



Elevate School

Regular Board Meeting

Date and Time

Monday November 18, 2024 at 4:00 PM PST

Elevate Middle School Campus, Fireside Room
8404 Phyllis Place
San Diego, CA 92123

The public comment portion of the meeting is set aside for members of the audience to make comments or raise issues that are not specifically on the agenda or those items that are on the agenda. These presentations are limited to three (3) minutes per person and the total time allotted to non-agenda items will not exceed fifteen (15) minutes. Individuals wishing to speak please complete a Public Comment Request Form by 10:00am on the day of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
A. Record Attendance and Guests		Cheryl Gorman	1 m
B. Call the Meeting to Order		Cheryl Gorman	1 m
C. Approve Agenda	Vote	Cheryl Gorman	1 m
D. Approve Minutes from October 14 Regular Board Meeting	Approve Minutes	Cheryl Gorman	2 m

	Purpose	Presenter	Time
E. Core Values and Board Meeting Protocol		Cheryl Gorman	2 m
F. Non-Agenda Public Comment		Cheryl Gorman	5 m
II. Agenda Items			4:12 PM
A. Executive Director Report		Ryan Elliott	10 m
B. Academic Program Report (LCAP Goal 1, Action 1)		Desiree Wooden	20 m
C. Financial Update	FYI	Chancellor Brown	20 m
D. Approve Supervised Internship Agreement MOU with UMass Global	Vote	Ryan Elliott	2 m
E. 24-25 Board Goal Updates/Discussion	Discuss	Cheryl Gorman	30 m
III. Closing Items			5:34 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes from October 14 Regular Board Meeting

Section: I. Opening Items
Item: D. Approve Minutes from October 14 Regular Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on October 14, 2024

APPROVED



Elevate School

Minutes

Regular Board Meeting

Date and Time

Monday October 14, 2024 at 4:00 PM

Elevate Middle School Campus, Fireside Room
8404 Phyllis Place
San Diego, CA 92123

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Directors Present

Becky Madeja, Chancellor Brown, Cheryl Gorman, Sophie Karagianes

Directors Absent

Veronica Maxwell

Guests Present

Ryan Elliott

I. Opening Items

A.

Record Attendance and Guests

B. Call the Meeting to Order

Cheryl Gorman called a meeting of the board of directors of Elevate School to order on Monday Oct 14, 2024 at 4:02 PM.

C. Approve Agenda

Becky Madeja made a motion to approve the Agenda.

Chancellor Brown seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Cheryl Gorman	Aye
Veronica Maxwell	Absent
Chancellor Brown	Aye
Becky Madeja	Aye
Sophie Karagianes	Aye

D. Approve Minutes from September 30 Special Board Meeting

Chancellor Brown made a motion to approve the Minutes from Special Board Meeting on 09-30-24.

Becky Madeja seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Veronica Maxwell	Absent
Cheryl Gorman	Aye
Chancellor Brown	Aye
Becky Madeja	Abstain
Sophie Karagianes	Aye

E. Approve Minutes from October 5 Board Retreat Meeting

Sophie Karagianes made a motion to approve the Minutes from Board Retreat on 10-05-24.

Chancellor Brown seconded the motion.

Change time

The board **VOTED** to approve the motion.

Roll Call

Chancellor Brown	Aye
Sophie Karagianes	Aye
Becky Madeja	Abstain
Cheryl Gorman	Aye
Veronica Maxwell	Absent

F.

Core Values and Board Meeting Protocol

Core Values read aloud by the Board.

G. Non-Agenda Public Comment

No non-agenda public comment items.

II. Agenda Items

A. Executive Director Report

Upcoming Fall Festival

Enrollment up to 95.8%, two new 6th graders, ADA a little over 97%

Dessert with Directors, math-focus last week - just under 40 parents, illustrated mathematics

Military Lunch today, 30+ families attended

B. Financial Update

DeAnna Jones from ExEd presented Financials.

Discussed \$50 billion local school bond and Prop 2 Statewide Bond (\$10 billion), also discussed ballot measure to increase state minimum wage.

Changes to spreadsheets explained.

Attendance was discussed, lower enrollment but higher ADA.

Changes to Certificated and Classified Salaries amounts due to change in Art Teacher position.

Increases to Operating Expenses discussed.

Cash deferral in June, three weeks later this year for last LCFF payment.

Employee benefits also discussed as part of the Benefits line item.

C. Approve Revised Expanded Learning Opportunities Program (ELO-P) Plan

ELO-P program discussed.

Began participating a few years ago, with this current year being the first audit year.

Champions has been Elevate's after school partner for 6-7 years, offering hybrid coverage.

Base program includes unduplicated pupil participation, with Elevate staff offering additional support beyond the base program.

Five fall clubs in first session (93 spaces), second session with feature 8 clubs (148 spaces).

50 spots for sports as well.

Preregistration process discussed.

ELO-P program will now become an annual audit across the state.

Becky Madeja made a motion to approve the Revised Expanded Learning Opportunities Program (ELO-P) Plan.

Cheryl Gorman seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Chancellor Brown Aye
Cheryl Gorman Aye
Becky Madeja Aye
Veronica Maxwell Absent
Sophie Karagianes Aye

D. Discuss/Approve 24-25 Board Goals

TESF/Community Engagement - Cheryl and Becky

3-Year Financial Outlook - Chance

Executive Director Evaluation process refinement - Sophie and Veronica

Chancellor Brown made a motion to approve the 24-25 Board goals as discussed.

Sophie Karagianes seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Sophie Karagianes Aye
Becky Madeja Aye
Cheryl Gorman Aye
Chancellor Brown Aye
Veronica Maxwell Absent

III. Closing Items

A. Adjourn Meeting

Chancellor Brown made a motion to adjourn the meeting.

Cheryl Gorman seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Chancellor Brown Aye
Becky Madeja Aye
Cheryl Gorman Aye
Sophie Karagianes Aye
Veronica Maxwell Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:21 PM.

Respectfully Submitted,
Becky Madeja

Coversheet

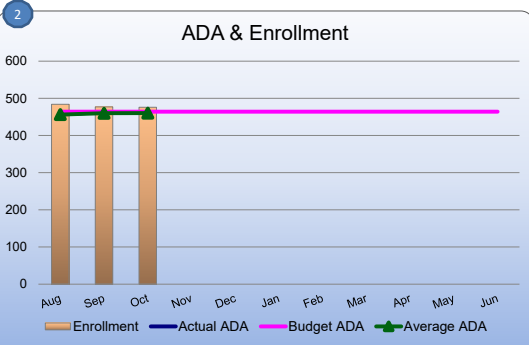
Financial Update

Section: II. Agenda Items
Item: C. Financial Update
Purpose: FYI
Submitted by:
Related Material: EE School September 24 Financial Packet.pdf

ELEVATE SCHOOL - Financial Dashboard (September 2024)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●



State Budget Update

Per School Services of CA: Revenues Beating Budget Projections

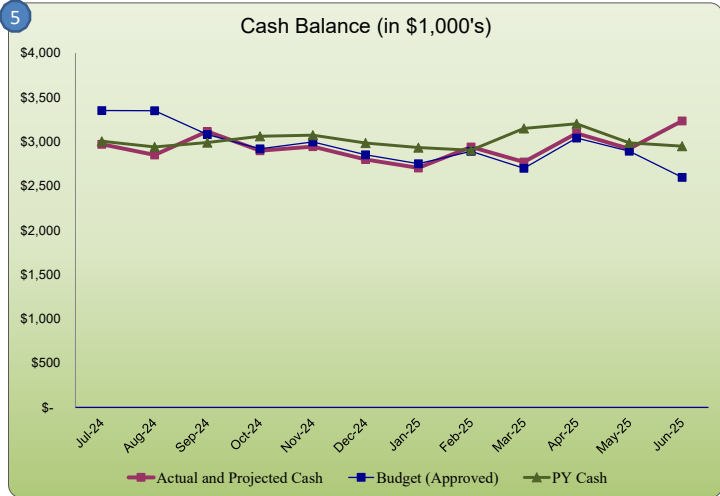
On October 22, 2024, the Department of Finance released its October 2024 Finance Bulletin with positive news about the economy and state General Fund revenues. Both the U.S. and California economies continued trend-level growth in the second quarter of the year at of 3.0% and 2.8%, respectively.

Consistent with larger economic trends, tax revenues from the “Big Three” taxes—personal income, sales and use, and corporation taxes—are exceeding budget projections by \$4.1 billion for the 2024-25 fiscal year. Moreover, revenues for the last three months of 2023-24 are also outpacing budget estimates by \$3.2 billion, according to the Finance Bulletin.

Better-than-expected state General Fund revenues typically accrue benefits for Proposition 98 and education funding. In 2024-25, this is especially true given the lawmakers’ decision to suspend (or reduce) the minimum guarantee in 2023-24, which in turn creates an obligation (referred to as the maintenance factor) for the state to restore education funding to what it should have been without suspension.

Attendance Analysis	Actual through Month 3	Forecasted P2	Budgeted P2	Budget Variance B/(W)	FY 23-24	FY 22-23
Enrollment	476	486	486	0	470	459
Attendance %	97.0%	96.1%	95.5%	0.6%	95.3%	0.0%
Avg Daily Attendance (ADA)	460.3	462.5	464.1	(1.6)	451.3	437.8

Income Statement	Actual through 09/30/24	Forecast as of 09/30/24	FY 24-25 Budget	Budget Variance B/(W)	FY 23-24	FY 22-23
Local Control Funding Formula	952,680	5,344,811	5,368,532	(23,720)	5,149,792	4,601,574
Federal Revenue	-	806,738	809,170	(2,433)	1,034,686	1,232,637
State Revenue	67,926	903,906	899,728	4,179	812,719	532,089
Other Local Revenue	92,026	529,801	525,499	4,302	499,047	395,563
Grants/Fundraising	515	132,059	131,559	500	90,314	71,159
TOTAL REVENUE	1,113,147	7,717,316	7,734,488	(17,172)	7,586,558	6,833,021
<i>Total per ADA</i>		16,685	16,664	20	16,809	15,607
<i>w/o Grants/Fundraising</i>		16,399	16,381	18	16,609	15,444
Certificated Salaries	669,589	3,173,468	3,360,837	187,369	3,139,199	2,858,842
Classified Salaries	210,431	1,145,991	911,376	(234,615)	971,550	836,563
Benefits	290,138	1,216,033	1,269,475	53,442	1,192,138	1,038,360
Student Supplies	95,403	407,613	405,498	(2,114)	504,266	493,487
Operating Expenses	364,503	1,720,015	1,718,918	(1,097)	1,698,026	1,539,633
Other	7,255	40,197	44,626	4,429	47,876	45,491
TOTAL EXPENSES	1,637,320	7,703,318	7,710,731	7,413	7,553,054	6,812,376
<i>Total per ADA</i>		16,654	16,613	(41)	16,735	15,560
NET INCOME / (LOSS)	(524,172)	13,998	23,757	(9,759)	33,505	20,646
OPERATING INCOME	(516,917)	54,195	68,383	(14,188)	81,380	66,136



Year-End Cash Balance		
Projected	Budget	Variance
3,233,759	2,597,444	636,316

Balance Sheet	6/30/2024	8/31/2024	9/30/2024	6/30/2025 FC
Assets				
Cash, Operating	1,816,973	2,850,760	3,115,059	3,233,759
Cash, Restricted	1,132,958	0	0	0
Accounts Receivable	825,077	263,020	99,036	660,586
Due From Others	840	840	840	840
Other Assets	1,162,521	1,016,830	974,924	1,040,488
Net Fixed Assets	89,531	89,522	89,333	56,391
Total Assets	5,027,900	4,220,972	4,279,193	4,992,064
Liabilities				
A/P & Payroll	298,073	136,084	206,344	378,731
Due to Others	1,143,415	1,058,377	1,010,610	1,012,924
Deferred Revenue	951,776	951,776	951,776	951,776
Other Liabilities	0	0	0	0
Total Debt	0	0	0	0
Total Liabilities	2,393,264	2,146,237	2,168,730	2,343,431
Equity				
Beginning Fund Bal.	2,601,131	2,634,636	2,634,636	2,634,636
Net Income/(Loss)	33,505	(559,900)	(524,172)	13,998
Total Equity	2,634,636	2,074,735	2,110,463	2,648,633
Total Liabilities & Equity	5,027,900	4,220,972	4,279,193	4,992,065
Available Line of Credit				
Days Cash on Hand	88	135	148	154
Cash Reserve %	24.2%	36.9%	40.7%	42.2%



Elevate School - Regular Board Meeting - Agenda - Monday November 18, 2024 at 4:00 PM

ELEVATE SCHOOL
 2024-25 Cash Flow Forecast
 Prepared by ExED, For use by ExED and ExED clients only. © 2024 ExED

Actuals as of 9/30/2024

	2024-25	ACTUAL			Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	FORECAST	Budget Variance
	Budget	Jul-24	Aug-24	Sep-24											Jul-24 - Jun-25	Better / (Worse)
Income																
8011-8098 - Local Control Funding Formula Sources																
8011 Local Control Funding Formula	1,066,701	48,604	48,604	87,488	92,887	92,887	92,887	92,887	92,887	81,118	81,118	81,118	81,118	84,113	1,057,718	(8,983)
8012 Education Protection Account	92,826	-	-	22,567	22,567	-	-	22,567	-	-	1,484	-	-	23,324	92,508	(318)
8096 In Lieu of Property Taxes	4,209,005	-	248,472	496,945	327,434	327,434	327,434	327,434	709,184	354,592	354,592	354,592	354,592	11,880	4,194,586	(14,419)
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 8011-8098 - Local Control Funding Formula Sources	5,368,532	48,604	297,076	607,000	442,888	420,322	420,322	442,888	802,072	435,710	437,194	435,710	435,710	119,317	5,344,811	(23,720)
8100-8299 - Federal Revenue																
8181 Special Education - Federal (IDEA)	75,557	-	-	-	5,055	5,055	5,055	5,055	14,322	7,161	7,161	7,161	7,161	3,454	66,640	(8,917)
8221 Child Nutrition - Federal	143,691	-	-	-	-	15,521	13,796	15,521	13,796	17,245	16,383	15,521	12,072	30,179	150,032	6,340
8291 Title I	55,513	-	-	-	-	-	-	13,878	-	-	13,878	-	-	27,757	55,513	-
8292 Title II	9,409	-	-	-	-	-	-	2,388	-	-	2,388	-	-	4,777	9,553	144
8295 Title IV, SSAE	10,000	-	-	-	-	-	-	2,500	-	-	2,500	-	-	5,000	10,000	-
8296 Title IV, PCSGP	50,000	-	-	-	-	-	-	12,500	-	-	12,500	-	-	50,000	50,000	-
8299 All Other Federal Revenue	465,000	-	-	-	-	-	-	-	-	-	348,750	-	-	116,250	465,000	-
Total 8100-8299 - Other Federal Income	809,170	-	-	-	5,055	20,575	18,851	51,842	28,118	24,406	403,560	22,682	19,233	212,416	806,738	(2,433)
8300-8599 - Other State Revenue																
8520 Child Nutrition - State	40,130	-	-	-	-	4,189	3,724	4,189	3,724	4,655	4,422	4,189	3,258	8,146	40,496	366
8550 Mandate Block Grant	9,048	-	-	-	-	-	9,054	-	-	-	-	-	-	-	9,054	6
8560 Lottery Revenue	120,707	-	-	-	-	-	-	23,089	-	-	23,089	-	-	85,829	132,007	11,301
8592 State Mental Health	37,557	1,874	1,874	3,374	3,369	3,369	3,369	3,369	3,369	3,369	3,369	3,369	3,369	(11)	37,429	(129)
8595 Expanded Learning Opportunity Program	203,994	12,527	12,527	22,549	21,464	21,464	21,464	21,464	21,464	21,464	21,464	21,464	21,464	(2,289)	238,494	34,500
8596 Prop 28 Arts & Music	66,448	3,316	3,316	5,969	6,057	6,057	6,057	6,057	6,057	6,057	6,057	6,057	6,057	185	67,296	848
8599 State Revenue - Other	421,844	-	-	600	-	246,435	-	-	-	-	94,783	-	-	37,313	379,131	(42,713)
Total 8300-8599 - Other State Income	899,728	17,717	17,717	32,492	30,890	281,514	43,667	58,168	34,613	35,544	153,184	35,079	34,148	129,173	903,906	4,179
8600-8799 - Other Local Revenue																
8660 Interest & Dividend Income	92,000	-	-	16,460	-	-	-	-	-	-	-	-	-	75,540	92,000	-
8662 Net Increase (Decrease) in Fair Value of Investments	-	-	-	1,323	-	-	-	-	-	-	-	-	-	-	1,323	1,323
8692 Grants	-	500	-	-	-	-	-	-	-	-	-	-	-	500	500	500
8695 Contributions & Events	124,800	-	-	-	-	-	57,099	29,803	29,771	7,608	-	-	519	-	124,800	(0)
8696 Other Fundraising	6,759	15	-	-	-	278	-	158	113	671	2,282	1,724	1,533	(15)	6,759	-
8699 All Other Local Revenue	21,630	-	-	-	-	-	-	-	-	-	-	-	-	21,630	21,630	-
8792 Transfers of Apportionments - Special Education	411,869	-	19,533	54,710	32,383	32,383	32,383	32,383	69,965	34,983	34,983	34,983	34,983	1,175	414,848	2,979
Total 8600-8799 - Other Income-Local	657,058	-	20,048	72,493	32,383	32,383	89,761	62,344	99,849	43,262	37,265	36,707	37,035	98,330	661,860	4,802
TOTAL INCOME	7,734,488	66,321	334,841	711,985	511,216	754,795	572,600	615,243	964,652	538,922	1,031,203	530,177	526,125	559,236	7,717,316	(17,172)
Expense																
Total 1000 - Certificated Salaries	3,360,837	50,468	306,151	312,969	313,549	308,809	308,809	308,809	308,809	308,809	308,809	308,809	308,809	28,668	3,173,468	187,369
Total 2000 - Classified Salaries	911,376	21,536	88,441	100,454	114,261	113,930	113,930	113,930	113,930	113,930	113,930	113,930	113,930	23,793	1,145,991	(234,615)
3000 - Employee Benefits																
3111 STRS - State Teachers Retirement System	641,920	9,640	56,379	65,492	53,049	53,049	53,049	53,049	53,049	53,049	53,049	53,049	53,049	38,049	593,952	47,968
3311 OASDI - Social Security	56,505	1,269	5,342	6,104	6,981	7,064	7,064	7,064	7,064	7,064	7,064	7,064	7,064	1,475	70,616	(14,110)
3331 MED - Medicare	61,947	1,023	5,639	5,907	6,115	6,130	6,130	6,130	6,130	6,130	6,130	6,130	6,130	761	62,353	(406)
3401 H&W - Health & Welfare	433,766	56,986	34,287	20,244	20,231	36,099	36,099	36,099	36,099	36,099	36,099	36,099	36,099	36,099	420,541	13,225
3501 SUI - State Unemployment Insurance	2,136	35	194	204	211	211	211	211	211	211	211	211	211	26	2,150	(14)
3601 Workers' Compensation Insurance	59,530	12,312	4,104	4,104	7,000	10,000	10,000	15,318	-	-	-	-	-	-	52,838	6,692
3901 Other Retirement Benefits	13,671	115	378	381	391	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	357	13,584	86
Total 3000 - Employee Benefits	1,269,475	81,379	106,324	102,435	93,978	104,262	114,262	104,262	119,580	104,262	104,262	104,262	104,262	76,767	1,216,033	53,442



Elevate School Financial Analysis September 30, 2024

Net Income

Elevate School's Fiscal Year 2024-25 net income is \$13,998. This is \$9,759 less than the current board-approved budget.

Balance Sheet

As of September 30, 2024, the school's operating cash balance was \$1,982,101, with an additional amount of \$1,132,958 reserved for Economic Uncertainty. At the end of the year, the school's total cash balance is projected to be \$3,233,759.

As of September 30, 2024, the Accounts Receivable balance was \$99,036.

As of September 30, 2024, the Accounts Payable balance, including payroll liabilities, totaled \$206,344. The balance consists of \$83,036 for current payables, \$91,640 for current payroll liabilities, and \$31,668 for accrued payroll vacation.

Income Statement

Revenue

Total revenue for Fiscal Year 2024-25 is \$7,717,316, which is \$17,172 lower than the board-approved budget.

- ELOP revenue is \$34,500 favorable compared to budgeted amount from the increase in the After School Program.
- State Revenue is projected to be \$42,713 lower than budgeted amount from reallocating One-Time funds Spending down the Learning Recovery Block Grant in 24-25, while deferring the Arts & Music Block Grant until 25-26.

Expenses

Total expenses for the year are \$7,703,318. This is \$7,413 lower than the budgeted amount.

- Certificated and Classified Salaries are \$47,246 higher than the budgeted amount due to adjusting and backfilling positions across both groups.
- Employee Benefits are \$53,442 (4%) lower than the budgeted amount driven by staff adjustments.

ADA

The budgeted ADA for the year is 464.1 with an enrollment of 486. Revenues are calculated based on a projected ADA of 462.5 with an enrollment of 486.

**Elevate School
Check Register
From 09/01/2024 to 09/30/2024**

Check #	Vendor Name	Date	Description	Amount
1002933	EMILY KNOTT	9/13/2024	STRS013124EK	16.30
1002934	RACHELE KING	9/13/2024	STRS013124RK	8.43
1491M	JEREMIAH GIRARD	9/11/2024	08/01/24-08/18/24 - MAINTENANCE & CUSTODIAL SERVICE	420.00
1492M	TONY LAW	9/11/2024	08/13/24-08/28/24 - CUSTODIAL SERVICES	283.50
2409030-1019M	CHARTERSAFE	9/3/2024	09/24 - WORKERS' COMPENSATION	4,104.00
2409031-1019M	HEALTH NET OF CALIFORNIA, INC	9/3/2024	09/24 - HEALTH PREMIUM	17,006.30
2409170-1019M	ASSURITY LIFE INSURANCE COMPANY	9/17/2024	09/24 - HEALTH PREMIUM	2,916.07
2409200-1019M	MUTUAL OF OMAHA INSURANCE COMPANY	9/20/2024	10/24 - HEALTH PREMIUM	1,254.04
2409230-1019M	CHOICE BUILDER ADMINISTRATORS	9/23/2024	10/24 - HEALTH PREMIUM	3,912.17
2409300-1019M	BUSINESS CARD	9/30/2024	08/07/24-09/06/24 - CREDIT CARD PURCHASES	15,647.13
A018763	ODP BUSINESS SOLUTIONS LLC	9/3/2024	CUPS, NAPKINS, OFFICE SUPPLIES	2,806.23
A018764	LAURIE HERBEK	9/3/2024	TRAVEL EXPENSES, MILEAGE	281.22
A018765	DENISE FINNEY	9/3/2024	08/20/24-08/22/24 - EDUCATIONAL CONSULTATIONS	2,000.00
A018982	DENISE FINNEY	9/13/2024	09/04/24-09/05/24 EDUCATIONAL CONSULTATION	3,000.00
A018983	YOUNG, MINNEY & CORR, LLP	9/13/2024	08/24 - LEGAL SERVICES	3,475.00
A018984	ODP BUSINESS SOLUTIONS LLC	9/13/2024	OFFICE SUPPLIES	716.91
A018985	JEREMIAH GIRARD	9/13/2024	08/19-08/31/24 - MAINTENANCE & CUSTODIAL SERVICES	504.00
A018986	OPEN WORKS	9/13/2024	09/24 - JANITORIAL SERVICES AT TS CAMPUS	2,734.00
A019146	DBA CITY VIEW CHURCH	9/23/2024	10/24 - OFFICE SPACE & MS CAMPUS RENTAL	21,000.00
E016966	CINTAS	9/3/2024	MICROFIBER TOWELS, SIG SANTS, SANITIZER FOR TS CAMPUS	218.20
E017190	SPECIALIZED THERAPY SERVICES, INC	9/13/2024	07/24 - BEHAVIOR INTERVENTION	520.00
E017191	CINTAS	9/13/2024	MICROFIBER TOWELS, SIG SANTS, SANITIZER FOR TS CAMPUS	205.72
E017192	GENERATION GENIUS INC	9/13/2024	FY24-25 - EDUCATIONAL STREAMING VIDEO & LESSON SUBSCRIPTION	995.00
P059126	SHANNON CHATFIELD	9/3/2024	BOY/CLASSROOM SET UP PROGRAM \$150 MAXIMUM	150.00
P059127	T&D ELECTRIC	9/3/2024	08/22/24 - POWER UPSTAIRS COOLER	400.00
P059727	ELIZABETH BLEVINS	9/13/2024	07/23/24-08/06/24 - EDUCATIONAL CONSULTATION	2,047.93
P059728	APEX THERAPIES, INC	9/13/2024	08/24 - OCCUPATIONAL THERAPY SERVICES	7,680.00
P059729	IDENTITY THEFT GUARD SOLUTIONS, INC	9/13/2024	08/24 - IDENTITY THEFT PROTECTION	379.43
P060141	FAITH COMMUNITY CHURCH	9/23/2024	10/24 - RENT & INTERNET CREDIT	24,948.34
Total				119,629.92

Coversheet

Approve Supervised Internship Agreement MOU with UMass Global

Section: II. Agenda Items
Item: D. Approve Supervised Internship Agreement MOU with UMass Global
Purpose: Vote
Submitted by:
Related Material:
2024.11.18 UMass Global-Supervised Internship Agreement MOU-needs signature.pdf



University of Massachusetts Global A private nonprofit affiliate

Supervised Internship Agreement

Please check below all the applicable supervised internship programs in which your District will be participating with University of Massachusetts Global.

District/Charter

Elevate

Fieldwork Site Contact Name

Ryan Elliot

Fieldwork Site Contact Email

relliott@elevateschool.com

Contract Start Date

10/21/2024

Contract End Date

10/19/2029

Fieldwork Site Contact Information

2285 Murray Ridge Rd.
San Diego, CA, 92123-3934

Single Subject

School Psychology

Multiple Subject

School Counseling

Special Education

Education Administration

THIS AGREEMENT is made and entered into by and between University of Massachusetts Global hereinafter called the "UNIVERSITY," and the **Elevate** , hereinafter called "DISTRICT."

WHEREAS, an INTERN, as program and role is defined in Appendix A and B, is required to enroll in education courses while serving under the supervision of experienced UNIVERSITY and DISTRICT professionals, during which time the INTERN shall hold an internship credential granted by the California Commission on Teacher Credentialing, (hereinafter the "COMMISSION" or "CTC").

I. THE DISTRICT AGREES

- A. To employ and provide job opportunity for Intern to work as a teacher in the subject area for which the Intern is obtaining their credential. The District will not hire an Intern if hiring the Intern would displace certificated teacher.
- B. To pay Intern according to the applicable Collective Bargaining Agreement and the District's Payroll Tables in place at the time Interns begin internship with the District. The District reserves it right to reduce Interns' salary by no more than 1/8 of its total to pay for costs of supervision for Interns, but will not pay an Intern less than the minimum salary required to be paid by the state to a regularly certificated teacher. (Education Code section 44462)

- clear teaching credential and a minimum of three years of successful teaching experience. Support Providers will mentor, coach, and consult with Interns on all areas of responsibility as a teacher of record by visiting classrooms to conduct observations, debriefing, modeling, coaching and assessment of the Intern while Intern is working at the District. District Support Providers shall counsel each Intern and shall develop a plan for the Intern to complete the requirements to earn a credential in the content or specialty area(s) of the intern credential ("Plan")
- D. To comply with Education Code section 44830.3(b) and CTC Preconditions (Appendix B) in developing the Plan.
- E. The District has authority to remove or terminate any Intern if, in the District's judgment, the Intern's conduct or behavior violates the District's rules, regulations, policies, or procedures or otherwise threatens the health, safety or welfare of any District Pupils, invitees, or employees at District. The District is to notify the University of any removal or termination of Intern supported through the University.
- F. The District shall allow Intern to video record their teaching, including visibility and audio of pupils and intern, for credentialing requirements, as required by the CTC. Video will not be shared publicly and only shared within password protected platforms with required University designees.

II. UNIVERSITY AGREES

- A. University is accredited, and will maintain accreditation, by the Western Association of Schools and Colleges. University has met, and will continue to meet, all of the CTC requirements to offer the internship credentials.
- B. To identify and designate a qualified faculty member as the University Supervisor for the Program to act jointly with the District Support Provider to ensure the appropriate type and amount of mentoring to Intern in accordance with the Plan. The qualifications of each University Supervisor shall be documented by the University and made available to the District upon request.
- C. To ensure that the University Supervisor will coordinate with the Intern and District Support Provider to implement the Plan on District school sites or virtually, as required or needed.
- D. To ensure that each agent and employee implementing the Programs is aware of all applicable District policies and procedures and shall direct each agent and employee to conform to all such District policies, procedures, regulations, standards for health, safety, cooperation, ethical behavior, and any additional requirements and restrictions agreed upon by representatives of District and University.
- E. To comply with all applicable District policies in implementing the Programs and ensure that all agents and employees visiting any District School or virtually complies with the Code of Conduct with Students.
- F. To ensure agents and employees implementing the Programs comply with the District's rules related to security and protection of the District's Protected Health Information ("PHI") and Personally Identifiable Information ("PII") of District Pupils, and that they may not, therefore, either retain PHI or PII outside of the District or disclose PHI or PII to anyone outside of the District, except as required by law. For purposes of compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. section 1232g and 34 C.F.R. Part 99, and California Education Code section 49060-49085, agents and employees implementing the Programs are considered "school officials" with respect to the use and maintenance of PII from education records. The University shall advise agents and employees implementing the Programs that, for purposes of compliance with the Health Insurance and Portability Accountability Act ("HIPAA"), they are considered "work force members," defined as individuals who are given access to the District's PHI, and that PHI means any information, whether oral or recorded in any form or medium, created or received by the agents and employees and: (i) that relates to the past, present or future physical or mental condition of the patient; the provision of health care to the patient; or the past, present or future payment for the provision of health care to the patient; and (ii) that identifies the individual or with respect to which there is reasonable basis to believe the information can be used to identify the patient and shall have the same meaning as the term "protected health information" defined in the Code of Federal Regulations (45 CFR section 164.501).

- the confidentiality of District Pupil records and not to disclose District Pupil records except to District officials who have a legitimate need to know consistent with their official responsibilities. University recognizes that records relative to Pupils, maintained by them respectively, are confidential pursuant to provisions of applicable federal and state law, including but not limited to the FERPA and California Education Code section 49060-49085.
- H. To maintain accurate and complete records and reports regarding the Interns' participation in the Programs.
- I. To assume responsibility for assuring compliance with applicable educational standards and to oversee required academic and instructional content provided to Interns of the Programs.
- J. To inform the District immediately, and in no event more than five business days, if it has information that it, the University Supervisor, or the Intern is not qualified in any way to carry out any of the duties they are responsible for.
- K. The University has authority to terminate the participation of an Intern in the Program if the Intern violates any of the University's policies, rules, regulations, or procedures. The University shall have full responsibility for the conduct of any student disciplinary proceedings regarding the Intern's violation of its policies, rules, regulations, or procedures.

III. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, if so required, to be eligible for supervised fieldwork. For intern teachers, this includes the minimum number of preservice hours required by the CTC for issuance of the Intern Credential.
- B. Each Intern shall apply for the Internship Credential through the UNIVERSITY, upon verification of employment from the DISTRICT.
- C. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the DISTRICT mentor teacher at the DISTRICT, the activities of each student assigned to DISTRICT, and student fieldwork experience.
- D. The UNIVERSITY shall complete observations following CTC guideline and/or evaluations of the student regarding their performance at the DISTRICT as per arrangement between the UNIVERSITY faculty or staff member and the DISTRICT supervisor.

IV. RESPONSIBILITIES OF THE DISTRICT

- A. The DISTRICT shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics, and/or disabilities.
- B. The DISTRICT staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the DISTRICT or involving employees or agents of the DISTRICT, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. To notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- D. Comply with all federal, state, and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- E. The DISTRICT staff shall comply with APPENDIX A and B regarding the DISTRICT's supervision of UNIVERSITY students.
- F. The DISTRICT acknowledges that each INTERN under this Agreement shall be a paid employee of the DISTRICT and thus covered under the DISTRICT'S insurance policies, including Workers' Compensation, to the extent available to other teachers. No intern shall be considered an employee or agent of UNIVERSITY while performing services for the DISTRICT. Powered by BoardOnTrack

V. THE PARTIES MUTUALLY AGREE

Elevate School - Regular Board Meeting - Agenda - Monday November 18, 2024 at 4:00 PM

- A. Neither party shall discriminate in the assignment of INTERNS on the basis of race, color, disability, gender, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- B. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- C. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.
- D. The DISTRICT agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents, or employees.
- E. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

DISTRICT CONTACT INFORMATION:

See above "Fieldwork Site Contact Information"

UNIVERSITY CONTACT INFORMATION:

University of Massachusetts Global
65 Enterprise, Suite 150
Aliso Viejo, CA 92656
Attn: School of Education, Dean

- F. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- G. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- H. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- I. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.
- J. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.

VI. TERM AND TERMINATION OF AGREEMENT

Elevate School - Regular Board Meeting - Agenda - Monday November 18, 2024 at 4:00 PM

- A. THE TERM of this Agreement shall be effective **10/21/2024** (Cannot be older than older than 2 months from signature date) and shall continue in full force and effect through **10/19/2029** (not to exceed 3 years). This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the DISTRICT with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

Signatures

UNIVERSITY:

Name

EmptyColumn

Chancellor & CEO

Date

SITE:

Name

EmptyColumn

Title

EmptyColumn

Date

Add Comment

To add your comment, enter your comment here and click on the Add Comment button. here.

Appendix A
Specific Supervision Requirements for Each Program

- A. Intern Teachers:
 - a. Candidates in the internship program to assume the functions that are authorized by the regular standard credential and that the interns' services meet the instructional or service needs of the participating district(s).
 - b. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.

responsibility of both the Commission-approved teacher preparation program and the District. The UNIVERSITY and DISTRICT have shared authority and responsibility for implementing the program, and for the continuous improvement of the program. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

a. General Support and Supervision Provided to All Intern Teachers

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct observations a minimum of six times each term that include co-planning meetings and advising. Supervisors will maintain weekly contact with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.
- iii. The DISTRICT shall select mentor teachers who meet the following qualifications:
 1. valid corresponding Clear or Life credential in a subject area comparable to that of the intern's subject area,
 2. three years successful teaching experience, and
 3. the English Learner (EL) Authorization (if responsible for providing specified EL support).

If the mentor does not hold an EL Authorization, the district must identify an individual who does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.

- iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of 4.5 hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom. Interns without an English Language Authorization must also receive focused English Language instruction support.
- v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors
- vi. The UNIVERSITY provides the 10 hour CTC mandatory mentor training.
- vii. The DISTRICT requires mentors complete the CTC mandatory 10 hour training. Experienced mentors may be eligible to waive up to 8 hours of this training based on prior experience and professional development.
- viii. The University Supervisor and District Mentor shall meet together regularly with the

intern to ensure the intern is following the California Teaching Performance Expectations.

- support/mentoring to ensure that intern teachers are receiving the minimum 144 hours of general support.
- x. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.
- xi. District must allow the use of video capture for candidate supervision, reflection, and CalTPA completion to reflect to the extent possible Intern's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards.

b. Support and Supervision Specific to Teaching English Learners

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The University and District shall share the responsibility to provide 45 hours of support/mentoring and supervision, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.
- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners.

B. School Counseling Fieldwork:

- a. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- b. The program assigns qualified supervisors and provides training based on the program's design. Qualifications for supervisors must include, but are not limited to:

- i. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.

experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

Candidates are required to:

iii. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.

iv. The University will provide materials for supervisors on training in models of supervision, the SCPEs, and program fieldwork requirements share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

c. University Supervision Requirements include:

i. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.

ii. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

d. Provide opportunities for students to gain a broad range of experiences, including experiences in:

i. Personal and career assessments

ii. Personal counseling experience in either an individual or group context

iii. Experience in School-based programs serving parents and family members

iv. Observing classroom instruction

v. Attending district and school-based meetings

vi. Mapping school-based community resources

vii. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.

viii. Participating in professional development activities.

ix. Participating in individual or group supervision.

x. Learning about and using technology and information systems.

xi. Learning about Individual differences and student diversity.

e. The DISTRICT shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.

f. The DISTRICT in collaboration with the UNIVERSITY will designate one school counselor who has at least two years' experience in school counseling to serve as the primary supervisor. The candidate may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two candidates.

g. The DISTRICT shall ensure that the candidate receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.

h. The DISTRICT supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.

i. The DISTRICT shall ensure that the candidate will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the candidate is encouraged to participate in district, SELPA, or county

C. Specific Supervision Requirements School Psychology Fieldwork:

There are two required levels of field-based activities. The first level, practicum, consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provides for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs.

- a. Provide an average of two (2) hours of individual or small group supervision per week from an experienced school psychologist.
- b. Assigned practicum supervisors must meet the following qualifications for practicum/fieldwork supervisors must include but are not limited to:
 - Minimum of 3 years of experience as professional in the field
 - Possession of a PPS School Psychology Credential
 - Knowledge of context and content appropriate to the practicum experience. A field-based professional holding a current and valid credential authorizing service as a school psychologist provides direct culminating fieldwork or internship supervision.
- c. Provide experiences with a diverse student population.
- d. Provide experiences with a variety of educational programs.
- e. A minimum of twelve hundred (1,200) clock hours of field experience is required as part of the culminating fieldwork or internship according to the following guidelines:
 - i. The culminating field experience or internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.²
 - ii. The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool –grade 12 school setting providing direct and indirect services to pupils.³
 - iii. Up to two hundred (200) hours of field experience may be acquired in other settings such as(a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.
 - iv. A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised by the University Supervisor along with input from the site supervisor. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
- f. Provide opportunities for candidates to gain a broad range of experiences, including experiences in:
 - i. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - ii. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - iii. Developing, implementing and evaluating academic and behavioral interventions.
 - iv. Providing counseling and other mental health interventions.
 - v. Home, school, community collaboration: working with parents and community members.
 - vi. Learning about, helping develop, or evaluating policy, practices and programs.
 - vii. Participating in professional development activities.

- ix. Learning about and using technology and information systems.
- x. Learning about Individual differences and student diversity.
- g. The University will provide materials for supervisors on training in models of supervision, the SPPEs, and program fieldwork requirements share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
- h. The DISTRICT shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- i. The DISTRICT in collaboration with the UNIVERSITY will designate one school psychologist who has at least three years' experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the DISTRICT to provide concurrent supervision for more than two interns or students.
- j. The DISTRICT shall ensure that the student receives an average of two hour of individual or two hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- k. The DISTRICT supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- l. The DISTRICT shall ensure that the candidate will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the candidate is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

D. School Administration Fieldwork:

- a. The DISTRICT shall provide student with individual and/or small group supervision from an experienced school administrator.
- b. The DISTRICT shall provide student with experiences with a diverse student population.
- c. The DISTRICT shall provide student with experiences with a variety of educational programs.
- d. The DISTRICT shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- e. The DISTRICT supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university semester.
- f. The DISTRICT shall ensure that the student will be treated by the DISTRICT as part of the professional staff and is provided a supportive work environment and adequate supplies. In addition, it shall see that the INTERN is encouraged to participate in district or county committees and that he/she is provided release time as needed to attend professional development experiences or professional association meetings

Appendix B CTC Preconditions for Teaching Internship Programs

- A. **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.

- B. Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Elevate School - Regular Board Meeting - Agenda - Monday November 18, 2024 at 4:00 PM Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code section 44325(c) (3).
- C. Pre-Service Requirement.**
- a. Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations section 80033.
 - b. Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- D. Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
- a. Provisions for an annual evaluation of the intern.
 - b. A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
 - c. Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - d. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
- E. Supervision of Interns.**
- a. (a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations section 80033.
 - b. (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.
- F. Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code section 44458.
- G. Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452.
- H. Early Program Completion Option.** (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

a. Pass a written assessment adopted by the commission that assesses knowledge of teaching Elevate School - Regular Board Meeting - Agenda - Monday November 18, 2024 at 4:00 PM foundations as well as all of the following:

- i. Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- ii. Techniques to address learning differences, including working with students with special needs
- iii. Reading instruction in accordance with state standards
- iv. Assessment of student progress based on the state content and performance standards
- v. Classroom management techniques
- vi. Methods of teaching the subject fields

b. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

c. Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

d. Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code section 44468).

- I. **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code section 44325 (b).
- J. **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.
- K. **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code section 44325 (c) (4).

Appendix C Literacy Instruction

Literacy instruction is required of all Commission approved Preliminary Multiple Subject, Education Specialist (Mild to Moderate Support Needs, Extensive Support Needs, Visual Impairments, Deaf and Hard of Hearing, Early Childhood Special Education), and PK-3 Early Childhood Education (ECE) Specialist Instruction teacher preparation programs pursuant to Senate Bill (SB) 488 (Chap. 678, Stats. 2021).

District and University must ensure that:

- Candidates have the opportunity to Practice Teaching Foundational Literacy Skills in settings that allow candidates opportunities to practice teaching students foundational skills. Opportunities must be provided to candidates in clinical practice settings to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.
- Candidates must have the opportunity to practice a strong literature, language, and comprehension component with a balance of oral and written language.
- The clinical practice settings must allow candidates opportunities to practice TPEs related to oral and written language, as applicable to the credential program. Candidates must have opportunities to practice diagnostic techniques that inform teaching and assessment and early intervention techniques. This includes practice

- In addition to the full list of Teaching Performance Expectations (TPEs), candidates must have opportunities to engage specifically with TPE 7.6, 7.7, and 7.8 in their clinical experiences. The TPEs are outlined below:
 - 7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
 - 7.7/U7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
 - 7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
- Within each clinical setting, it is expected that candidates have opportunities to practice skills outlined in the California Dyslexia Guidelines: <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf> (<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>)

Package History

Date	User	Action
10/28/2024 9:18:07 AM	Martin, Patricia	Submitted 'TAD - Supervised Internship Agreement v11'
10/28/2024 9:18:17 AM	FLOW SOE Dept Inbox	Received
10/28/2024 9:36:03 AM	Martin, Patricia	Decision Approved on step 'School Inbox'
10/28/2024 9:36:26 AM	FLOW SOE Dept Inbox	Received
10/28/2024 9:36:54 AM	Martin, Patricia	Decision Approved on step 'Contract Preview'
10/28/2024 9:36:57 AM	Etrieve Flow App User	Form link emailed to relliott@elevateschool.com for their e-sign
11/11/2024 3:09:32 PM	Martin, Patricia	Moved by Martin, Patricia from step 'ESign to Site (1)' to step 'School Inbox'. Reason: Package(s) Incorrectly Routed
11/11/2024 3:09:34 PM	FLOW SOE Dept Inbox	Received
11/11/2024 3:11:15 PM	Martin, Patricia	Decision Approved on step 'School Inbox'
11/11/2024 3:11:44 PM	FLOW SOE Dept Inbox	Received
11/11/2024 3:17:09 PM	Martin, Patricia	Decision Approved on step 'Contract Preview'
11/11/2024 3:17:15 PM	Etrieve Flow App User	Form link emailed to relliott@elevateschool.com for their e-sign
11/15/2024 3:03:14 PM	relliott@elevateschool.com	Email resent to relliott@elevateschool.com with new Form link. Previous link expired.