300	103,300	116,200	1,291,300
6. Capital Outlay 6000-6999	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo 7100-7499	-	-	12,800	-	12,800	-	-	-	12,800	-	102,400	115,200	256,000
Total Expenses	\$ 342,500	\$ 279,000	\$ 259,800	\$ 247,000	\$ 259,800	\$ 239,600	\$ 239,600	\$ 239,600	\$ 252,400	\$ 244,500	\$ 342,000	\$ 365,200	\$ 3,311,000
Other Cash Transactions													
Accounts Receivable (including PY Deferrals) 9200	\$ 342,900	\$ -	\$ 13,300	\$ 95,300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 451,500
Loan Proceeds (Developer Working Capital)	-	100,000	-	-	-	-	-	-	-	-	100,000	300,000	500,000
Subtotal Other Cash Transactions IN	\$ 342,900	\$ 100,000	\$ 13,300	\$ 95,300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ 300,000	\$ 951,500
Accounts Payable 9500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Loan Payments (Developer Working Capital)	100,000	-	-	-	-	100,000	-	200,000	-	200,000	-	-	600,000
Subtotal Other Cash Transactions OUT	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ 200,000	\$ -	\$ 200,000	\$ -	\$ -	\$ 600,000
Net Cash Position	\$ 17,200	\$ (50,300)	\$ (15,100)	\$ 87,750	\$ (39,000)	\$ (5,300)	\$ (150)	\$ (39,700)	\$ 78,600	\$ (68,250)	\$ 51,600	\$ (15,500)	\$ 1,850
Cumulative Cash Position	\$ 72,337	\$ 22,037	\$ 6,937	\$ 94,687	\$ 55,687	\$ 50,387	\$ 50,237	\$ 10,537	\$ 89,137	\$ 20,887	\$ 72,487	\$ 56,987	\$ 56,987

DESCRIPTIONS (Continued from Page 1)

body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns are additional insureds as required by the Chapter.
non-contributory wording & Waiver of Subrogation with respect to General Liability, as required by written contract, per form(s) attached.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

**GENERAL LIABILITY DELUXE ENDORSEMENT:
HUMAN SERVICES**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE

It is understood and agreed that the following extensions only apply in the event that no other specific coverage for the indicated loss exposure is provided under this policy. If such specific coverage applies, the terms, conditions and limits of that coverage are the sole and exclusive coverage applicable under this policy, unless otherwise noted on this endorsement. The following is a summary of the Limits of Insurance and additional coverages provided by this endorsement. For complete details on specific coverages, consult the policy contract wording.

Coverage Applicable	Limit of Insurance	Page #
Extended Property Damage	Included	2
Limited Rental Lease Agreement Contractual Liability	\$50,000 limit	2
Non-Owned Watercraft	Less than 58 feet	2
Damage to Property You Own, Rent, or Occupy	\$30,000 limit	2
Damage to Premises Rented to You	\$1,000,000	3
HIPAA	Clarification	4
Medical Payments	\$20,000	5
Medical Payments – Extended Reporting Period	3 years	5
Athletic Activities	Amended	5
Supplementary Payments – Bail Bonds	\$5,000	5
Supplementary Payment – Loss of Earnings	\$1,000 per day	5
Employee Indemnification Defense Coverage	\$25,000	5
Key and Lock Replacement – Janitorial Services Client Coverage	\$10,000 limit	6
Additional Insured – Newly Acquired Time Period	Amended	6
Additional Insured – Medical Directors and Administrators	Included	7
Additional Insured – Managers and Supervisors (with Fellow Employee Coverage)	Included	7
Additional Insured – Broadened Named Insured	Included	7
Additional Insured – Funding Source	Included	7
Additional Insured – Home Care Providers	Included	7
Additional Insured – Managers, Landlords, or Lessors of Premises	Included	7
Additional Insured – Lessor of Leased Equipment	Included	7
Additional Insured – Grantor of Permits	Included	8
Additional Insured – Vendor	Included	8
Additional Insured – Franchisor	Included	9
Additional Insured – When Required by Contract	Included	9
Additional Insured – Owners, Lessees, or Contractors	Included	9
Additional Insured – State or Political Subdivisions	Included	10

Duties in the Event of Occurrence, Claim or Suit	Included	10
Unintentional Failure to Disclose Hazards	Included	10
Transfer of Rights of Recovery Against Others To Us	Clarification	10
Liberalization	Included	11
Bodily Injury – includes Mental Anguish	Included	11
Personal and Advertising Injury – includes Abuse of Process, Discrimination	Included	11

A. Extended Property Damage

SECTION I – COVERAGES, COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY, Subsection **2. Exclusions**, Paragraph **a.** is deleted in its entirety and replaced by the following:

a. Expected or Intended Injury

“Bodily injury” or property damage” expected or intended from the standpoint of the insured. This exclusion does not apply to “bodily injury” or “property damage” resulting from the use of reasonable force to protect persons or property.

B. Limited Rental Lease Agreement Contractual Liability

SECTION I – COVERAGES, COVERAGE A. BODILY INJURY AND PROPERTY DAMAGE LIABILITY, Subsection **2. Exclusions**, Paragraph **b. Contractual Liability** is amended to include the following:

- (3) Based on the named insured’s request at the time of claim, we agree to indemnify the named insured for their liability assumed in a contract or agreement regarding the rental or lease of a premises on behalf of their client, up to \$50,000. This coverage extension only applies to rental lease agreements. This coverage is excess over any renter’s liability insurance of the client.

C. Non-Owned Watercraft

SECTION I – COVERAGES, COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY, Subsection **2. Exclusions**, Paragraph **g. (2)** is deleted in its entirety and replaced by the following:

- (2) A watercraft you do not own that is:
- (a) Less than 58 feet long; and
 - (b) Not being used to carry persons or property for a charge;

This provision applies to any person, who with your consent, either uses or is responsible for the use of a watercraft. This insurance is excess over any other valid and collectible insurance available to the insured whether primary, excess or contingent.

D. Damage to Property You Own, Rent or Occupy

SECTION I – COVERAGES, COVERAGE A BODILY INJURY AND PROPERTY DAMAGE

LIABILITY, Subsection **2. Exclusions**, Paragraph **j. Damage to Property**, Item **(1)** is deleted in its entirety and replaced with the following:

- (1) Property you own, rent, or occupy, including any costs or expenses incurred by you, or any other person, organization or entity, for repair, replacement, enhancement, restoration or maintenance of such property for any reason, including prevention of injury to a person or damage to another's property, unless the damage to property is caused by your client, up to a \$30,000 limit. A client is defined as a person under your direct care and supervision.

E. Damage to Premises Rented to You

1. If damage by fire to premises rented to you is not otherwise excluded from this Coverage Part, the word "fire" is changed to "fire, lightning, explosion, smoke, or leakage from automatic fire protective systems" where it appears in:

- a. The last paragraph of **SECTION I – COVERAGES, COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY**, Subsection **2. Exclusions**; is deleted in its entirety and replaced by the following:

Exclusions **c.** through **n.** do not apply to damage by fire, lightning, explosion, smoke, or leakage from automatic fire protective systems to premises while rented to you or temporarily occupied by you with permission of the owner. A separate limit of insurance applies to this coverage as described in **SECTION III – LIMITS OF INSURANCE**.

- b. **SECTION III – LIMITS OF INSURANCE**, Paragraph 6. is deleted in its entirety and replaced by the following:

Subject to Paragraph 5. above, the Damage To Premises Rented To You Limit is the most we will pay under Coverage A for damages because of "property damage" to any one premises, while rented to you, or in the case of damage by fire, lightning, explosion, smoke, or leakage from automatic fire protective systems while rented to you or temporarily occupied by you with permission of the owner.

- c. **SECTION V – DEFINITIONS**, Paragraph 9.a., is deleted in its entirety and replaced by the following:

A contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire, lightning, explosion, smoke, or leakage from automatic fire protective systems to premises while rented to you or temporarily occupied by you with permission of the owner is not an "insured contract";

2. **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**, Subsection **4. Other Insurance**, Paragraph **b. Excess Insurance**, **(1) (a) (ii)** is deleted in its entirety and replaced by the following:

That is insurance for fire, lightning, explosion, smoke, or leakage from automatic fire protective systems for premises rented to you or temporarily occupied by you with permission of the owner;

3. The Damage To Premises Rented To You Limit section of the Declarations is amended to the greater of:

- a. \$1,000,000; or
- b. The amount shown in the Declarations as the Damage to Premises Rented to You Limit.

This is the most we will pay for all damage proximately caused by the same event, whether such damage results from fire, lightning, explosion, smoke, or leaks from automatic fire protective systems or any combination thereof.

F. HIPAA

SECTION I – COVERAGES, COVERAGE B PERSONAL AND ADVERTISING INJURY LIABILITY, is amended as follows:

1. Paragraph 1. **Insuring Agreement** is amended to include the following:

We will pay those sums that the insured becomes legally obligated to pay as damages because of a "violation(s)" of the Health Insurance Portability and Accountability Act (HIPAA). We have the right and the duty to defend the insured against any "suit," "investigation," or "civil proceeding" seeking these damages. However, we will have no duty to defend the insured against any "suit" seeking damages, "investigation," or "civil proceeding" to which this insurance does not apply.

2. Paragraph 2. **Exclusions** is amended to include the following additional exclusions:

This insurance does not apply to:

- a. **Intentional, Willful, or Deliberate Violations**

Any willful, intentional, or deliberate "violation(s)" by any insured.

- b. **Criminal Acts**

Any "violation" which results in any criminal penalties under the HIPAA.

- c. **Other Remedies**

Any remedy other than monetary damages for penalties assessed.

- d. **Compliance Reviews or Audits**

Any compliance reviews by the Department of Health and Human Services.

3. **SECTION V – DEFINITIONS** is amended to include the following additional definitions:

- a. "Civil proceeding" means an action by the Department of Health and Human Services (HHS) arising out of "violations."
- b. "Investigation" means an examination of an actual or alleged "violation(s)" by HHS. However, "investigation" does not include a Compliance Review.
- c. "Violation" means the actual or alleged failure to comply with the regulations included in the HIPAA.

G. Medical Payments – Limit Increased to \$20,000, Extended Reporting Period

If **COVERAGE C MEDICAL PAYMENTS** is not otherwise excluded from this Coverage Part:

1. The Medical Expense Limit is changed subject to all of the terms of **SECTION III - LIMITS OF INSURANCE** to the greater of:
 - a. \$20,000; or
 - b. The Medical Expense Limit shown in the Declarations of this Coverage Part.
2. **SECTION I – COVERAGES, COVERAGE C MEDICAL PAYMENTS**, Subsection 1. **Insuring Agreement**, a. (3) (b) is deleted in its entirety and replaced by the following:
 - (b) The expenses are incurred and reported to us within three years of the date of the accident.

H. Athletic Activities

SECTION I – COVERAGES, COVERAGE C MEDICAL PAYMENTS, Subsection 2. **Exclusions**, Paragraph e. **Athletic Activities** is deleted in its entirety and replaced with the following:

e. Athletic Activities

To a person injured while taking part in athletics.

I. Supplementary Payments

SECTION I – COVERAGES, SUPPLEMENTARY PAYMENTS - COVERAGE A AND B are amended as follows:

1. **b.** is deleted in its entirety and replaced by the following:
 1. **b.** Up to \$5000 for cost of bail bonds required because of accidents or traffic law violations arising out of the use of any vehicle to which the Bodily Injury Liability Coverage applies. We do not have to furnish these.
- 1.**d.** is deleted in its entirety and replaced by the following:
 1. **d.** All reasonable expenses incurred by the insured at our request to assist us in the investigation or defense of the claim or "suit", including actual loss of earnings up to \$1,000 a day because of time off from work.

J. Employee Indemnification Defense Coverage

SECTION I – COVERAGES, SUPPLEMENTARY PAYMENTS – COVERAGES A AND B the following is added:

We will pay, on your behalf, defense costs incurred by an "employee" in a criminal proceeding occurring in the course of employment.

The most we will pay for any "employee" who is alleged to be directly involved in a criminal proceeding is \$25,000 regardless of the numbers of "employees," claims or "suits" brought or persons or organizations making claims or bringing "suits."

K. Key and Lock Replacement – Janitorial Services Client Coverage

SECTION I – COVERAGES, SUPPLEMENTARY PAYMENTS – COVERAGES A AND B is amended to include the following:

We will pay for the cost to replace keys and locks at the “clients” premises due to theft or other loss to keys entrusted to you by your “client,” up to a \$10,000 limit per occurrence and \$10,000 policy aggregate.

We will not pay for loss or damage resulting from theft or any other dishonest or criminal act that you or any of your partners, members, officers, “employees”, “managers”, directors, trustees, authorized representatives or any one to whom you entrust the keys of a “client” for any purpose commit, whether acting alone or in collusion with other persons.

The following, when used on this coverage, are defined as follows:

- a. "Client" means an individual, company or organization with whom you have a written contract or work order for your services for a described premises and have billed for your services.
- b. "Employee" means:
 - (1) Any natural person:
 - (a) While in your service or for 30 days after termination of service;
 - (b) Who you compensate directly by salary, wages or commissions; and
 - (c) Who you have the right to direct and control while performing services for you; or
 - (2) Any natural person who is furnished temporarily to you:
 - (a) To substitute for a permanent "employee" as defined in Paragraph (1) above, who is on leave; or
 - (b) To meet seasonal or short-term workload conditions;
 while that person is subject to your direction and control and performing services for you.
 - (3) "Employee" does not mean:
 - (a) Any agent, broker, person leased to you by a labor leasing firm, factor, commission merchant, consignee, independent contractor or representative of the same general character; or
 - (b) Any "manager," director or trustee except while performing acts coming within the scope of the usual duties of an "employee."
- c. "Manager" means a person serving in a directorial capacity for a limited liability company.

L. Additional Insureds

SECTION II – WHO IS AN INSURED is amended as follows:

- 1. If coverage for newly acquired or formed organizations is not otherwise excluded from this

Coverage Part, Paragraph **3.a.** is deleted in its entirety and replaced by the following:

- a. Coverage under this provision is afforded until the end of the policy period.
2. Each of the following is also an insured:
- a. **Medical Directors and Administrators** – Your medical directors and administrators, but only while acting within the scope of and during the course of their duties as such. Such duties do not include the furnishing or failure to furnish professional services of any physician or psychiatrist in the treatment of a patient.
 - b. **Managers and Supervisors** – Your managers and supervisors are also insureds, but only with respect to their duties as your managers and supervisors. Managers and supervisors who are your “employees” are also insureds for “bodily injury” to a co-“employee” while in the course of his or her employment by you or performing duties related to the conduct of your business.

This provision does not change Item 2.a.(1)(a) as it applies to managers of a limited liability company.

- c. **Broadened Named Insured** – Any organization and subsidiary thereof which you control and actively manage on the effective date of this Coverage Part. However, coverage does not apply to any organization or subsidiary not named in the Declarations as Named Insured, if they are also insured under another similar policy, but for its termination or the exhaustion of its limits of insurance.
- d. **Funding Source** – Any person or organization with respect to their liability arising out of:
 - (1) Their financial control of you; or
 - (2) Premises they own, maintain or control while you lease or occupy these premises.

This insurance does not apply to structural alterations, new construction and demolition operations performed by or for that person or organization.

- e. **Home Care Providers** – At the first Named Insured's option, any person or organization under your direct supervision and control while providing for you private home respite or foster home care for the developmentally disabled.
- f. **Managers, Landlords, or Lessors of Premises** – Any person or organization with respect to their liability arising out of the ownership, maintenance or use of that part of the premises leased or rented to you subject to the following additional exclusions:

This insurance does not apply to:

- (1) Any “occurrence” which takes place after you cease to be a tenant in that premises; or
 - (2) Structural alterations, new construction or demolition operations performed by or on behalf of that person or organization.
- g. **Lessor of Leased Equipment – Automatic Status When Required in Lease Agreement With You** – Any person or organization from whom you lease equipment when you and such person or organization have agreed in writing in a contract or agreement that such person or organization is to be added as an additional insured on your policy. Such person or

organization is an insured only with respect to liability for "bodily injury," "property damage" or "personal and advertising injury" caused, in whole or in part, by your maintenance, operation or use of equipment leased to you by such person or organization.

A person's or organization's status as an additional insured under this endorsement ends when their contract or agreement with you for such leased equipment ends.

With respect to the insurance afforded to these additional insureds, this insurance does not apply to any "occurrence" which takes place after the equipment lease expires.

- h. Grantors of Permits** – Any state or political subdivision granting you a permit in connection with your premises subject to the following additional provision:
- (1)** This insurance applies only with respect to the following hazards for which the state or political subdivision has issued a permit in connection with the premises you own, rent or control and to which this insurance applies:
 - (a)** The existence, maintenance, repair, construction, erection, or removal of advertising signs, awnings, canopies, cellar entrances, coal holes, driveways, manholes, marquees, hoist away openings, sidewalk vaults, street banners or decorations and similar exposures;
 - (b)** The construction, erection, or removal of elevators; or
 - (c)** The ownership, maintenance, or use of any elevators covered by this insurance.
- i. Vendors** – Only with respect to "bodily injury" or "property damage" arising out of "your products" which are distributed or sold in the regular course of the vendor's business, subject to the following additional exclusions :
- (1)** The insurance afforded the vendor does not apply to:
 - (a)** "Bodily injury" or "property damage" for which the vendor is obligated to pay damages by reason of the assumption of liability in a contract or agreement. This exclusion does not apply to liability for damages that the vendor would have in the absence of the contract or agreement;
 - (b)** Any express warranty unauthorized by you;
 - (c)** Any physical or chemical change in the product made intentionally by the vendor;
 - (d)** Repackaging, except when unpacked solely for the purpose of inspection, demonstration, testing, or the substitution of parts under instructions from the manufacturer, and then repackaged in the original container;
 - (e)** Any failure to make such inspections, adjustments, tests or servicing as the vendor has agreed to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of the products;
 - (f)** Demonstration, installation, servicing or repair operations, except such operations performed at the vendor's premises in connection with the sale of the product;

m. State or Political Subdivisions – Any state or political subdivision as required, subject to the following provisions:

- (1) This insurance applies only with respect to operations performed by you or on your behalf for which the state or political subdivision has issued a permit, and is required by contract.
- (2) This insurance does not apply to:
 - (a) "Bodily injury," "property damage" or "personal and advertising injury" arising out of operations performed for the state or municipality; or
 - (b) "Bodily injury" or "property damage" included within the "products-completed operations hazard."

M. Duties in the Event of Occurrence, Claim or Suit

SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS, Paragraph 2. is amended as follows:

a. is amended to include:

This condition applies only when the "occurrence" or offense is known to:

- (1) You, if you are an individual;
- (2) A partner, if you are a partnership; or
- (3) An executive officer or insurance manager, if you are a corporation.

b. is amended to include:

This condition will not be considered breached unless the breach occurs after such claim or "suit" is known to:

- (1) You, if you are an individual;
- (2) A partner, if you are a partnership; or
- (3) An executive officer or insurance manager, if you are a corporation.

N. Unintentional Failure To Disclose Hazards

SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS, 6. Representations is amended to include the following:

It is agreed that, based on our reliance on your representations as to existing hazards, if you should unintentionally fail to disclose all such hazards prior to the beginning of the policy period of this Coverage Part, we shall not deny coverage under this Coverage Part because of such failure.

O. Transfer of Rights of Recovery Against Others To Us

SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS, 8. Transfer of Rights of

Recovery Against Others To Us is deleted in its entirety and replaced by the following:

If the insured has rights to recover all or part of any payment we have made under this Coverage Part, those rights are transferred to us. The insured must do nothing after loss to impair them. At our request, the insured will bring "suit" or transfer those rights to us and help us enforce them.

Therefore, the insured can waive the insurer's rights of recovery prior to the occurrence of a loss, provided the waiver is made in a written contract.

P. Liberalization

SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS, is amended to include the following:

If we revise this endorsement to provide more coverage without additional premium charge, we will automatically provide the additional coverage to all endorsement holders as of the day the revision is effective in your state.

Q. Bodily Injury – Mental Anguish

SECTION V – DEFINITIONS, Paragraph 3. Is deleted in its entirety and replaced by the following:

"Bodily injury" means:

- a. Bodily injury, sickness or disease sustained by a person, and includes mental anguish resulting from any of these; and
- b. Except for mental anguish, includes death resulting from the foregoing (Item a. above) at any time.

R. Personal and Advertising Injury – Abuse of Process, Discrimination

If **COVERAGE B PERSONAL AND ADVERTISING INJURY LIABILITY COVERAGE** is not otherwise excluded from this Coverage Part, the definition of "personal and advertising injury" is amended as follows:

1. **SECTION V – DEFINITIONS**, Paragraph 14.b. is deleted in its entirety and replaced by the following:

- b. Malicious prosecution or abuse of process;

2. **SECTION V – DEFINITIONS**, Paragraph 14. is amended by adding the following:

Discrimination based on race, color, religion, sex, age or national origin, except when:

- a. Done intentionally by or at the direction of, or with the knowledge or consent of:
 - (1) Any insured; or
 - (2) Any executive officer, director, stockholder, partner or member of the insured;
- b. Directly or indirectly related to the employment, former or prospective employment, termination of employment, or application for employment of any person or persons by an insured;

- c.** Directly or indirectly related to the sale, rental, lease or sublease or prospective sales, rental, lease or sub-lease of any room, dwelling or premises by or at the direction of any insured; or
- d.** Insurance for such discrimination is prohibited by or held in violation of law, public policy, legislation, court decision or administrative ruling.

The above does not apply to fines or penalties imposed because of discrimination.



City of San Bernardino
201 North "E" Street, 3rd Floor, San Bernardino, CA 92401
Mailing: 290 North "D" Street, San Bernardino, CA
(909) 384-7272

Certificate of Occupancy

This Certificate is issued pursuant to the requirements of the San Bernardino Municipal Code, Chapter 15.20 and the California Building Code, Section 111.2. Inspections required by the California Building Code, Sections 110 and 1704 have been completed, and a final inspection approval of the construction has been granted, and the building may be occupied for its intended use as stated herein.

Building Address: 799 East Rialto Avenue

Assessor's Parcel No: 0279-261-18-0000

<input type="checkbox"/>	Residential	<input type="checkbox"/>	Industrial	<input checked="" type="checkbox"/>	Existing Building
<input type="checkbox"/>	Commercial	<input type="checkbox"/>	Temporary	<input checked="" type="checkbox"/>	Change in use, occupancy or size
<input type="checkbox"/>	Partial				

Intended Use of Building: CHILD CARE & EDUCATION

Current Business Name: 909 PROPERTIES, LLC

Land Use Zone: PF Planning Case No.: ADP15-036

Building Permit No. B1501074 Construction Type: III-N

Occupancy Group: I-4 Max. Occupant Load: 143 No. of Exits: 7

No. of Units: 1 Bldg. Code Edition: 2016 California Building Code

Automatic Sprinkler System Installed: Yes No

Owner's Name: 909 PROPERTIES, LLC

Owner's Address: 756 FAY DRIVE, GLENDALE CA 91206

This Certificate is valid until one of the following conditions occur: 1) a change in use affecting land use approval or conformity, 2) a change in use of the building which would place it in a different occupancy classification, 3) the building becomes vacant for a period in excess of 180 days, 4) a structural addition exceeding 10% of the floor area occurs, or 5) this certificate is otherwise revoked under provisions of the code.

Final Inspected By: N/A


Date: 06/07/2018
Mark Persico, Chief Building Official

This Certificate must be posted in a conspicuous location with the building.



California
Charter Schools
Association

1107 9th Street, Suite 200. | Sacramento, CA 95814
p 916-448-0995 | f 916-448-0998 | www.ccsa.org

February 18, 2020

Superintendent, Dale Marsden, EdD
Board President, Gwen Rodgers
Director of Charter School Services, Ernestine Hopwood
Members of the Board of Education
San Bernardino City Unified School Board
777 N. F Street
San Bernardino, California 92410

RE: Support for renewal of Ballington Academy for the Arts and Sciences

Dear: Superintendent Marsden, Board President Rodgers, Members of the Board of Education and staff,

My name is Fátima Cristerna-Adame and I am the Managing Regional Director in Southern California for the California Charter Schools Association (CCSA). I represent the Association in recommending the renewal for Ballington Academy for the Arts and Sciences as a San Bernardino City Unified School District authorized charter school. Ballington Academy is a members in good standing of our association and in our opinion meets the legal standard for renewal under California Education Code 47607.

The California Charter Schools Association is the membership and professional organization serving the vast majority of the over 1,300 public charter schools in the State of California. Our mission is to increase student achievement by strengthening and expanding access to high quality public charter school education.

CCSA has worked with the leadership at Ballington Academy over the last 4 years. They are providing programs for students throughout the community that families want and approval of the renewal would allow the organization to ensure that continued and expanded services are available to students under their care. "Ballington has an innovative educational experience for students. They take a hands-on, project-based approach to teaching science, technology, engineering, arts and mathematics (STEAM). CCSA supports this school and respectfully urges you to renew the petition.

I have had the pleasure of visiting the school on several occasions over the years and found that the program is a wonderful opportunity for students to excel in their elementary educational goals. I encourage you to visit the current programs, to better inform your upcoming decision.

If you have any questions regarding our support of these charter schools, please do not hesitate to contact me at 909-200-0533 or FCADAME@CCSA.ORG.

Sincerely,

Fátima Cristerna-Adame

Fátima Cristerna-Adame
Managing Regional Director, Southern California
California Charter Schools Association



To Whom It May Concern:

As a second year returning family of Ballington Academy of the Arts and Sciences in San Bernardino, CA, we are extremely pleased with the staff's cordial professionalism, staff, student and family engagement and its year-round secure lively environment. Therefore, we willingly commute 9.6 miles one-way daily exclusively to remain part of the Ballington Academy family. Also, as a San Bernardino County educator myself, I will confess many surrounding CA Department of Education institutes do not offer the same compassion or emphasis towards education quality the way Ballington Academy does. For example, I have countlessly observed staff individually acknowledge students by name with uplifting social encouragement such as high fives, verbal cues, jokes, brainteasers, dances or songs. This friend-family relationship makes one feel welcome and reassured that the school has the student's well-being at heart. Furthermore, in 2018 the school garden initiated continuous learning and discovery opportunities for students, caregivers and staff. This experience advanced students understanding to harvest, organisms and the maintenance required plants to flourish. It was enjoyable seeing students care for the garden, eat the crops before, and after school, then engage in conversation about their findings. Lastly, the fieldtrips provide reinforcement to classroom lessons to real-world solutions helping students develop a deeper connection in education and real-life situations. Ballington Academy of the Arts and Sciences of San San Bernardino, CA provide high character not only to its students, but to the community as well.

Thank you,

A handwritten signature in black ink that reads "Crystal Valdez".

Crystal Valdez

December 9,2019

Good morning San Bernardino Unified Board,

My name is Natalie Ramos, mother of now a 2nd grader at Ballington Academy. My daughter started at Ballington when she was 5 years old in T-K and has been attending there since. Ballington is a great school and the teachers and staff are amazing. The afterschool Program they offer for working mothers/fathers is a great help for our children to have some where to stay while we work. I have recommended a few students to Ballington. All my daughters are or have been students there. My niece is also now attending. We ask the Board to please, grant Ballington Academy the Petition. On behalf of myself, daughter, granddaughters, and niece, we ask for the Petition.

Thank you!

Natalie Ramos

909-693-6217

Marcus Hill Sr.
Owner, Palisade Security
2130 N. Arrowhead Ave
San Bernardino, CA 92405
m.hill@palisadedg.com

January 27, 2020

To Whom it May Concern:

I am writing to express my support for Ballington Academy for the Arts and Sciences. My 5-year-old son attends Ballington and I am quite pleased with his progress. As a father of a child of color; it is important for my child to develop his academics in a school that not only fosters Math and Reading but STEM programs.

Ballington Academy has classes on Science, engineering, art and music that my son participates in daily. I appreciate the individualized attention my son receives as there are no more than 25 students per class. Since my son is in Transitional Kindergarten, there is also an aide in the class, working side by side with the teacher to ensure my son's academic success.

Ballington Academy sets high standards and has a rigorous curriculum. My son is still in Transitional Kindergarten, but has learned how to write, letter recognitions and his letter sounds. Play is an important part of his day as he is learning social emotional skills while having fun in a safe environment.

As a business owner based in San Bernardino, I appreciate Ballington Academy being in the community, with core values of safety, honesty, preparedness, and a growth mindset. Ballington is also an AVID school, which stands for Advancement via Individual Determination. The teaching methods used at Ballington help my son become prepared for college, even while in Transitional Kindergarten. This gives him hope and the tools to doing something great.

Without this charter school, I would have to send my son to an overcrowded school where he would get lost in the crowd. I don't want that to happen to any child; and it doesn't happen at Ballington Academy for the Arts and Sciences.

Sincerely,

Marcus Hill Sr

A handwritten signature in black ink, appearing to read 'Marcus Hill Sr.', written over a white background.

February 6, 2020

To whom it may concern,

I am writing to you about Ballington Academy for the Arts and Sciences in San Bernardino. My son is a student in their transitional kindergarten class. This school has had such a positive impact in my son, it is amazing. My son has always been very clingy and never wanted to leave my side but upon starting at Ballington, he has learned to be more independent and he looks forward to going to school every day.

The reason that I chose to send my son to Ballington Academy is because of the small class sizes and the sense of family in the school. The school is small to where it seems like a private school but still a public school. All the teachers know the students by name and seem to be participants in their education. The staff has created an environment in which the students feel safe and cared for.

What I like most about the school is that the students all know each other and are accepting of each other. No matter what may be different about a student, everyone at the school seems to be accepting and protective over those students. I think this has been learned from the teachers and the staff in the school. Since the teachers are such participants in the student's education, the students have learned to be like the teachers and treat everyone's differences the same way.

This school is making such a positive impact in the community it serves by showing the students how important they are to their community and to their school. The teachers and staff also care for the parents and include them in the education of their child. I think that because the school is so small, it is able to build a sense of family and community within the school. In doing this, they are teaching both the students and the parents a sense of belonging. I think this is important to do because it will help the students learn.

I look forward to having my son continue to grow at this school as the years go by,

Sincerely,

Sam Nwoche

Kenneth B WHITE
404 New York Street #7640
Redlands, CA 92375
12/6/2019

San Bernardino City Unified School District Board Members (0634170)

School Board of Directors

Reference;

Ballington Academy *(for the arts & sciences)*

799 East Rialto Avenue

San Bernardino, CA 92408

Dear San Bernardino City Unified School District Board Members (0634170):

I am Kenneth WHITE, I'm a long time business owner of several businesses in our community 1991 to Present, I have served as School Site President for Reche Canyon Elementary school 3101 Canyon Vista Dr, Colton Ca, I am a USAF veteran (Law Enforcement Specialist) and former Sworn Peace Officer in the State of California, I ran for city council city of Colton, CA 2008 General Election, I have volunteered as a Laubach Tutor for literacy helping adults learn to read. I have offered over the years my career experience to teach young people in our community job skills to become gainfully employed.

I want to thank the Board for their tireless efforts to provide a positive environment where the human being can thrive and become a positive, educated member of our society, It is for this reason I am submitting this letter for your consideration, I want to express Support, Respect and Admiration for the good works at the Ballington Academy, I am aware of their impact in the community that reaches beyond the children and to the parents and adults of the community, The Caring Steady Leadership of Shannon BRANDNER (Principal) and her faculty has made this school an integral part of the community in ways words can't fully describe.

San Bernardino City Unified School District Board Members (0634170)

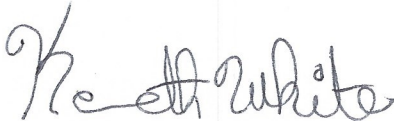
12/6/2019

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It is my hope as I am sure it is the hope of many in the community that this school remain a vital vibrant source of goodness to the community, having taken a tour of the school, seeing firsthand how the children respond to Principal BRANDER and the Faculty makes an impression of wellbeing, academic integrity and genuine caring for all who enter Ballington Academy.

Thank you to the honorable Board Members for their time and consideration of this letter.

Respectfully,

A handwritten signature in cursive script that reads "Kenneth B White". The signature is written in black ink and is positioned above the printed name.

Kenneth B WHITE

February, 2020

Dear Board Members, Administrators and community members in the San Bernardino City Unified School District (SBCUSD),

I am pleased to write this letter of support For Ballington Academy for the Arts & Sciences charter school, located in the city of San Bernardino.

I am pleased to see that parents have been given the opportunity to choose their school. Parents take this responsibility seriously and make their choice based on the environment that is in the best interest of their children and family.

The principal, ELD/interventionist, faculty, and staff clearly take pride in creating the needed support system for the community of learners.

The campus puts funding into maintaining; a small campus of 200 students, class sizes of 25 or less, after school tuition free enrichment and childcare until 6:00pm. Funding has been put into training teachers and after school support staff to; maximize student engagement, Identify and support trauma related symptoms and provide nurturing and problem-solving strategies to address aggression, withdrawal and disobedience.

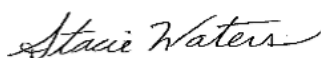
I am proud of the students, families and staff and the hard work they put into supporting our community and their needs. Teachers and staff pursue individualization by putting many hours of planning and evaluation into finding out what strengths our students have and utilizing them in collaborative activities. Classroom and school wide expectations are set, but flexible and specific with behavior goals for at risk students in mind. Administration and support staff help students find coping activities and use logical restorative practices rather than punishment. All staff help students recognize and overcome behavior roadblocks that hinder learning and achievement. The staff at Ballington are positive role models and along with parent support, and help students become their best possible self.

Ballington and similar schools should be measured by multiple instructional and social emotional metrics and not be discriminated against by the current testing metrics. I am optimistic that the political leaders will make needed changes in measuring the growth of our students while maintaining a fair and unbiased perspective with the philosophical framework we practice: decisions made in the best interest of students, respect for families and community, and actions with pro-social behavior.

Please accept my observations and testimonial in support of The Ballington Academy of the Arts and Sciences.

Thank you for your time and consideration,

Respectfully,



Stacie Waters
Educational
Consultant
1209 Alta Vista Drive
Vista, CA 92084

February 17th, 2020

San Bernardino Unified School District
Ballington Academy
799 E. Rialto Ave.
San Bernardino, CA 92408

Dear Board:

Please accept this correspondence as my support of the Charter Renewal for Ballington Academy. My name is Ty Humes and I am a Senior Executive serving as the Head of Global Business Development for an international strategic advertising firm. In addition, I currently serve on the Board of a biopharma firm and a telemedicine firm. All of the aforementioned maintain their corporate headquarters, respectively, in Southern California. This has allowed me a distinct window as an employer to see the need for quality education in our region and the direct impact that Ballington Academy has, can and will make in preparing the workforce of today and tomorrow.

Moreover, I have had extensive experience in the educational curriculum of local schools, especially in the Southern California corridor. I served as the Chairman of the Board and President of the Del Mar Union School District from 2011 - 2017. During this tenure I was directly responsible for raising over \$10 million to fully fund the STEAM + program for the Del Mar Union School District. Also and most importantly, I served as a Board Director for Volunteers of America / Southwest from 2007 - 2012 and was integral in the creation of Ballington Academy.

As you can see, my personal background gives me great insight into the importance of Ballington Academy and the subsequent renewal of its charter.

Professionally yours,

Ty Humes



November 15, 2019

San Bernardino Unified Governing Board

RE: Ballington Academy

Dear Sirs,

Santa Clausinc/YES has been working with Ballington Academy for the past 5 years. We support families who are in need of basic items (clothing, hygiene supplies, school supplies). Referrals are made through their Community Liaison to Santa Claus inc/YES. They identify children in need and make appropriate referrals for their students and families.

YES (Youth Enrichment Services) also assists in providing extras to the general population of the school through out the year. This might be for Halloween, Christmas and other school celebrations.

We look forward to continuing our partnership with Ballington Academy.

Sincerely,

Sandra Lourenco, M.A.
Santa Claus inc/ YES Program Director